

INCREASING KNOWLEDGE ABOUT BULLYING AMONG STUDENTS  
IN A SUBURBAN HOUSTON SCHOOL

By

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## DISCLAIMER

The beliefs and conclusions presented in this Applied Research Project are not necessarily those of the administration of Oral Roberts University, the Graduate School of Theology and Ministry, or the faculty.

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## ABSTRACT

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Scope and Method of Study: The purpose of this study was to increase knowledge about bullying among students in a suburban Houston middle school. This project evaluated biblical, theological and historical resources. Also, a significant cross-section of current literature was reviewed. Increasing knowledge about bullying was pursued through a multi-media presentation and the book *Not In My School*. A Pre-Test and Post-Test provided a snapshot of knowledge level and a measurement for the increase of knowledge.

Findings and Conclusions: The Pre-Test showed that the students in the Houston suburban middle school indeed lacked knowledge about bullying. Those same students who took the Pre-Test participated in the multi-media presentation and reviewed the book *Not In My School*. The Post-Test on those same students after the presentation and the review of the book showed a significant increase in knowledge about bullying. This result gave hope for the progress of increasing knowledge about bullying in Houston area schools.

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## DEDICATION

The project is dedicated to God and the students of the United States of America.

## PREFACE

This project was motivated by the bomb threats, hit-lists, and threats of violence in my high school. These high school terror threats were a result of bullying and were made known to the public through the media on TV and in newspapers. These high school threats were combatted and halted through my efforts to start and lead the Blitz Student Club. Blitz attracted 150 students weekly, distributed over 200 T-shirts to students with the 10 commandments stating “They can take them off the walls but not off our backs,” distributed over 500 Bibles to students, ministered the gospel to every student in the school (2,000 students), led over 1,000 students in the prayer of salvation, and attracted positive media attention on TV and in newspapers. Some of the newspaper articles can be found in Appendix G of this project. These efforts in high school to defeat terrorism or acts of fear remains in effect today. First John 4:18 states that there is no fear in love and love drives out fear. Love is more powerful then fear. An individual will do greater things for the sake of love than he or she is willing to do for the sake of fear. This project was driven out of love. I have high hopes that this project and my continual efforts will inspire students across this great nation to stand up to bullies, promote respect, model the message “Not In My School,” make the world a more secure place, and live #FEARLESS.

## ACKNOWLEDGMENTS

First, I would like to thank God for His grace and favor on my life. Next, I would like to thank my lovely wife Natalie for enduring the grind with me. Natalie, you are an amazing wife and mother. This degree could not have been completed without your continual support and encouragement. I would like to thank my beautiful and anointed children, Aaliyah, Michaiiah, and Malachi, for enduring this process with me. Words cannot express how blessed I am to have you in my life. I would like to thank my parents and in-laws, Michael and Barb McDermott, Maryann and Michael Cotti, and Ralph and Anita Garcia, for your continual support in my life. I would like to thank Shannon Kapp for mentoring me and standing with me in High School. I would like to thank Jeff Nowling, Michael White, Dr. Brant Wallace, and Blaine Bartel for serving at Bully Proof USA as members of the board of directors with me, your work, and financial contributions. I would like to thank Gordon, Dennis, and rest of the Lindsey Family of Christ for the Nations, Pat Robertson of Regent University, Oral Roberts of Oral Roberts University, and Jack Hayford and Robert Morris of The King's University for the opportunity to serve in your institution as a faculty member or student. I would like to thank Dr. Richard Heard for your inspiration, pastoral leadership, and challenge to live outside of the box. I would like to thank my dean, Dr. Thomson Matthew, for your excellent leadership and Celine Butler for your excellent administration. I would like to thank Dr. Kenneth Mayton and Dr. John Thompson for your visionary leadership, Dr.

Randall Loescher and Dr. Barry Simon for your diligence with me to pursue academic and ministry excellence.

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# CHAPTER 1

## THE PROBLEM

### Introduction

The applied research project “Increasing Knowledge about Bullying Among Students in a Suburban Houston School” focuses on solving the problem of bullying in a middle school environment, to help young people achieve success as students. In today’s culture, the topic of bullying has become one of the most talked about social issues in America and across the globe. Young people are using every means possible to exert negative force upon their peers. Some of the means that young people are using are verbal, physical, social media, notes, gossip, rumors, and lies. Due to the negative force being exerted by their peers, these young people that are being bullied are distracted in their learning environment. In some cases, where bullying has become so severe, the victim takes the abuse outside of the classroom and into their personal dwellings, where they inflict self-harm and for some even suicide. Additionally, the bully at times takes the bullying outside of the classroom into the victims’ personal life through social media, text, phone calls, and personal stalking.

This project is committed to increasing knowledge in students regarding bullying in a middle-class suburban middle school in the Houston area. This project will utilize a multi-media assembly presentation, student products (such as a book and wristband), a teacher curriculum outline, a student club curriculum, and on-line visibility. During the

presentation, celebrity endorsements and their personal stories were used, along with real student stories and statements. The reason for the stories and statements was for the purpose of gaining respect and buy-in from the student audience about the anti-bullying principles being shared. In the assembly, one hundred middle school students were gathered together to hear the presentation. The size of the gathering was subject to the school's approval. Upon the completion of the assembly, a challenge for the students to stand, raise their right hand, and pledge to protect themselves and their peers was given. As students exited the assembly, they were given a book that accompanied the message. Further resources, such as a teacher curriculum outline, also were given out.

The teachers were given a follow-up curriculum and student book, following the one-hour student assembly program. Students willing to initiate a school club were encouraged to use the student book and follow-up teacher curriculum. Through the visuals of a mass audience in the assembly, open expression for students to pledge to protect themselves and their peers in the assembly, the student club curriculum, teacher curriculum outline, student books, and pledge cards, students' knowledge increased as it pertains to the activity of bullying.

The items presented and given in the program were to serve as a constant reminder and reinforcement to foster knowledge in the students about bullying and cultivate an atmosphere of respect for each other. Also, this reinforcement caused the bullies to realize that they are outnumbered and that the school is now being watched by the entire student body who will report any incident of bullying as well as step up to defend their peers.

### Statement of the Problem

The problem that this applied research project focused on is that there is a lack of knowledge among students and teachers at a Houston area school as it pertains to creating a secure learning environment. In today's culture, it is not uncommon to turn on the television, listen to the radio, or listen to the headlines and hear something about how today's young people are bullying each other in school. This causes students to become fearful of attending school, asking questions openly in class, leading to detentions, suspension, and other negative academic consequences. The victim at times can be tempted to retaliate back, because they feel disrespected by the bullying and at times disrespected in front of their peers. The bullying often does not stop at school, but follows the victim home causing some victims to commit suicide or harm themselves.

The student that is bullying is doing so because they have a personal problem. This personal problem can create a social crisis if the bully does not get help and the victim is not trained and instructed on how to react to his or her situation. If a bully has a problem with one person and a problem with another person, as well as problems with a third person or more, then it is clear that the bully has a problem. The problem that the bully has is not with another individual. Rather, the problem that the bully has deals with his or her own personal issues. An additional problem with bullying has to do with the victim not understanding how to react to the bully in an appropriate manner. If the response of the victim to the bully is not appropriate, it can result in even greater issues. It is essential that victims be strategic in de-escalating the situation. Finally, the problem of lack of intervention by peers and teachers must be addressed. Many times, bystanders,

even responsible adults, do not understand the best methodologies in dealing with bullying and the victim. In this applied research project, the problem of bullying in middle schools was addressed along with the additional problems cited above that center around the core issue of bullying.

### Purpose and Specific Objectives

The purpose of this applied research project was to discover a strategic approach that creates a secure learning environment in a Houston suburban school by the increase of knowledge among students concerning bullying. The result of this goal was an improved academic environment and an improved overall quality of life for students. As the academic environment and quality of life improved for the students in the school, these affected the overall community, state, and even nation in a more academically secure manner.

The objective of the applied research project was to increase knowledge regarding bullying. In order to increase knowledge, one learns to identify bullies, discovers why they bully, discovers pathways to rescue victims, gathers information about creating a secure learning environment, and understands how to strengthen the school systems in a community and the nation at large. There was both a qualitative and quantitative case study done to bring about feedback and statistics that proved the methodologies to be either effective or provide insight for adjustments for improvements concerning the stated objectives.

### Research Question

In today's society, bullying is running rampant amongst the young people in the school systems. This proposed the question, "Will the teaching in assemblies, distribution of anti-bullying products, and follow-up curriculum for teachers increase knowledge regarding bullying in a Houston area school?" The answer to this question is outlined in this project.

To bring an answer to the research question, the research broke up the question into various segments to be able to identify a solution that would be conducive to fixing the problem. In order to answer this question, additional questions were asked as to why the bullies are bullies. In order to answer these questions, a look was taken inside the mind of a bully. There are many factors that might have led to the problem of somebody becoming a bully. These factors could have been the home environment for the bully. Another factor could have been that the bully has been a victim of bullying in their past. It also could have been the fact that the bully was hurt emotionally or had a deep root of insecurity that caused him or her to act out in such a manner.

In order to understand how to turn a hostile learning environment into an atmosphere that can cause students to achieve academic success, it was essential to survey school officials to ask them what their opinions may be. Several key factors for an atmosphere that promotes academic success can be the feeling of safety, teacher-to-student ratio, location of the school within a school system, security, and age demographic regulations. One source of information that was extremely helpful was the school counselor. The school counselor was able to adequately describe the emotional

and physical trauma that students go through on a regular basis in the school systems as well as how it affects the students' grades.

The success was measured by a Pre-Test survey and Post-Test survey of one hundred students and faculty to assess bullying and knowledge levels. The Post-Test survey was conducted less than twenty-one days after the program. For answering the research questions, questionnaires were passed out to at least one hundred students to get the students' feedback. The statement that "at least one hundred students" was because the amount of students allowed to partake in the assembly was at the discretion of the school that was approached to become part of this research project. The number of one hundred students is a reasonable request to be approved by the school principal. It was essential to hear what the students were saying about bullying and what types of intervention could help them achieve academic success in their schools. The questionnaire was collected at the end of the assembly program, and then placed into quantitative and qualitative summaries, so that the answers to these questions could be discovered and implemented swiftly in the school's daily routine.

#### Setting of the Project

The setting of the project was in a suburban middle school in the Houston area. The name of the school was St. Mary Magdalene Catholic School. The attendance for the program was one hundred students in middle school. This number of students gave a range of student types differing in race, interest, gender, and social identities. The school

that was used in this project was located in the Houston, Texas, area. The official U.S. Census real counts had the Houston population at 2,233,310, as of January 1, 2015.<sup>1</sup>

Additionally, the program took place during normal school hours. The school faculty needed to agree to dismiss all students from their classes to participate in the program. At that time, the students reported to the gymnasium that was equipped with the proper sound, media equipment, seating, etc. Upon the completion of the program, the students returned to their classes, and they were empowered by their teachers and peers to walk out of the presentation inspired and to practice anti-bullying steps in their daily lives at school.

### Background and Significance

The problem of bullying is not a new concept. This issue has been in existence since the creation of the world. Bullying has existed in many forms. However, most often it starts with a verbal assault, which, in return, causes a physical response from the victim. The first victims of verbal assault were Adam and Eve. In Genesis 3, a dialogue begin to take place between the serpent, Satan, and God's human creation. The serpent states the following to Adam and Eve in Genesis 3:4-5, "You will not certainly die, the serpent said to the woman. For God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil."<sup>2</sup> This statement from the

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<sup>1</sup>City of Houston, "Demographic Data," *Houstontx.gov*, 1 January 2012, n.p., <http://www.houstontx.gov/planning/Demographics/> (10 March 2012).

<sup>2</sup>Unless otherwise indicated all Bible references in this paper are to the New International Version (NIV) (Grand Rapids, MI: Zondervan, 1989).

serpent implied that humanity was lacking something. The implication was that they were not like God and needed improvement. However, this is an untrue implication. Genesis 1:26-27 states the following about humanity, “Then God said, ‘Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.’ So God created mankind in his own image, in the image of God he created them; male and female he created them.” This passage of scripture clearly states that humanity was created to be like God. The serpent’s statement that they would be like God implied that they were not like God or that they were lacking the godlike characteristics. The serpent made them feel less than the magnificent human beings that they were created to be. In today’s culture, these verbal assaults continue. Bullies make statements to their victims about their image, social status, and other things that make modern-day victims feel less than the magnificent people they were created to be. Bullying in the twenty-first century is a result of the serpent’s effects on humans, and it has been around since the creation of humanity. If people do not continually battle this assault on humans, then humans will not understand their significance in the world, thus aborting the plans and purposes of God for the earth.

### Definitions of Terms

There are four major terms that were addressed throughout the course of this project. The first term is bullying. The second term is the word victim. The third term is the word respect. The fourth term is the word defense. The four terms—bullying, victim,

respect, and defense—are foundational to understanding bullying and prevention techniques in the twenty-first century.

The first term, bullying, is defined as a form of aggressive behavior shown by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an “imbalance of power.” Furthermore, it can include verbal and physical attacks, which may be directed “repeatedly” towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability.<sup>3</sup> The second term, victim, is defined specifically in this project as “one that is acted on and usually adversely affected by a force or agent.”<sup>4</sup> The third term used is respect. This term is defined as an “esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability; deference to a right, privilege, privileged position, or someone or something considered to have certain rights or privileges; proper acceptance or courtesy; acknowledgment; [or] the condition of being esteemed or honored.”<sup>5</sup> The fourth word, defense, is defined as “the act or action

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<sup>3</sup>U.S. Department of Justice, “Addressing the Problem of Juvenile Bullying,” *Ncjrs.gov*, June 2001, n.p., <https://www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf> (9 August 2013).

<sup>4</sup>Merriam-Webster, “victim,” *Merriam-webster.com*, n.d., n.p., <https://www.merriam-webster.com/dictionary/victim> (9 August 2013).

<sup>5</sup>Dictionary.com, “respect,” *Dictionary.com*, n.d., n.p., <http://www.dictionary.com/browse/respect> (9 August 2013).

of defending; . . . capability of resisting attack; . . . means or method of defending or protecting oneself, one's team, or another.”<sup>6</sup>

Although the terms being used in this project are modern terms, there is a historical and biblical basis for each of them. As this project unfolds, the connection between these terms and sound biblical principles are made. Modern language may evolve, however, God's principles always stay the same. This applied research project, although done in a school setting, provides a ministry service that was biblically sound with a modern twist.

#### Limitations of Study and Execution

Bullying is a universal problem. The problem of bullying occurs in marriage, families, corporations, finances, churches, and schools. However, for the purpose of this project, the research was limited to youth in a middle-class suburban middle school located in the Houston area. Additionally, this project was limited to the cause and effects of bullying and prevention strategies, as well as techniques that can be used by both students and the school faculty to increase knowledge of students that participate in bullying or are the victims of bullies. Due to this program taking place in a Christian institution, the usage of “identified” scripture was prepared. The presentation, assembly, and workshops were biblically sound and driven from the biblical text and the leading of the Holy Spirit. In the event that faculty or students wanted to personally ask the

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<sup>6</sup>Merriam-Webster, “defense,” *Merriam-webster.com*, n.d., n.p., <https://www.merriam-webster.com/dictionary/defense> (9 August 2013).

presenter where his material came from, the presenter was prepared to personally share that it is a biblically based program.

### Assumptions

The primary assumption of the applied research project is that there would be a great response from the students and the teachers, as well as the community as whole, uniting together to increase knowledge concerning bullying, in order to create a secure learning environment. Given the strategy of placing a mass of students in a gymnasium for the presentation allowed for the students to witness the materials with peer-to-peer participation. This peer-to-peer participation in the program and universal hearing of the message caused the bullies in the room to realize they were numbered, especially when they saw other students signing the pledge cards. There was also a small book issued to the students and teachers. This book allowed for the teachers and students to keep the material alive through their academic experience. It was assumed that these techniques would be a driving factor in the increase of knowledge of students participating in bullying, the victims, and would cultivate an atmosphere of respect in the Houston area middle school setting.

### Summary

In summary, the issue of bullying has been an issue from the creation of humans. It has been passed down through the generations and is running rampant in the schools across America and the rest of the world. Although this is a global and an ancient

problem, this research project was limited to modern day techniques, sound biblical principles, and the execution of strategy in the Houston metropolitan area.

Given the presented guidelines, background, significance, goals and objectives, strategy, and anointed gifting by the presenter, it was assumed that the project would be a huge success. The success was measured by a pre-survey and post-survey of one hundred students and faculty to assess bullying and knowledge levels. The post-survey was conducted less than twenty-one days after the program. This response from the student body and the faculty resulted in the measurement of the increase of knowledge concerning bullying, to cause there to be a more secure learning environment in the school. This increase of knowledge and creation of a secure learning environment would produce a better quality of life for all the students studying to advance their futures in the school, communities, America, and the rest of the world.

## CHAPTER 2

### BIBLICAL-THEOLOGICAL-HISTORICAL BASE

#### Introduction

In this chapter, the concepts of bullying will be addressed in the historic, poetic, and prophetic books of the Old Testament, as well as in Pre-Church, Medieval Church, and Modern Church Era texts. Concerning the New Testament, the issue of bullying will be reflected upon in the gospels, the letters and epistles, and the Book of Revelation. For the theological understanding behind the issue of bullying, the reader will be exposed to exegetical study of scripture and theological themes in scripture. Finally, this chapter will relate from ancient to modern world history as it pertains to issues of bullying. The ancient world history will have a broader basis of bullying on all humankind, while the modern world history will stay focused primarily on modern culture and society.

As the biblical, theological, and historical elements of bullying are researched, there will be a continual reference and defining of key terms throughout the applied research project. The first key term is bullying. The second key term is victim. The third key term is respect. The fourth key term is defense. In addition to these terms, there will be a discovering of biblical meanings, theological perspectives, and historical references to all kinds of terms that revolve around the nucleus of these key terms.

From the beginning of time, the issue of bullying has been in existence amongst humankind. The actual term “bullying” is a modern term; however, the concept of

bullying can be seen throughout the Old Testament, New Testament, and the history of the world. A few Old Testament examples of bullying are the serpent in the Garden of Eden bullying humankind, the Devil bullying Job, Goliath bullying David, and King Saul bullying David. In the New Testament, some examples that could constitute bullying are the Pharisees and religious hierarchal system with the common people, the religious system and the Samaritans, and the Roman soldiers and Jesus. As the historical setting is examined, one can see that the Early Church believers were bullied because of their beliefs, issues of separation because of religion, race, and other human preferences. The elements of genetic differences and environmental influences on the person, such as economic class, also provoked bullying. Throughout the course of human history there has been a clash in the class system. When it comes to defending the weak and the underprivileged, humankind has the personal responsibility to defend victims of bullying and to crash the class system. If people are to defend the weak, they must learn to live the statement “all men are created equal.”<sup>1</sup>

Biblical Foundations for Increasing Knowledge  
About Bullying in the Old Testament

Exegesis of Job and the Devil (Job 1:6-11; 2:1-5)

Robert Eisen notes that several Jewish philosophies are expressed concerning the exegesis of Job. Some of the philosophers include Saadiah Gaon, Maimonides, Samuel Ibn Tibbon, Zerahiah Hen, Gersonides, and Simon ben Zemah Duran. The author also

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<sup>1</sup>Independence Hall Association, “The Declaration of Independence,” *UShistory.org*, 4 July 1995, n.p., <http://www.ushistory.org/declaration/document/> (10 August 2013).

discusses how religious thinkers in Judaism and Christianity from antiquity onward have produced extensive volumes of commentary on Job, while Islamic thinking has developed more of an extensive tradition of interpretation of the Job story from a handful of references in the Koran. Eisen text clearly states that the Book of Job is part of the Biblical Canon, and for this reason has received significant attention by Western civilization. The consensus of these Jewish thinkers is that the author of the Book of Job is Moses. Their geographical conclusions would bring the modern historian to believe that the Job took place somewhere near or in modern Bagdad, Iraq. It is ironic that today this region of the world is under great turmoil and bullying on a significant scale. The central difficulty that all these interpreters have faced in reading Job is the ambiguities and contradictory signals in the biblical text regarding Job himself, specifically his virtue.<sup>2</sup>

David J. A. Clines states that “Job has been regarded as a vast quarry for moral truths and wise sayings about the human condition” or nature.<sup>3</sup> The Book of Job addresses “the meaning of life, the problem of suffering, and the moral disorder of the universe.”<sup>4</sup> In his bibliography, Clines has posted more than a thousand books and articles claim to that state the answers of Job to these questions. Clines states that in order to understand the book as a whole one must look at the two characters that are the

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<sup>2</sup>Robert Eisen, *The Book of Job in Medieval Jewish Philosophy* (New York: Oxford University Press, 2004), 4, 204.

<sup>3</sup>David J. A. Clines, *What Does Eve Do To Help? And Other Readerly Questions to the Old Testament* (Sheffield, UK: Sheffield Academic Press, 1990), 106.

<sup>4</sup>Clines, 106.

forefront of the narrator's mind. These characters are found in Job 1:6-12 and 2:1-7. These two characters are God and Satan, with a third sub-character, Job, caught in-between.<sup>5</sup>

The term *sâṭân* in the Old Testament is defined by James Strong as “an opponent,” “adversary,” “the arch-enemy of good,” “Satan, and “withstand.”<sup>6</sup> The KJV translates *sâṭân* as Satan (19x), adversary (7x), and withstand (1x). Satan verbally assaults or attempts to verbally bully humankind in Job 1:6-11, 2:1-5. Job 2:1-5 states a similar dialogue to Job 1:6-11.

In the *Dictionary of Biblical Imagery*, the authors speak of Satan in the Book of Job as “the Satan.” They state that “The most extensive portrayal of a satanic figure in the OT” is found in the book Job 1-2.<sup>7</sup> “The satanic figure of the book of Job takes a place among the ‘sons of God’ or heavenly beings who present themselves before God as the members of the divine assembly. Here the satanic figure” is called “‘the satan’ with the definite article, indicating that the term is understood not as a proper name but rather as a title or office held by the individual. The role of the satan is that of an investigator, tester, or prosecuting attorney who seeks to probe the character of human beings.”<sup>8</sup> In Job, the

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<sup>5</sup>Clines, 109.

<sup>6</sup>James Strong, “7854. שָׂטָן *sâṭân*,” “A Concise Dictionary of the Word in the Hebrew Bible,” in *The New Strong's Exhaustive Concordance of the Bible* (Nashville: Thomas Nelson, 1990), 115.

<sup>7</sup>Leland Ryken, James C. Wilhoit, and Tremper Longman III, eds., “Satan,” *Dictionary of Biblical Imagery* (Downers Grove, IL: InterVarsity Press, 1998), 760.

<sup>8</sup>Ryken, Wilhoit, and Longman, 760.

satan is described “as ‘going to and fro on the earth.’ When God raises the specter of Job’s blameless character and unblemished devotion to God, the satan responds with doubt about Job’s integrity and the motive for his piety.”<sup>9</sup> Throughout Job 1-2, the satan attempts several times to cause Job to reject and curse God, but is unsuccessful. Job was able to withstand the attack, or bullying, of the Satan.

In Job 2:1-4, Satan tested Job. Satan challenged Job’s motives and character. Roy B. Zuck says that “Satan accused Job of having an ulterior motive” to worship God.<sup>10</sup> God came to Job’s defense, stating that “Satan had *no* reason to incite” Him against Job. Satan implied that Job was “worshiping God because he had not given up his life.” Satan answers God and says, “Skin for skin! . . . A man will give all he has for his own life” (v. 4). The phrase “skin for skin” was a proverbial saying, likely attributing to “bartering or trading animal skins.”<sup>11</sup> Satan was insisting that Job had willingly traded the skins or lives of his own children for the return of God giving Job his own life or skin. Satan was implying that Job was selfish. In Job 2:5-6, Satan suggests that if Job were to suffer physical harm that he would curse God to His face. Then, Job would have no reason for worship, and he would see that God was against him. “The Lord permitted Satan to afflict Job but not kill him. God knew that Job would not deny him.”<sup>12</sup>

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<sup>9</sup>Ryken, Wilhoit, and Longman, 760.

<sup>10</sup>Roy B. Zuck, “Job,” *The Bible Knowledge Commentary: Old Testament* (Wheaton, IL: Victor Books, 1983), 721.

<sup>11</sup>Zuck, 721.

<sup>12</sup>Zuck, 721.

In Job 2:7-10, Satan decided to inflict Job's skin with painful sores. The scripture states that Job found some relief by scraping himself with a piece of broken pottery, and he was sitting among the ashes. The fact that he was sitting among the ashes implies a sense of mourning that was taking place. In this passage of scripture, one also sees Job's wife advising Job to curse God and die. Thomas Hale believes that this is evidence that "Job's wife was not holding up as well as Job."<sup>13</sup> It is possible that this suggestion to curse God came "out of anger toward God or out of a desire to end her husband's suffering—or both."<sup>14</sup> By advising her husband to curse God, Hale suggests that Job's wife, in essence, was "cursing God herself." Job handled the situation by stating that his wife was "talking like a foolish woman." This poses the question of the temptation to deny God. Did Satan use Job's wife to tempt Job, just like he used Eve to tempt Adam? "Job had no way of knowing" if this temptation was coming from Satan through his wife. "The only thing Job knew was that he was afflicted." The writer of Job concludes with Job 1:22—Job did not sin.<sup>15</sup>

The term the Devil, Satan, or office of the satan is a prime example of an Old Testament bully being defined. On the other hand, there is an Old Testament defender. This Old Testament defender is the Chief Defender, and the Chief Defender is God. Malachi 3:11 states the following, "Then I will rebuke the devourer for you, so that it

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<sup>13</sup>Thomas Hale, *The Applied Old Testament Commentary: Applying God's Word to Your Life* (Colorado Springs: David C. Cook, 2007), 784.

<sup>14</sup>Hale, 784.

<sup>15</sup>Hale, 784.

will not destroy the fruits of the ground; nor will your vine in the field cast its grapes,' says the LORD of hosts." There are several passages of scripture in both the Old Testament and New Testament that "refer" to Satan. For example, most New Testament believers would agree that the serpent in Genesis 3 is Satan. However, it is never stated that the serpent in Genesis 3 is Satan (see 2 Cor 11:3). Looking at the Old Testament strictly for the name Satan, there are only three situations where the name Satan is used. The first is in Job 1:6-2:7, the second is in Zechariah 3:1-2, and the third is in 1 Chronicles 21:1. In each of these situations, Satan appears as an adversary to humans, not so much as an adversary to God. In Job and Zechariah, Satan falsely accuses Job and a high priest named Joshua. In Chronicles, Satan created controversy between David and God, by provoking David into a census.<sup>16</sup>

#### Biblical Comments on the Serpent in the Garden (Genesis 3)

When considering the issue of bullying, it is essential to go straight to the source of bullying. The source is considered to be the Chief Bully, and the Chief Bully is the Serpent, Satan, or the Devil. The Chief Bully makes his way into the biblical theme in Genesis 3:1 as the serpent. Genesis 3:1-5 it states the following:

Now the serpent was craftier than any of the wild animals the Lord God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?" The woman said to the serpent, "We may eat fruit from the trees in the garden, but God did say, 'You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.'" "You will not certainly die," the serpent said to the woman. "For God knows that when you eat

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<sup>16</sup>Winfried Corduan, *I and II Chronicles*, Holman Old Testament Commentary (Nashville: Broadman & Holman Publishers, 2004), 147.

from it your eyes will be opened, and you will be like God, knowing good and evil.”

In Genesis 3:5, the serpent cunningly implies that humankind is lacking some God-like characteristics. He makes humankind feel less than the amazing human beings that God created them to be. The serpent states that when they eat from the fruit, their eyes will be opened and they will be like God. However, in Genesis 1:26-27, God had already created humankind to be in His image and like Him. Genesis 1:26-27 states the following about humankind, “Then God said, ‘Let us make man in our image, in our likeness . . . .’ So God created man in his own image, in the image of God he created . . . them.” In Genesis 3, the serpent bullies humanity into thinking, feeling, and acting like they had something wrong with them, and that they were lacking significance. The serpent used his cunning tactics to assassinate the purpose and identity of humankind. The serpent makes a bold assertion by denying the efficiency of the tree. The serpent downplayed the fatal consequence of partaking of the fruit. It was through deception that the serpent caused a fatality.<sup>17</sup> That fatality was the first recorded instance of bullying in world history.

#### Biblical Comments on David’s Bullies (1 Samuel 17; 19)

##### Goliath Challenges David

The story of David and Goliath is a classic story about bullying (1 Sam 17). The story begins with David being a shepherd boy, not engaged in the battle, but shepherding

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<sup>17</sup>James Gracey Murphy, *A Critical and Exegetical Commentary on the Book of Genesis* (London: Hamilton, Adams, & Co, 1867), 125.

and protecting his father's sheep. As David begins to serve his brothers who are engaged in the battle, he embarks upon an opportunity. David discovers that there is a giant by the name of Goliath. In this case, Goliath is the bully. Goliath is bigger and stronger than any one individual of the Israeli army; however, David understood that he was smarter than this Philistine bully. David learns that there is a great reward for whoever can defeat this bully. He is granted permission by King Saul to pursue this giant bully and takes a stand against his terroristic tactics and taunting. The giant begins to taunt David and make fun of him; however, David is secure that the Lord is with him. David had past success in defeating a lion and a bear. He understands that this taunting bully will be defeated like the lion and the bear he defeated in the past.

Goliath was a Philistine giant who lived in the Philistine city of Gath. Goliath was probably a descendant of a tribe of giants known as the Anakim, or the descendants of Anak and the Nephilim (Num 13:33). These giants likely served in a capacity similar to that of a foreign mercenary or soldier of fortune. Based on the figures of the Bible (1 Sam 17:4), Goliath was over nine feet tall. For forty days, this giant challenged Saul's army to find one man willing to engage in hand-to-hand combat. The winner of that one battle would determine the outcome of the war.<sup>18</sup>

In 1 Samuel 17:32-40, the Bible discusses how David challenges Saul not to lose heart, and it states that he will go and fight the Philistine. When David makes this announcement, Saul criticizes him for being a youth and the Philistine being a warrior

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<sup>18</sup>Ronald Youngblood, ed., "Goliath," *Nelson's New Illustrated Bible Dictionary*, rev. and upd. ed. (Nashville: Thomas Nelson, 1995), 462.

from his youth. David then states how he had killed a lion and bear. He states that he will do the same with this Philistine. Saul grants the approval for David to go fight the Philistine and tells him “the Lord be with you.” Saul tries to give David his armor to kill the Philistine, and David refuses to accept his armor. David states he cannot fight in Saul’s armor.

David’s statements bring him to Saul’s attention. David promptly volunteers to be Israel’s champion (v. 32). Saul discourages David from going against this giant, because he is only a “youth” (v. 33). The term “youth” that Saul uses has a broad range of usages. The meaning of “youth” ranges from youth, to attendant, to soldier, and to royal official. The root meaning is to be a dependent either within the family or in services, such as a military service. This term youth implies that David is not an established individual and does not carry the weight of respect expected for a warrior to battle against such a giant as the Philistine, Goliath.<sup>19</sup> However, David was advanced in his slingshot abilities. Prior to his face-off with the giant, David gathered five smooth stones. He would eventually use these stones to defeat four additional giant bullies (relatives of Goliath—see 2 Sam 2:22). The giant may have been bigger and stronger than David, but he was not smarter. David fought the bully from a distance. He did not allow himself to get close to the giant until he was dead. Research shows that historically, bullets far predate firearms. “Originally, bullets were stone balls used in a sling as a weapon and for hunting.”<sup>20</sup>

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<sup>19</sup>Feidhlimidh T. Magennis, *First and Second Samuel*, New Collegeville Bible Commentary (Collegeville, MN: Order of Saint Benedict, 2010), 57.

<sup>20</sup>Jeffrey Strickland, *Handbook of Handguns* (Raleigh, NC: Lulu Publishing, 2013), 448.

In 1 Samuel 17:43, the Philistine asks if David sees him as a dog, since David is coming at him with sticks. According to Francesca Aran Murphy, David does see Goliath as an animal, when comparing him to the living God. David takes control of this moment by illustrating the way he is seeing the opponent. F. Murphy comments that this poses the question: Why verbally abuse one another before the physical assault begins? She relates that one of the greatest examples of why this type of behavior takes place can be found in the West African story *Epic of Sundiata*. This is the “legend-history of Sunjata,” who was the “founder of the Mali Empire in the thirteenth century. Sunjata’s defeat of the sorcerer Sumanguru” was a crucial step up towards his chieftainship. The story states, “Before they joined battle, Sunjata and Sumanguru exchanged conventional boasts and challenges,” because “One does not wage war without saying why it is being waged.”<sup>21</sup> David and Goliath exchanged verbal blows to express the reason for fighting. The Philistine threatened to feed David to the birds and the beasts. David curses “in the name of the Lord of host” in whose power he goes forth to slay and decapitate Goliath. This can be seen in 1 Samuel 17:46.

The Bible discusses, in 1 Samuel 17:48-51, how David kills the Philistine. It states that as the Philistine moved towards David, David ran at him. As the Philistine runs at David, David runs at the Philistine. David took out a stone and slung it at the Philistine’s forehead. The stone sank into the Philistine’s forehead and the Philistine fell face down on the ground. David then took the sword of the Philistine and cut off his

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<sup>21</sup>Francesca Aran Murphy, *1 Samuel*, Brazos Theological Commentary on the Bible (Grand Rapids, MI: Brazos Press, 2010), 179.

head. There was nothing typical about David's victory over Goliath. David had no sword in his hand. David's victory was more extraordinary than any accomplishment by Saul. It was the might of God, not the might of weapons that David defeated Goliath.<sup>22</sup>

### Saul Targets David

The relationship between David and Saul is also one of a target and his bully. Saul, as a king, was someone of great power and influence. David was subject to the king. David's talent as a warrior and his great favor from God posed a threat to Saul. In 1 Samuel 18:8-9, Saul gets jealous of David's praise. Verse 9 states that Saul kept a close eye on David. David's success made him a "target" in the eyes of Saul. A bully is one who targets an individual, and repeatedly tries to inflict his greater strength or power on his victim. There are many reasons why bullies bully. In this case, Saul bullies David and tries to take his life due to Saul's deep jealousy. In 1 Samuel 18:8-9, the following is stated, "Saul was very angry; . . . 'They have credited David with tens of thousands,' he thought, 'but me with only thousands. What more can he get but the kingdom?' And from that time on Saul kept a close eye on David." The jealousy of Saul prompts evil action. The evil action is attributed to an evil spirit, as told in 1 Samuel 18:10, "The next day an evil spirit from God came forcefully on Saul." This led to Saul's jealous attempt to pin David against the wall with a spear: "Saul had a spear in his hand and he hurled it, saying to himself, 'I'll pin David to the wall.' But David eluded him twice" (18:10d-11). Saul's

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<sup>22</sup>John Woodhouse, *1 Samuel: Looking for a Leader* (Wheaton, IL: Crossway Books, 2008), 334.

jealous attempt to pin David against the wall with a spear was Saul moving from thought to action.<sup>23</sup>

Graeme Auld describes Saul's targeting of David. Having failed to lure David into death at enemy hands, Saul now discusses his elimination with his council. Jonathan persuades his father not to incur bloodguilt and to take a solemn oath. David's next success elicits a further divine impulse to pin David to the wall (1 Sam 19:9-11):

But an evil spirit from the Lord came on Saul as he was sitting in his house with his spear in his hand. While David was playing the lyre, Saul tried to pin him to the wall with his spear, but David eluded him as Saul drove the spear into the wall. That night David made good his escape. Saul sent men to David's house to watch it and to kill him in the morning.

When David escapes home, Saul tries ambush him in the morning. This time, Saul's daughter intervenes, covering David's absence. In flight from Saul, David now seeks out Samuel in his home territory of Ramah and comes under his protection there (1 Sam 19:18). David avoided Saul's attack by seeking the help of others and avoiding Saul.<sup>24</sup>

#### Biblical Comments on Respect (2 Kings 1:13-15)

One of the greatest preventers of bullying is respect. When someone respects the life of another individual, then that one will protect him or her and not destroy him or her. In 2 Kings 1:13-15, the prophet Elijah has the upper hand. He has the God of gods behind him. The king sent three captains to invite Elijah to speak with him. The first two captains died in the presence of Elijah because they did not respect God and Elijah.

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<sup>23</sup>Antony F. Campbell, *1 Samuel*, *The Forms of the Old Testament Literature*, vol. 7 (Grand Rapids, MI: Eerdmans, 2003), 184.

<sup>24</sup>Graeme Auld, "1 and 2 Samuel," *Eerdmans Commentary on the Bible* (Grand Rapids, MI: Eerdmans Publishing, 2003), 224.

However, the third captain approached the prophet from a different posture. He approached God and Elijah from an attitude of humility and respect. The third captain requested that Elijah respect his life and the lives of his fifty men, whom he addressed as servants of Elijah. God and Elijah respected his life and the lives of the fifty servants. The captain and the fifty men showed respect and received respect. The result of respect was the salvation or preservation of life. Second Kings 1:13-15 states the following:

So the king sent a third captain with his fifty men. This third captain went up and fell on his knees before Elijah. “Man of God,” he begged, “please have respect for my life and the lives of these fifty men, your servants! See, fire has fallen from heaven and consumed the first two captains and all their men. But now have respect for my life!” The angel of the Lord said to Elijah, “Go down with him; do not be afraid of him.” So Elijah got up and went down with him to the king.

In the scripture above, the king sends three captains or messengers to the prophet. It is ironic that the king would send a captain to be a messenger to the prophet, because the prophet is also a messenger. The prophet was a messenger himself, but he was a messenger of the King of kings, and received instruction from a divine messenger called “the angel of the Lord.” This passage of scripture is a story of kings with messengers being caught in-between. The angel of the Lord instructs Elijah to accompany the third messenger or contingent of soldiers with God’s message.<sup>25</sup> It is important that when a person is a messenger or sending a messenger that the message and the messenger come with the posture of respect. There is the old saying that states, “Don’t shoot the messenger.” In the scripture above, the messenger who showed respect was preserved.

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<sup>25</sup>Richard D. Patterson and Hermann J. Austel, “1, 2 Kings,” *1 Samuel–2 Kings*, The Expositor’s Bible Commentary, rev. ed., vol. 3 (Grand Rapids, MI: Zondervan, 2009), 805.

In the stories of Job and Satan, humanity and the serpent, David and Goliath, and David and Saul, there was a lack of respect. The result of a lack of respect for one another ended in destruction, setback, and fatalities. In the scripture above from 2 Kings, the result of having respect was the protection and preservation of life. Thus, respect is an essential key to preventing bullying.

Biblical Foundations for Increasing Knowledge  
About Bullying in the New Testament

Jesus and the Pharisees (John 8:1-11)

One of the biggest groups of bullies in the Bible is found in the New Testament. This group is the Pharisees. John MacArthur notes, “The Pharisees originated during the intertestamental period, likely as an offshoot of the Hasidim.”<sup>26</sup> The Pharisees were considered to be “the ‘pious ones’ who opposed the Hellenizing of Jewish culture under the notoriously evil Seleucid king Antiochus Epiphanies.”<sup>27</sup> Furthermore, “Unlike the Sadducees who tended to be wealthy priests or Levites, the Pharisees generally came from the middle class.”<sup>28</sup> MacArthur comments, that “there were about 6,000” Pharisees “at the time of Herod the Great, according to the first-century Jewish historian Josephus.”<sup>29</sup> The Pharisees’ “theology and tradition had great influence with the common

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<sup>26</sup>John MacArthur, *Luke 1-5*, MacArthur New Testament Commentary (Chicago: Moody Publishers, 2009), 318.

<sup>27</sup>MacArthur, *Luke 1-5*, 318.

<sup>28</sup>MacArthur, *Luke 1-5*, 318.

<sup>29</sup>MacArthur, *Luke 1-5*, 318.

people,” whom “ironically, the Pharisees often viewed with proud, self-righteous contempt.”<sup>30</sup> Despite them being “the minority party in the Sanhedrin, their popularity with people gave them significant influence,” as seen in Acts 5:34-40.<sup>31</sup> The Pharisees eventually became the dominant force in Judaism.<sup>32</sup>

Jesus had many encounters and interactions with this group, the Pharisees. One incident where the Pharisees attempted to bully a person is found in John 8:2-11. In this passage of scripture, the Pharisees brought Jesus a woman who was caught in adultery. They tested Jesus, by asking him what they should do, while stating that the Law of Moses says a women caught in such an act must be stoned. They did this to test him. His response to them was “He who is without sin among you, let him throw a stone at her first” (v. 7). In conclusion of the situation, all of the Pharisees left Jesus, beginning with the oldest, until it was just Jesus and the woman. He then told the woman to “go and sin no more” (v. 11).

Adultery was a serious breach of the law. According to Wayne A. Grudem, adultery committed after the contract of marriage gives “just occasion to the innocent party to dissolve that contract. In the case of adultery after marriage, it is lawful for the innocent party to sue out a divorce: and after the divorce, to marry another, as if the

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<sup>30</sup>MacArthur, *Luke 1-5*, 318.

<sup>31</sup>MacArthur, *Luke 1-5*, 318.

<sup>32</sup>MacArthur, *Luke 1-5*, 319.

offending party were dead.”<sup>33</sup> Adultery makes the adulterer or adulteress legally guilty according to the Scriptures. Grudem add that in the terms of one’s legal standing before God, any one sin, even what may seem to be a very small one, makes one “legally guilty before God and worthy of eternal punishment;” thus, James 2:10 declares that whoever keeps the whole law but fails in one point has become guilty of all of it.<sup>34</sup> It is likely that John had this situation in mind when Jesus addressed the accusers with, “he who is without sin cast the first stone” (John 8:7). This statement from Jesus put them all into the category of being guilty and punishable by death.

It is possible the woman was brought before the Sanhedrin first, and the Pharisees had already rendered their judgment and wanted to trap Jesus by His judgment. The cunning Pharisees took this as an opportunity to bait and trap Jesus. Thus, Jesus tells them that whoever is among them that are without sin should cast the first stone.<sup>35</sup> This is a story of Jesus dealing with his biggest group of critics, while at the same time having to deal with someone who needed extensive grace. There were two extremes taking place here. One extreme was the critics and the other was the grace. In the midst of these two extremes, Jesus still set the moral standard. He was able to masterfully rebuke the

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<sup>33</sup>Wayne A. Grudem, *Systematic Theology* (Grand Rapids, MI: Zondervan, 2000), 501.

<sup>34</sup>Grudem, 1192.

<sup>35</sup>John Phillips, *Exploring the Gospel of John: An Expository Commentary*, John Phillips Commentary Series (Grand Rapids, MI: Kregel Publications, 2001), 158.

Pharisees, extend grace to the woman caught in adultery, set the moral standard, and touch the reader's heart all at the same time.<sup>36</sup>

In Scripture, there are many examples of men laying with women and the penalties, laws, and guidelines that come with it. According to David M. Carr, the Professor of Old Testament at Union Theological Seminary, some of these examples would be: “Jacob’s wives bargaining for bed privileges with him” in Genesis 30:14-15; “laws about intercourse” in Exodus 22:15, 18, Leviticus 15:33, Deuteronomy 22:22-29, 27:20-23; “stories revolving around David and Bathsheba” in 2 Samuel 11:4, 11; 12:11, 24; “and Amnon’s rape of Tamar” in 2 Samuel 13:11. In Ezekiel 16:40 and 23:47, God’s people are “threatened with being stoned for sexual infidelity,” which runs parallel to the story of the threat to stone the adulteress in the New Testament (John 8:2-11).<sup>37</sup>

#### Biblical Comments About the Apostles and the Persecuted Church (Acts 9:1-4)

In Acts 9:1-4 is seen one of the most obvious statements concerning the issue of bullying in the New Testament. The text states that Saul was breathing murderous threats against the church. Saul was targeting the New Testament Church. Saul went as far as requesting letters from the Synagogue—that if he encountered one of these new believers, he could take that one captive as a prisoner. A bully is one who targets a victim, makes threats, and attempts to imprison that person literally and metaphorically.

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<sup>36</sup>Gerald L. Borchert, *John 1-11*, The New American Commentary, vol. 25A (Nashville: Broadman & Holman Publishing, 1996), 371.

<sup>37</sup>David M. Carr, *The Erotic Word: Sexuality, Spirituality, and the Bible* (New York: Oxford University Press, 2003), 186.

In this case with Saul, the situation was literal. Saul is first mentioned participating in the stoning of Stephen in Acts 7:58-8:1. Saul was extremely zealous in his beliefs. He “was so zealous for his Jewish beliefs that he began a persecution campaign against all who believed in Christ.”<sup>38</sup> Those who were followers of Christ were also called followers of the Way. The term Way implied that they were followers of “the Way of the Lord” or “the Way of salvation.” In John 14:6, Christ calls himself the Way.<sup>39</sup> The idea of being a follower of “the Way” designated individuals as being part of the new movement. This “designation for the new movement is used several times” in the Book of Acts. Some places where this designation is used are: Acts 16:17; 18:25-26; 19:9, 23; 22:4; 24:14, 22. This was a common term used by the early followers of Jesus to designate their movement “as the way of life or the way of salvation.”<sup>40</sup> Then the bully, Saul, was converted to Christianity in Acts 9, when Jesus appeared to him. The conversion of Saul to Paul is evidence that there is a “Way” for bullies to be converted or change their ways. The Way is Jesus.

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<sup>38</sup>Bruce Barton, Linda Taylor, J. Richard Love, Len Woods, and Dave Veerman, *Acts, Life Application Bible Commentary* (Carol Stream, IL: Tyndale House Publishers, 1999), 152.

<sup>39</sup>Barton, Taylor, Love, Woods, and Veerman, 152.

<sup>40</sup>F. F. Bruce, *The Book of the Acts*, rev. ed., *The New International Commentary on the New Testament* (Grand Rapids, MI: Eerdmans, 1988), 181.

Biblical Comments on Jesus, the King of Kings,  
in Revelation (Revelation 19:11-18)

In Revelation 19:11-18, the reader is exposed to an aspect of God that brings justice. This passage of scripture describes Christ as one who is “called Faithful and True” and as one who “judges and makes war” with justice (v. 11). The scripture states He will strike down the nations and rule them with an iron scepter. This passage of scripture states that He is God Almighty, and that “the birds flying in midair” will “eat the flesh of kings, generals, and mighty men, of horses and their riders, and the flesh of all people, free and slave, small and great” (vv. 17-18). In this passage of scripture, God is seen bringing justice to those on whom injustice has been brought. The Bible states in this scripture that John saw heaven open and a rider on a white horse “called Faithful and True.” The Faithful and True rider wages war and judges with justice. The rider is described as having eyes like a blazing fire and a head of many crowns. There is a secretive aspect to the rider as well. Verse 12 states that He has a name written on Him that no one knows but Himself. His robe is dipped in blood, and His name is “the Word of God” (v. 13). He has armies in heaven following Him that ride white horses and wear fine linen that is white and clean. Verses 17-18 then state that an angel cries out with a loud voice, “Come, gather together for the great supper of God, so that you may eat the flesh of kings, generals, and the mighty men, of horses and their riders, and the flesh of all people, free and slave, great and small.”

E. W. Bullinger states that the armies are not a symbol in this verse. He discusses Elisha’s Old Testament servant at Dothan, whose eyes were “opened,” and he saw horses and chariots of fire (2 Kgs 6:17). The story in 2 Kings 2 states that “a chariot of fire and

horses of fire” took Elijah into heaven. Bullinger states that these horses in Elijah’s case were real. Additionally, in the Book of Revelation, the horses are real as well. Bullinger comments that “It is neither necessary nor wise to explain away any portion of God’s Word.”<sup>41</sup> Bullinger believes that if it is in the Word then it is real and that settles it. He adds that it is not safe either to explain away the Bible and leave it open for interpretation. There are many things in heaven and earth, which have never entered into man’s imagination. Bullinger believes that is childish and absurd to measure and judge by one’s limited experience. Just because someone has not seen something, or some things seem unlikely, does not mean they are not real; it just means that one has limited experience. The Word of God does not talk about the horses, armies, or chariots in a way that would make them out to be a figure of speech. Bullinger’s stance on the Book of Revelation, especially in 19:11-18, is that these images are real.<sup>42</sup>

According to Robert W. Wall, some people have complained about the violent imagery in this passage of scripture. Some people have argued that this imagery does not stay consistent with other New Testament portrayals of Christ’s return. Their argument is that the image of Christology most consistent with New Testament literature “depicts Jesus as a ‘Prince of Peace’” opposed to this “mighty warrior.”<sup>43</sup> These are real concerns, if one limits one’s image of Christ to Revelation. Wall believes that “we should first

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<sup>41</sup>E. W. Bullinger, *Commentary on Revelation* (Grand Rapids, MI: Kregel Publications, 1984), 601.

<sup>42</sup>Bullinger, 601.

<sup>43</sup>Robert W. Wall, *Revelation, Understanding the Bible Commentary* (Grand Rapids, MI: Baker, 1991), 229.

understand that the images of this future ‘war on earth’ and of the earlier ‘war in heaven’” seen in Revelation 12:7-12, are part of a “symbol system” of the book of Revelation.<sup>44</sup> This is in direct opposition to Bullinger’s claim that the book of Revelation is literal. Regardless whether the imagery is literal or symbolic in Revelation, Jesus is seen as the King of kings. He is a King of strength and justice.

### Theological Analysis for Increasing Knowledge About Bullying

#### The Nature of Persons in the Old Testament

The nature of persons in the Old Testament before the fall was a nature that reflected God’s nature. Bradley C. Hanson states that the creation story in Genesis 1 is a story that shows how human beings are created in the image of God. Genesis 1:26 states that humanity was created in God’s image and in God’s likeness. Hanson states that the idea that humans were created in God’s image is supported by Christian beliefs in Jesus because the nature of Jesus is the nature that humans should model. Christians who believe in Jesus must become Christ-like, just like the original plan of God in Genesis 1:26. Since Christ is divine and Christians are to be like Christ, then Christians are to be like the divine or like God. Jesus is the image of God that humans are to emulate. When humans emulate Jesus, they emulate Genesis 1:26, and they reflect the original nature of persons before the fall.<sup>45</sup>

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<sup>44</sup>Wall, 229.

<sup>45</sup>Bradley C. Hanson, *Introduction to Christian Theology* (Minneapolis: Fortress Press, 1997), 84.

The root of sin is the serpent or Satan/the Devil, because he tempted humanity with the opportunity to sin. However, the sin of humanity is the fault of humanity, because humanity freely decided to sin. The sin of humanity is a result of the Devil's temptation and humanity's free will to sin (Gen 3). Genesis does not call the serpent the Devil in a straightforward manner. Through theological understanding, it is understood by John Calvin that the serpent is indeed the Devil, or at least used "as the mouthpiece of the Devil" to present temptation or the opportunities for humanity to sin. Calvin makes the point that the serpent is introduced here in the Bible, but the mention of Satan or the Devil is "suppressed." Calvin acknowledges that "from this place alone nothing more can be concluded than human beings, were deceived by a serpent" (emphasis added).<sup>46</sup> Calvin believes "there are sufficiently numerous testimonies of Scripture in which it is openly and clearly asserted that the serpent was merely the mouthpiece of the devil."<sup>47</sup> Additionally, "it is not the serpent but the devil who is declared to be the father of lies, a perpetrator of fraud, and the author of death,"<sup>48</sup> making him the root of sin. Calvin questions why Moses, the believed author of Genesis, "passed over the name of Satan in silence," while Calvin makes the claim that the serpent is indeed the Devil.<sup>49</sup> Whether the serpent was the literal Devil or Satan, or just a mouthpiece is not made clear; however, it

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<sup>46</sup>John Calvin, "Why is Satan Not Mentioned in This Chapter?" in *Genesis 1-11*, ed. John L. Thompson, Reformation Commentary on Scripture: Old Testament, vol. 1 (Downers Grove, IL: InterVarsity Press, 2012), 118.

<sup>47</sup>Calvin, 118.

<sup>48</sup>Calvin, 118.

<sup>49</sup>Calvin, 118.

is clear that there is a real evil force in the earth that is set on bullying mankind into sin. That evil force is dictated and directed by Satan or the Devil. Nevertheless, it is humankind's responsibility to resist the temptation to sin (1 Thess 5:22).

### The Nature of the Kingdom in the Old Testament

The nature of the kingdom in the Old Testament was one that was a literal earthly kingdom. Since the nature of humanity is a sinful nature, and the Old Testament kingdom was governed and led by humanity, the governors of the Old Testament kingdom had to deal with human sin. Human sin in the kingdom was expressed through the conduct of kings and the people of the kingdom. The sinful nature in the kingdom can be seen through the sinful actions of the kingdom's leaders. A few sinful actions by kingdom leaders would be David's affair with Bathsheba and the strategic positioning of her husband on the war's frontline to result in his execution (2 Sam 11:2-17). Another sinful action by kingdom leaders would be Saul's constant pursuit to murder David due to his personal insecurity and jealousy (1 Sam 18:6-16).

Philip Graham Ryken discusses the series of events that took place once Solomon came to the throne. "Solomon had to decide what to do with men who had plotted against his kingdom." Solomon's father, David, distinctly "advised him to crush" his adversaries. David's final words and instructions were "to execute vengeance against Joab" in 1 Kings 2:5-6, "and also Shimei, who had cursed David with a mortal curse."<sup>50</sup> Solomon did exactly what his father advised. First Kings 2 "recounts how he executed Adonijah"

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<sup>50</sup>Philip Graham Ryken, *King Solomon: The Temptations of Money, Sex, and Power* (Wheaton, IL: Crossway, 2011), 29.

in verses 13-25, “banished Abiathar” in verses 26-27, “put Joab to death” in verses 28-35, “and struck down Shimei” in verses 36-46.<sup>51</sup> Ryken further discusses how this instruction from David is considered “politics as usual, but with more than the usual complement of ruthlessness.”<sup>52</sup> Ryken also talks about how this instruction can be seen as a “callous, systematic elimination of all threats.”<sup>53</sup> Ryken also discusses the idea that Solomon’s brutal methods may reflect the methods of “Machiavelli or Karl Marx, who believed that every state was founded on violence.”<sup>54</sup>

In 2 Samuel 15:22-23 is seen the sin nature of King Saul at work. The scripture states, “But Samuel replied: ‘Does the Lord delight in burnt offerings and sacrifices as much as in obeying the Lord? To obey is better than sacrifice, and to heed is better than the fat of rams. For rebellion is like the sin of divination, and arrogance like the evil of idolatry.’” Stephen J. Andrews and Robert D. Bergen state that Samuel was implying that the issue was that Saul should have had total obedience to God. As a leader in covenant with God, “Saul was to lead the nation to follow the Lord’s direction and commands.” In these verses, “Samuel pronounced God’s judgment against Saul’s kingship.”<sup>55</sup> To obey, heed, and listen to the Lord was “better than burnt offerings or the fat of rams.” The

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<sup>51</sup>Ryken, 29.

<sup>52</sup>Ryken, 29.

<sup>53</sup>Ryken, 29.

<sup>54</sup>Ryken, 29.

<sup>55</sup>Stephen J. Andrews and Robert D. Bergen, *I and II Samuel*, Holman Old Testament Commentary (Nashville: Broadman & Holman, 2009), 100.

translated term “rebellion” “has to do with pressing one’s case.”<sup>56</sup> Samuel was bringing this statement against Saul’s attempt “to justify and excuse his actions” of disobedience to God. “Samuel compared this with the sin of divination. Divination attempts to gain control of a deity by foretelling what would please the god [or deity]. Saul believed he knew what would please the Lord. Saul would later use divination” in 11 Samuel 28:7-9 when he consulted with mediums.<sup>57</sup> The term “arrogance” used in this verse is used when “trying to force a certain course of action.”<sup>58</sup> “Samuel equated this with idolatry, using the specific word *teraphim*,” the same as in Genesis 31:19. In Genesis 31:19, “food and gifts were presented to *teraphim*,” or small hand-made idols, “in an attempt to manipulate a god into granting request or bestowing blessings. Samuel implied that Saul was attempting to manipulate Yahweh with the best of the Amalekite flocks just like the pagan idol worshipers.”<sup>59</sup> The nature of people in the Old Testament Kingdom was affected by sin. This meant that the kings and the people in the domain of the kingdom acted in sinful ways. The sinful nature of people is the reason the kingdom acted in sinful ways. Thus, the sin of people is the reason for kingdom bullying.

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<sup>56</sup> Andrews and Bergen, 100.

<sup>57</sup> Andrews and Bergen, 100.

<sup>58</sup> Andrews and Bergen, 100.

<sup>59</sup> Andrews and Bergen, 100-101.

### The Nature of Redemption in the Old Testament Kingdom

In spite of the sinful nature of humankind and the sinful nature of people in the kingdom, God still decided to use both humanity and the kingdom to establish His work. God used humanity and the kingdom in the earth to defend the weak and lead with strength through the exercise of redemption. In order for God to effectively use humankind and the kingdom to establish His purpose in the earth, He needed to continue to provide a source of redemption. The sources of redemption were the sacrifices administrated by His priests. The sacrificial system was in existence before kingdoms were established, but the kingdoms relied upon the priests and the sacrificial systems for their cleansing. According to Karl Barth, the work of redemption is exercised. Barth claims that the “‘exercise of redemption’ is interior and public acknowledgement of the antecedent and permanent efficaciousness of Jesus Christ the Redeemer as it is attested in the Scriptures.”<sup>60</sup> In the New Testament, the “exercise of redemption” occurs with the believer’s walk with Christ. In the Old Testament, the “exercise of redemption” was instituted by the sacrificial system.<sup>61</sup>

According to Horst Dietrich Preuss, “1 Samuel 2:27-36 can be traced to the premonarchial period” in Israel’s history. In 1 Samuel, one sees that Samuel and his sons “were priests in Shiloh who functioned as keepers of the ark.”<sup>62</sup> In Judges 17-18, the

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<sup>60</sup>Karl Barth, *Centenary Essays*, ed. S. W. Sykes (New York: Cambridge University Press, 1989), 98.

<sup>61</sup>Barth, 98.

<sup>62</sup>Horst Dietrich Preuss, *Old Testament Theology*, vol. 2 (Louisville: Westminster John Knox Press, 1996), 53.

scriptures speak “similarly of the Levite Micah who is the keeper of the idol and is called ‘father’.”<sup>63</sup> The Bible uses the same word “keep” for the keeper of the idol and the priest keeping the ark, in the Hebrew. The Hebrew word is *samar*. Whether the priest was pagan or holy unto the Lord, the priests were consider as being “keepers.”<sup>64</sup> There is a connection between the king and the priest. The ephod is mentioned as belonging to the priest and the priest’s activities in 1 Samuel 2:18, 28; 14:3, 22:18; nevertheless, David is also seen as being a king and wearing the ephod in 2 Samuel 6:14 and 1 Chronicles 15:27, 29. The king is the keeper, protector, and caretaker of the nation, much like the priest is the keeper, protector, and caretaker of the ark.<sup>65</sup>

The priest existed and preformed sacrifice for sins long before the kings were established. Eugene H. Merrill, from Judges 17:6; 18:1; 19:1; and 21:25, the concept that “in those days Israel had no king.” First Samuel 8:5 states that Israel put forth a demand that Samuel “appoint a king to lead us, such as all other nations have.” Merrill states that “Kingship was far from being antithetical to the purpose of God for Israel, and was fundamental to God’s salvific design. Man was created in the image of God in order to ‘rule over the fish of the sea, birds of the air, and every living creator that moves on the ground’ (Gen. 1:26-28).”<sup>66</sup> Humankind was placed in the Garden to exercise sovereignty

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<sup>63</sup>Preuss, 53.

<sup>64</sup>Preuss, 53.

<sup>65</sup>Preuss, 53.

<sup>66</sup>Eugene H. Merrill, *Kingdom of Priests: A History of Old Testament Israel*, 2<sup>nd</sup> ed. (Grand Rapids, MI: Baker, 2008), 208.

over all things. In Genesis 17:6, 16, “Abraham and Sarah were told that they would produce kings . . . , and the same covenant promise was reaffirmed to Jacob [Israel]” in Genesis 35:11.<sup>67</sup> Then on his deathbed, “Jacob announced that ‘the scepter will not depart from Judah, / nor the ruler’s staff from between his feet, / until he comes to whom it belongs / and the obedience of the nation is his’ ([Gen] 49:10).”<sup>68</sup> Last, in Deuteronomy 17:14-20, the regulations for a monarchy system were set in place and “brought about in Israel according to [God’s] divine timing and in line with [God’s] divine criteria.”<sup>69</sup> Deuteronomy 17:15, 18-20 states that a king “must be the man of Yahweh’s choice” and “must govern the people according to the principles of the Torah.”<sup>70</sup>

Lewis Sperry Chafer declares that the priesthood “passed through certain well-defined stages.” The patriarchs were considered to be “priests over their households.” Later on, “Israel was offered the privilege” to become “a kingdom of priests,” as seen in Exodus 19:6.<sup>71</sup> Some of the other roles of the priest were to: continue the sacred fire (Lev 6:12-13); take care of the altar (Lev 6:8-13; 24:1-9); bless the Tabernacle (Num 3:38; 4:16); bless God and the people (Num 6:22-27; Deut 10:8); burn the incense (Exod 30:7-8); offer sacrifices (Exod 29:38-42); serve as judges to resolve controversy (Deut 21:5);

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<sup>67</sup>Merrill, 208.

<sup>68</sup>Merrill, 208.

<sup>69</sup>Merrill, 208.

<sup>70</sup>Merrill, 208.

<sup>71</sup>Lewis Sperry Chafer, *Systematic Theology*, vol. 2 (Grand Rapids, MI: Kregel Publications, 1976), 251.

and teach the people (Leviticus 10:8-11).<sup>72</sup> God is clearly seen in the Old Testament utilizing both the kings and the priests to forge His way in the earth. The kings would have blood on their hands from the decision of making war, while the priests would have blood on their hands from the decision of making sacrifice for the sins of people in the kingdom. The kings needed the priests to redeem them and those of the kingdom. The usage of kings and priests is one of the ways that God created systems and promoted forgiveness in the kingdom to those that were Old Testament bullies and Old Testament victims of bullying.

#### The Nature of Persons in the New Testament

The nature of people in the New Testament is transformed for all of those who decide to embrace the grace of God. Redemption in the New Testament happens to a believer through divine revelation according, to Emil Brunner. Brunner states that “Divine freedom cannot be known from the human standpoint; it is only revealed in the freedom of revelation, the miracle of the ‘supernatural’ revelation, in its perfection.” This “divine revelation is the real ‘miracle.’”<sup>73</sup>

In John 3:1-8, Jesus is speaking with the Pharisee Nicodemus. Jesus begins to describe to Nicodemus the transformative process of people when they are born again. Jesus tells him that one must be born again to enter into the Kingdom of Heaven. Nicodemus is jolted at the statement, and he asks how one can be born from one’s

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<sup>72</sup>Chafer, 251.

<sup>73</sup>Emil Brunner, *Dogmatics*, vol. 2, *The Christian Doctrine Creation and Redemption*, trans. Olive Wyon (Cambridge, UK: James Clarke, 2002), 166.

mother's womb a second time. There is no immediate evidence that Nicodemus' response was positive in any manner. Jesus clarifies His statement by discussing the aspects of being born of water and of the Spirit. Being born of water is the birth process from the mother's womb. When a child is born, his or her mother's womb's water breaks and the child is born on the earth. When someone is born of the Spirit, his or her spirit is born again and regenerated by the grace of God. Jesus said flesh gives birth to flesh and Spirit gives birth to spirit. The story "goes on to prove Christ's omniscience by demonstrating His ability to read Nicodemus's heart," further confirming the deity of Jesus and that "He is the way of salvation (John 3:14-17)."<sup>74</sup>

When speaking of the nature of persons in the New Testament, it is important to not only focus on the people whom God created, but also on the nature of God as a person. William Gouge discusses this as follows: Jesus came to earth as the God-man and the Son of God. He chose to come to earth "by the union of his human nature with the forementioned second person," Adam, in the Old Testament.<sup>75</sup> Jesus is referred to as the "last Adam" in 1 Corinthians 15:45. The last Adam is the person of the Son of God. "Neither the Father nor the Holy Ghost" is the person of God, or assume the human nature, only the Son of God.<sup>76</sup> "In regard of nature, true it is, that God and man were

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<sup>74</sup>John MacArthur, *The Gospel According to Jesus: What is Authentic Faith?* rev. ed. (Grand Rapids, MI: Zondervan, 2008), 52.

<sup>75</sup>William Gouge, *A Commentary on the Whole Epistle to the Hebrews*, vol. 1 (Edinburgh: James Nichol, 1666), 13, on *Archive.org*, n.d., <https://archive.org/details/commentaryonwhol01goug> (9 August 2013).

<sup>76</sup>Gouge, 13.

united in one person.”<sup>77</sup> The Bible states that God was manifested in the flesh in 1 Timothy 3:16. John 1:14 states that “the Word was made flesh.” The human nature that Jesus assumed was the pre-fall human nature. The pre-fall human nature was that of a sinless nature. Jesus was able to maintain that sinless human nature until He was crucified on the cross. Second Corinthians 5:21 states, “God made him who had no sin to be sin for us, so that in him we might become the righteousness of God.” It was on the cross that Jesus took humanity’s sin and became sin.<sup>78</sup>

In the New Testament, people can walk with God. MacArthur relates that “Walking with God implies moral fitness as well as a judicial dealing with sin. We could not have a new nature unless God took away sin. Because a person walks with God means that his sin has been forgiven and that he has been justified, counted righteous by God.”<sup>79</sup> MacArthur goes on to state that it is “Only when sin has been dealt with” that we “move into God’s presence and begin walking with Him. God will not walk in any way but in the way of holiness.”<sup>80</sup> First John 1: 6-7 states, “If we claim to have fellowship with him and yet walk in the darkness, we lie and do not live out the truth. But if we walk in the light, as he is in the light, we have fellowship with one another, and the blood of

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<sup>77</sup>Gouge, 13.

<sup>78</sup>Gouge, 13.

<sup>79</sup>John MacArthur, *Hebrews*, MacArthur New Testament Commentary (Chicago: Moody Bible Institute, 1983), 312.

<sup>80</sup>MacArthur, *Hebrews*, 312.

Jesus, his Son, purifies us from all sin.” Therefore, “The only persons God walks with are those who are cleansed of sin.”<sup>81</sup>

There is a Greek term found in the New Testament called *pneuma* meaning “breath,” in the context of spirit.<sup>82</sup> The term *pneuma* is often used to describe a person in the New Testament. Malcolm Jeeves reports that there are “more than two hundred instances where it refers to the Holy Spirit and fifty-six instances where it denotes a person. Most of these, interestingly enough, are references to evil spirits and occur in the Synoptic Gospels and the Acts of the Apostles.”<sup>83</sup> Jeeves adds, “There is yet another meaning of *pneuma* in the New Testament” where “it refers to the regenerate nature” of humanity. “There are twenty-nine” instances where it refers to the regenerate nature of humanity. “Here it combines the sense of *pneuma* as a life principle with that of its disposition or character. The new nature is certainly a new life principle; it is an essentially moral life principle. It is in itself a holy dispensation or character.”<sup>84</sup> When a person is regenerated, then that person’s nature changes. When the nature of a person changes, then that person’s actions change, leading to resistance against bullying.

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<sup>81</sup>MacArthur, *Hebrews*, 312.

<sup>82</sup>Malcolm Jeeves, *Human Nature: Reflections on the Integration of Psychology and Christianity* (Philadelphia: Templeton Foundation Press, 2006), 108.

<sup>83</sup>Jeeves, 108.

<sup>84</sup>Jeeves, 109.

### Kingdom Theology in The New Testament

Paul J. Achtemeier, Joel B. Green, and Marianne Meye Thompson explain, “The phrase regularly translated into English as the ‘kingdom of God’ is Greek *basileia tou theou*.”<sup>85</sup> Matthew, “more often has the Greek *basileia ton ouranon*, generally rendered ‘kingdom of heaven,’ which reflects the Jewish practice of using circumlocutions for the name of God.”<sup>86</sup> During the first century, there were a variety of ways to address God. Some of these were by referring to God as: “‘the Name,’ ‘the Most High,’ ‘the Blessed One,’ ‘the Holy One,’ ‘Heaven,’ and many others.”<sup>87</sup> Saying the “Kingdom of Heaven” is another way of saying “God’s Kingdom.” This parallel can be seen in Mark 4:11 and Luke 8:10 with Matthew 13:11 and Mark 10:23 and Luke 18:24 with Matthew 19:23. When understanding the Kingdom of Heaven or Kingdom of God it is important to understand it includes both “reign” and “realm.” The Kingdom of Heaven covers the area of heaven, the world, and Israel, Jerusalem; the activity rules the people over whom God has sovereignty, and the person of Jesus.<sup>88</sup>

Stanley J. Grenz believes:

No theme has been as widely employed since the 1800s . . . as the Kingdom of God. Its broad acceptance is understandable, because the concept is readily visible in theology’s foundational sources. The kingdom of God is a central theme in the synoptic Gospels, which characterize Jesus’ ministry as arising out of the

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<sup>85</sup>Paul J. Achtemeier, Joel B. Green, and Marianne Meye Thompson, *Introducing the New Testament: Its Literature and Theology* (Grand Rapids, MI: Eerdmans, 2001), 214.

<sup>86</sup>Achtemeier, Green, and Thompson, 214-215.

<sup>87</sup>Achtemeier, Green, and Thompson, 215.

<sup>88</sup>Achtemeier, Green, and Thompson, 215.

expectations that developed during the Old Testament era of a coming divine reign. Throughout its history, the church has employed the kingdom concept to express its understanding of the significance of Christian faith.<sup>89</sup>

In short, the definition of the Kingdom of God is “that order of perfect peace, righteousness, justice, and love that God gives to the world.”<sup>90</sup>

In the New Testament, Jesus introduces new ideas and an understanding about God’s Kingdom. In this sense, Jesus comes into the world to fulfill the Old Testament scripture of Isaiah 9:6. This verse talks about a child being born, and a son who will have the government on His shoulders. The scripture also states that He will be called “Wonderful Counselor, Mighty God, Everlasting Father, and Prince of Peace.” Jesus comes in the New Testament to re-establish government fresh and new.

Dietrich Bonhoeffer discusses Jesus’ statement, “Blessed are the pure in heart, for they will see God” (Matt 5:8). Bonhoeffer states that the pure in heart are those who “have a child-like simplicity like Adam before the fall.” They are “innocent alike of good and evil.” Their wills “are not ruled by their conscience, but by the will of Jesus.”<sup>91</sup>

In Matthew 18:2-4, Jesus commands people to become like little children. He states that unless people are changed and become like little children, they will not enter the Kingdom of Heaven. Additionally, anyone who takes a lowly position like a child will be considered the greatest in the Kingdom. The command from Jesus is for the

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<sup>89</sup>Stanley J. Grenz, *Theology for the Community of God* (Grand Rapids, MI: Eerdmans, 1994), 22.

<sup>90</sup>Grenz, 22.

<sup>91</sup>Dietrich Bonhoeffer, *The Cost of Discipleship*, trans. R. H. Fuller and Irmgard Booth (New York: SCM Press, 1959), 112.

human character to have a humble nature, a childlike nature. Children have innocence about their lives, thoughts, and actions. Children will play with each other and work with each other, regardless of race, economic status, education, and other differences. As people in the New Testament embrace the idea of becoming childlike, their characters are transformed, and the action of bullying each other is reduced.

In John 18:31-33, the Roman Governor Pilate questions Jesus, and asks Him if He is a king. Jesus replies that His Kingdom is not of this world. He goes on to say that if His Kingdom were of this world, then His disciples would have fought against His arrest (John 18:36). H. Richard Niebuhr states that “God before whom man is a forgiven sinner, who is for man the beginning of all things, and man who, confronting nature, regards Himself as beginning and end in a kingdom of ends.”<sup>92</sup> The kingdom that Jesus speaks of is different than what Niebuhr states or that of which Lincoln or Plato speak. Lincoln and Plato speak out of their free will about their interpretation. The kingdom that Jesus spoke of was one that was “irreplaceable and untranslatable.”<sup>93</sup>

#### The Nature of Redemption in the New Testament

MacArthur declares, “Redemption is one of the central themes of Scripture and of the book of Ephesians;” however, “it carries much more than the idea of simply

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<sup>92</sup>H. Richard Niebuhr, *The Meaning of Revelation* (Louisville: John Knox Press, 1999), 17.

<sup>93</sup>Niebuhr, 25.

exchanging one thing for another of equal value.”<sup>94</sup> The term “redemption comes from one of six terms taken from the field of law and used in the New Testament in relation to salvation.”<sup>95</sup> “Two Greek legal terms are related to redemption:” *agorazo* and *exagorazo*.<sup>96</sup> These terms “refer to buying or purchasing. The source of the terms is *agora*, which means marketplace, and the root idea of the derived verbs and nouns referred to buying and trading in the marketplace. In the New Testament they are used to denote spiritual purchase or redemption (see Gal. 3:13; Rev. 5:9; 14:3-4).”<sup>97</sup>

The New Testament is a book about the redemption of all humankind. The famous passage of scripture John 3:16 clearly communicates that all those who believe in Jesus Christ shall be saved. They shall be saved from the consequences of eternal damnation and separation from God. The redemptive power of God’s grace, when embraced, causes a reconciliation of people to God, and people to each other. The New Testament redemption is made possible by what S. Mark Heim calls “sacred violence.”<sup>98</sup> He calls the sacrifice of Jesus the sacred sacrifice that “ended sacrifice.”<sup>99</sup> His sacrifice was the final payment to purchase the world.

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<sup>94</sup>John MacArthur, *Ephesians*, MacArthur New Testament Commentary (Chicago: Moody Bible Institute 1986), 17.

<sup>95</sup>MacArthur, *Ephesians*, 17.

<sup>96</sup>MacArthur, *Ephesians*, 18.

<sup>97</sup>MacArthur, *Ephesians*, 18.

<sup>98</sup>S. Mark Heim, *Saved from Sacrifice: A Theology of the Cross* (Grand Rapids, MI: Eerdmans, 2006), 46.

<sup>99</sup>Heim, 157.

The New Testament also is a book about the New Covenant. Brenda B. Colijn states, “It is an eternal covenant that provides an eternal inheritance (Heb 9:15; 13:20). The finality of the new covenant means that anyone who violates it by persisting in sin will have no further recourse.”<sup>100</sup> Colijn declares, “The new covenant is the final covenant.”<sup>101</sup> The final covenant redeems all humanity who believe in Christ from sin, and it reconciles them back to God. It is because of the final sacrifice of Jesus that the root of all bullying—which is sin—and the initiator of sin—who is Satan—are defeated, and humankind can walk again with God.

### Historical Perspectives for Increasing Knowledge About Bullying

#### Early Church Era Historical Perspectives

In the book *The Apostolic Fathers*, the term bullying is found. It is not likely that the original Apostolic Fathers used this exact term; however, they used terms with the same meaning that could be translated to the modern term bullying. The book uses the term when the translators present Ignatius of Antioch’s “Letter to the Ephesians.” Ignatius lived from AD 35-107. Ignatius instructed believers in how they are to respond to opposition. One aspect of the letter is translated to state, “When they [other men] are angry with you, be meek; answer their words of pride by your humility, their blasphemies

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<sup>100</sup>Brenda B. Colijn, *Images of Salvation in the New Testament* (Downers Grove, IL: InterVarsity Press, 2010), 61.

<sup>101</sup>Colijn, 61.

by your prayers, their error by your steadfastness in faith, their bullying with your gentleness.”<sup>102</sup>

Mitch Finley describes Bishop Cyril of Alexandria, who lived ca. 376-444, as a bully. Finley states that “Cyril defended the truth tirelessly. He spoke up for the truth in public and he wrote lengthy treatises” opposing “well-meaning theological crackpots of his era.”<sup>103</sup> However Cyril was a “difficult person to get along with.” He “used his position as bishop of Alexandria to bully people.” It is “even possible that in the year 415, he had something to do with the murder of the philosopher Hypatia of Alexandria.”<sup>104</sup> This account of Cyril shows that just because leaders are even bishops that they can still face the temptation to abuse their power to dominate the weak and to push their own agenda.

Adrian Hastings discusses Church Councils throughout the course of Church History. More specifically, the term bully is used when Hastings discusses the following councils: Chalcedon, Ephesus, Florence, Nicaea, Trent, Vatican I, and Vatican II.

Hastings states:

The authoritativeness of group decision-making in the church is continually recognized, whether through diocesan or episcopal synods, annual assemblies, or the Lambeth Conference. The more the council genuinely represents the whole church and listens to the Holy Spirit, the more it behaves in a truly reasonable and Christian manner, free from political pressure or bullying of any kind, the more

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<sup>102</sup>Ignatius of Antioch, “Letter to the Ephesians,” in *Fathers of the Church*, vol. 1, *The Apostolic Fathers*, trans. Francis X. Glimm, Joseph M.-F. Marique, and Gerald G. Walsh (Washington, DC: The Catholic University of America Press, 2008), 91.

<sup>103</sup>Mitch Finley, “Defenders of the Faith,” in *Meet The Saints*, ed. Robert F. Morneau (Cincinnati: Saint Anthony Messenger Press, 2011), 71.

<sup>104</sup>Finley, 71.

ecumenical it is, the more its conclusions may be accepted as truly authoritative.<sup>105</sup>

Church councils were formed to represent the people and God. Without councils, the authority that a pastor or bishop can have, if misused, can cause great damage to the pastor or bishop, the church, community, and the name of God. The councils existed to bring a balance of power.

### Medieval Church Era Historical Perspectives

Timothy Reuter states that “We should not of course, ignore the contribution of direct and unmediated coercive force, in particular of bullying and brutality, to such dominance.”<sup>106</sup> The acknowledgment that the medieval world was not run using permanent coercion does not factor out the usage of force all together. The usage of force in the Middle Ages was the leader’s agenda. One example of the usage of force by a leader is Gregory of Tours (ca. 538-594). Gregory of Tours committed a horrific action with “a low-status couple who married against the will of their lord and took refuge in a church. The priest mediated a settlement by which the lord promised never to part them

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<sup>105</sup> Adrian Hastings, “Councils,” *The Oxford Companion to Christian Thought*, ed. Adrian Hastings, Alistair Mason, and Hugh Pyper (Oxford: Oxford University Press, 2000), 140.

<sup>106</sup> Timothy Reuter, “Nobles and Others: The Social and Cultural Expression of Power Relations in the Middle Ages,” in *Nobles and Nobility in Medieval Europe: Concepts, Origins, Transformations*, ed. Anne J. Duggan (Rochester, NY: The Boydell Press, 2000), 87.

in life.”<sup>107</sup> To fulfill this promise, instead of having them cast out of the church, he had them “buried alive in the same pit.”<sup>108</sup>

John W. Barker reports, “Justinian I (Flavius Sabbatius) was the sovereign of the eastern Roman, or Byzantine, empire during an age of vast transition and was a figure of both glory and paradox.”<sup>109</sup> Justinian lived during 527-565. “Throughout his reign, Justinian strove to achieve religious unity in the face of intractable dissent and regional resistance.”<sup>110</sup> His continual “responses included persecution, conciliation, schemes for compromise, and the bullying of Pope Vigilius to win the accord of Rome. Justinian’s increasing obsession with religious coercion poisoned his last years, during which the ruinous effects of his overstrained finances darkened his reputation and made his death in November 565 a relief to his subjects.”<sup>111</sup> In these situations, Justinian is seen as a ruler with reckless passion, not diplomatic relief. His passion to see his agenda come to pass caused him to resort to persecution, conciliations, schemes for compromise, and eventually, bullying. Though he may have felt his convictions were justified and his intent good, nevertheless, his methodology for resolution only poisoned his efforts.

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<sup>107</sup>Reuter, 87.

<sup>108</sup>Reuter, 87.

<sup>109</sup>John W. Barker, “Justinian I (c. 482or 483-565, r. 527-565),” *Key Figures in Medieval Europe: An Encyclopedia*, ed. Richard K. Emmerson (New York: Routledge Taylor & Francis Group, 2006), 388.

<sup>110</sup>Barker, 389.

<sup>111</sup>Barker, 389.

Bullying took place with clergy, monarchs, education systems, and entire faith groups. Christopher Tyerman discusses bullying during the crusades. He states that King Henry deliberately bullied the Byzantine Emperor Alexius by “attempting to extract promises of material assistance for the crusade as well as restitution for Sicilian losses during the wars of 1180s,” and the damage of those in the Frederick Barbarossa Empire.<sup>112</sup> “Henry’s new power gave substance to his diplomatic belligerence. Alexius submitted to the bullying” of Henry, and after Alexius failed “to get political support for the general property tax, [he] fell back on appropriating ecclesiastical alms and bullion” that amounted to “over 7,000 pounds of silver and much smaller quality of gold.”<sup>113</sup> Henry was notorious for bullying during the crusades, as well as other emperors and leaders.<sup>114</sup>

The use of power by emperors to bully citizens, churches, and clergy is something that is recorded all throughout the course of medieval history. Frederick II (1194-1250) was in a “trouble-spot” in the Rhineland (modern Germany). David Abulafia relates, “The emperor believed that a rapid campaign would be sufficient to quell the opposition. Moreover, the ecclesiastical princes could not elect one of their own number to a throne; in consequence they had to find lay nobles willing to support the pope’s venture.”<sup>115</sup> This

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<sup>112</sup>Christopher Tyerman, *God's War: A New History of the Crusades* (Cambridge, MA: Belknap Press, 2006), 490.

<sup>113</sup>Tyerman, 490.

<sup>114</sup>Tyerman, 490.

<sup>115</sup>David Abulafia, *Frederick II: A Medieval Emperor* (New York: Oxford University Press, 1988), 390.

was not an easy task. “The bullying of the German clergy, and the bribing of minor princes, lay and spiritual, achieved slow results.”<sup>116</sup> There was a major “evaporation of positive enthusiasm for the Hohenstaufen” due to these bullying actions and tactics. The Hohenstaufen house was a dynasty of German monarchs in the High Middle Ages from 1138 to 1254, of which Fredrick II was part.<sup>117</sup>

The bullying in the Medieval Era was not just done in the realm of emperors, clergy, and the common man. Like today, students were bullied in the Medieval Era. Hastings Rashdall discusses the bullying issue with undergraduate students. He states that “Amid all variations in the degree of his subjection to Masters or University authorities, the medieval undergraduate was everywhere and at all times bound by a far more intolerant and inflexible code of student etiquette. We have noticed the hoary antiquity and the widespread prevalence of the custom of student-initiation” in the Middle Ages education system to modern-day education system.<sup>118</sup> Rashdall notes that “Three deeply rooted instincts of human nature combined to put this custom beyond the reach of magisterial suppression. It gratified alike the bullying instinct, the social instinct, and the desire to find at once the excuse and the means for a carouse.”<sup>119</sup> Rashdall reports that states a traditional form of bullying happens first when “the *bejaunus*” (one to haze) “or

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<sup>116</sup>Abulafia, 390.

<sup>117</sup>Abulafia, 390.

<sup>118</sup>Hastings Rashdall, *The Universities of Europe in the Middle Ages*, Vol. 2, Part 2 (New York: Cambridge University Press, 2010), 628.

<sup>119</sup>Rashdall, 628-629.

‘yellow-bill’” (new inexperienced student), “as the academic fledgling . . ., must be hoaxed and bullied; then he must be welcomed as a comrade.” Finally, a feast “provided at his own expense” must celebrate his “jocund advent.”<sup>120</sup> The development of these initiations is one the most curious episodes in university history.<sup>121</sup> Nevertheless, this historic academic bullying still exists today.

#### Modern Church Era Historical Perspectives

The issue of monarch bullying continued into the Modern Church Era. R. W. Greaves declares that Clement XIV (1705-1774) became a “victim of Bourbon bullying.”<sup>122</sup> The House of Bourbon is a European royal house of French rulers. The royal decree read in the Parliament on December 1, 1765, suppressed the Jesuit society in France. “The *Apostolici aascendi* of 7 January 1765 in which Clement XIII declared the constitution of the Society excellent did not prevent their being suppressed in Spain and Naples in 1767, and in Parma in 1768, and their final dissolution in 1773 by the unfortunate Clement XIV.”<sup>123</sup> Thus, the suppression of Clement XIV was labeled as monarch bullying.

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<sup>120</sup>Rashdall, 629.

<sup>121</sup>Rashdall, 629.

<sup>122</sup>R. W. Greaves, “Religion,” in *The New Cambridge Modern History*, vol. 7, *The Old Regime (1713-63)*, ed. J. O. Lindsay (New York: Cambridge University Press, 1957), 126.

<sup>123</sup>Greaves, 126.

Gerald A. Arbuckle addresses modern western societies concerning the topic of bullying:

Bullies seek to force others to do what they want them to do and will try all kinds of intimidation or terrorization to achieve this. They aim to degrade and subjugate their victims to make them feel powerless and worthless. The behavior of the bully can range from the threat or use of physical violence to the use of abusive language and unilateral/negative power, passive aggression, public or private humiliation, persistent nitpicking.<sup>124</sup>

Arbuckle continues, “It is estimated that in Western societies one-third to one-half of all stress-related illnesses are due to bullying at the workplace; in the United States businesses are losing five to six billion dollars in decreased productivity alone, due to real or perceived abuse by employers.”<sup>125</sup> When looking at bullying with clergy, lay leaders, spiritual leaders, monarchs, military groups, faith groups, education systems, and now western society businesses, it is evident that bullying is a systemic problem that infects all aspects of an era in society.

Martin E. Marty refers to the “bully pulpit” as the White House. “The Republican National Committee’s official resolution of February 17, 1955,” states that “in every sense of the word,” the president is “not only the political leader, but the spiritual leader of our times.”<sup>126</sup> Marty then poses the question as to “Why should not the President of the

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<sup>124</sup>Gerald A. Arbuckle, *Violence, Society, and the Church: A Cultural Approach* (Collegeville, MN: Liturgical Press, 2004), 21.

<sup>125</sup>Arbuckle, *Violence, Society, and the Church: A Cultural Approach*, 21.

<sup>126</sup>Martin E. Marty, *Modern American Religion*, vol. 3, *Under God, Indivisible, 1941-1960* (Chicago: University of Chicago Press, 1996), 295.

United States be hailed as the ‘spiritual leader of our times’?”<sup>127</sup> Marty declares that President Eisenhower delighted “in bragging about church religion.” Marty cites Eisenhower as saying that “Recognition of the Supreme Being is the first, the most basic, expression of Americanism. Without God, there could be no American form of government, nor an American way of life.”<sup>128</sup> Marty’s concern is that the president could use his platform to bully society into a forced religion.

In conclusion, one must distinguish the difference between bullying and leadership, and the difference between a bully and a leader. Joel L. Rissinger speaks about “spiritual abuse or bullying.” He states that “Some have suggested that if a pastor or elder board makes decisions against the will of the congregation, they’re bullying.”<sup>129</sup> Rissinger disagrees. He believes that bullying has to do with impure motives, prideful attitudes, and a harmful approach to implementation, “*not* the decision itself.”<sup>130</sup> Godly leadership has to do with pure motives, humble attitudes, and an approach that brings healing. Rissinger notes that parents making good decisions against what their kids choose in order to help their kids live a healthier life is not bullying. It is leadership. However, if the parents scream, slam tables, and force children against their wills, that

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<sup>127</sup>Marty, 295.

<sup>128</sup>Marty, 295-296.

<sup>129</sup>Joel L. Rissinger, *The Crucified Church: Leading Your Church through Death and Rebirth* (Maitland, FL: Xulon Press, 2010), 119.

<sup>130</sup>Rissinger, 119.

would be bullying. Thus, leadership and bullying can become confused at times.<sup>131</sup>

Bullying has been in existence since the creation of humankind. The issue of bullying is trans-generational, trans-industrial, and can be seen in all aspects of society. As children are bullied in school, so will society become a society of bullies. As children are taught leadership, a society will become a society of leaders.

#### Pre-Church Reflection and Lessons from the Church Era

There are many Pre-Church Era historical references to bullying. William Sanford LaSor, David Allan Hubbard, and Frederic William Bush give an account of bullying in Egypt. The authors state that Moses saw “a Hebrew being beaten” and “came to his defense and slew the Egyptian bully. This incident demonstrates that he was aware of his origin and race. Fearing for his life, he fled Egypt and took refuge in Midian” (Exod 2:11-15).<sup>132</sup>

Another historical reference to bullying is given by Jacobus Marais. The term bully is used to describe Gideon. Marais states that Gideon is represented in some scriptures to be “totally unsuited for being a charismatic freedom fighter.” The reasons given for this vary from: “his hiding in the wine press” (Judg 6:11); “to the messenger sarcastically referring to him as a hero” (Judg 6:12); “to him acting at night” (Judg 6:27); “to his father acting on his behalf” (Judg 6:31); “to the recurrent use of the interjection

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<sup>131</sup>Rissinger, 119.

<sup>132</sup>William Sanford LaSor, David Allan Hubbard, and Frederic William Bush, *Old Testament Survey: The Message, Form, and Background of the Old Testament*, 2<sup>nd</sup> ed. (Grand Rapids, MI: Eerdmans, 1996), 65.

‘oh please’” (Judg 6:11, 13, 22); “to him again asking a sign of assurance” (Judg 6:37-40). From these, “a picture is built of a person who is not suited for the task ahead.”<sup>133</sup> Gideon eventually acts in accordance to Yahweh’s commands and “fights the Amalekites but it is reversed when he himself turns out to be a bully,” once he realizes his strength (Judg 8:7-9, 20). The “reversal of expectations is taken one step further when the coward [Gideon] becomes a bully. At first he was expected to be unworthy because he was too weak and too faint-hearted, but finally he is expected to be unworthy because he becomes a bully.”<sup>134</sup> It is unfortunate, but too often true, that those who were previously weak, when they get a newfound strength, become bullies. There must be a balance of power between being weak and being strong.

Tremper Longman III talks about God pertaining to bullying. Longman states, “As the God of the Old Testament is not a monolithic bully, so Jesus Christ is not totally passive or pacifist.”<sup>135</sup> One example of Jesus not being passive is when He cleanses the Temple. This situation connects Jesus to Old Testament judgment. “When Jesus saw that God’s house had been” turned into a marketplace more than a house of prayer, He “was totally outraged.” Jesus took a whip and “forcibly drove” the moneychangers out. “The scene inspired the Gospel writer to quote the psalmist’s declaration, ‘Passion for God’s

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<sup>133</sup>Jacobus Marais, *Representation in Old Testament Narrative Texts* (Leiden, The Netherlands: Brill, 1998), 110.

<sup>134</sup>Marais, 110.

<sup>135</sup>Tremper Longman III, *Making Sense of the Old Testament: 3 Crucial Questions* (Grand Rapids, MI: Baker, 1999), 58.

house burns within me.”<sup>136</sup> This story and the psalmist’s declaration can be found in John 2:13-17 and Psalm 69:9.

William P. Beck states that “kings were sometimes referred to as shepherds. This designation inferred that they had not only the responsibility to rule over the people, but also to lead and care for the people. In Israel all the kings and in Judah most of the kings were not typical shepherds, but rather were tyrants who misled their people into idolatry and debauchery. Ezekiel wrote his prophecy around 571 B.C. while he was with Israel in Babylonian captivity.”<sup>137</sup> In Ezekiel 34, he used the shepherded motif, giving the reason why Israel had been in captivity. There was the implication that “a better shepherd” would appear in Israel in the future. The “ideal shepherd” was “Jehovah.” The ideal Shepherd is described as one with “loving care over his flock, which He will have brought back from all parts of the world.” The ideal Shepherd “will provide and protect them;” however, “those who bullied the weak He will destroy.”<sup>138</sup>

Whether it be Moses being perceived as a bully or protecting a victim of bullying, Gideon going from being a coward to a bully, Jesus being an image of strength against abusive Temple leaders, or the kings being tyrants, the issue of bullying can be found throughout biblical history. Even as the Church enters into the Early Church, Medieval, and Modern Eras, the abuse of status and power is consistent. The difference is that

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<sup>136</sup>Longman, 58.

<sup>137</sup>William P. Beck, *Discovering Jesus in the Old Testament* (Maitland, FL: Xulon Press, 2007), 70.

<sup>138</sup>Beck, 70.

during the Early Church, Medieval, and Modern Eras, there is a Savior who can redeem humanity from sin and regenerate their spirits, so they can become born again and live the God-like life that they were intended to live. The solution to bullying is Jesus.

### Summary

In conclusion, bullying has been present on earth since the creation of humankind, as seen in the Book of Genesis. The origin of bullying is sin, and the initiator of the sin is Satan. Satan is seen throughout the Bible using bullying tactics to cause people to sin against God. Some examples of how Satan tempts people to sin against God through bullying can be seen with Job, Goliath, King Saul, Saul of Tarsus, and the Pharisees.

The fallen nature of humanity is a sin nature. For this reason, the kings and overseers of populations are seen in scripture and throughout history as bullies, along with priests, popes, and other church leaders. The temptation of power and authority has always been to use power and authority to bully, and to oppose others, rather than to preserve, protect, and defend the weak. Due to the historical bloodshed of bullying and sin of bullying that separates humanity from God and His purposes, God provided a way of redemption. In the Old Testament, God instituted the sacrificial system to make atonement for the sins of the people. In the New Testament, Jesus becomes the victim of bullying through His crucifixion, and the victor of bullying in the Book of Revelation through His Second Coming. The atonement that Jesus made for humanity's sins as a victim of bullying redeemed humankind from their sins, including the sin of bullying. The Second Coming of Christ in Revelation shows how He brings justice to the world for their bullying actions.

Bullying is seen in the Pre-Church Era, Early Church Era, Medieval Church Era, and Modern Church Era. Today, one has the biblical principles, theological reflections, and historical accounts of bullying on the earth. From these principles, reflections, and accounts, humankind can draw an accurate assessment and action steps to bring about bully prevention, starting first with the individual, expanding to the community, and ultimately encompassing the world. The source of the solution to bully prevention is to follow Jesus. Jesus is the Way (John 14:6).

CHAPTER 3  
REVIEW OF RELATED LITERATURE

Introduction

In this chapter, a review of related literature takes place pertaining to bullying. The related literature will begin with similar doctoral projects that focus on the issue of bullying. There will be a total of five related doctoral projects discussed. After the related doctoral projects, the chapter will cover literature that discusses the causes for bullying. These causes range from the climate of the school and home, social dominance, and sexual dynamics. Following the suggested causes for bullying is a section that deals with suggested solutions for bullying. Some of the solutions covered are engagement by school officials and parents, mixed methods and awareness by research, and the usage of bully prevention organizations. The results and effects of these different solutions are also covered in this chapter. In conclusion, this chapter will discuss a range of observations from the reading and research. The observations of similarities and contrasts are discussed, overall agreement on the subject, and areas of widely diverse opinions on the subject are also addressed.

### Review of Related Doctoral Projects

#### DMin Methods to Increase Knowledge and Raise Awareness

Kham Khan Khai, conducted his Doctor of Ministry project with a similar methodology to the methodology in this project, that increases knowledge about bullying.<sup>1</sup> Although the methods are similar between Khai's focus group and this project, the target audience is different. Khai's focus group was the faculty members of Southeast Asia in Myanmar, while the focus of this project is middle school students of a private Catholic school in the greater Houston area. While Khai's demographic was different, the methodology and goals are similar to this project.

Both projects focus on the concept of increasing knowledge. The way that Khai increases knowledge is through a self-directed study guide that contained a theological and biblical section, a historical section, and a related literature section.<sup>2</sup> Based on the score comparisons from the pretest, posttest, question list, and data analysis, it was obvious that an increase of knowledge for the purpose of teaching and learning was achieved. "The posttest scores of the faculty members of Southeast Asia Bible College indicated increased knowledge when compared with that of the pretest scores. The higher scores could have been the result of new resources and materials imparted into the faculty members. Another possible factor for the increased scores from the pretest results is the

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<sup>1</sup>Kham Khan Khai, "Increasing Knowledge of Teaching and Learning for the Faculty Members of Southeast Asia Bible College in Myanmar" (D.Min. proj., Oral Roberts University, 2007).

<sup>2</sup>Khai, 140-153.

repetition of the same [questions] in the posttest administration.”<sup>3</sup> The methods for survey and recovery data to draw conclusions in both projects include a pretest, posttest, research instruments, and data analysis. The instruments used to draw conclusions are similar. This Doctor of Ministry project differs in that students will receive a relevant and cutting-edge multi-media assembly with a student book and teacher follow-up curriculum, to ensure that the students will increase knowledge. It is necessary to feed the middle school students knowledge through presentations, and walk them through the curriculum. A mature college faculty can increase knowledge through a self-directed study. The process that the two groups use to increase knowledge is different due to the maturity gap in both parties. Both projects follow the same basic methodology and structure of introduction, statement of problem, purpose and objectives, research questions, background on setting, definition of terms, limitations of study, biblical and historical base, related literature, and methodology, and findings from the applied project.<sup>4</sup>

In Ernest L. Strong’s Doctor of Ministry Project has a similar methodology to this Doctor of Ministry Project. The goal in both projects is to increase knowledge.<sup>5</sup> E. Strong’s interest is to increase knowledge about biblical faith in a local congregation, while the interest of this project is to increase knowledge about bullying with middle

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<sup>3</sup>Khai, 113.

<sup>4</sup>Khai, 93-101.

<sup>5</sup>Earnest L. Strong, “Increasing Knowledge about Biblical Faith in a Local Congregation” (D.Min. proj., Oral Roberts University, 2008), 3.

school students in a school setting. The topic is different; however, the goal of increasing knowledge is the same. The assumption of E. Strong is that “teaching sessions in seminar format would increase the participants’ knowledge about biblical faith.” Additionally, “it was assumed that the participants would submit to a four-week training session and would attend [the sessions] without interruption.” Furthermore, “it was assumed that each participant had a basic knowledge of the Bible and the subject of biblical faith.”<sup>6</sup> In order to test E. Strong’s method of increasing knowledge through seminars and four weekly training sessions, he used a pretest and posttest without injecting the expected answers. In order to develop a good pretest and posttest, E. Strong gathered a forum of professors who could critique his design before he launched his established method into the congregation. The professors gave feedback and helped E. Strong launch an effective project in which the result was that there was indeed an increase of knowledge in the congregation based on the pretest and posttest numbers.<sup>7</sup>

John Dai Khaung’s Doctor of Ministry Project uses a methodology of teaching treatment to increase knowledge. The project states that “The researcher experimented by providing a teaching treatment to a group to see whether there was an affected outcome. The experimental research method was better suited for this project than other methods such as historical research, correlational research, comparative research, or descriptive

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<sup>6</sup>E. Strong, 8.

<sup>7</sup>E. Strong, 113.

research.”<sup>8</sup> Kuang reported, “The experimentation was done on the basis of the research question: Can knowledge of praise and worship in ZCF, Tulsa, be increased?”<sup>9</sup> The methodology was a single-variable design. Khuang “chose to use a one-group pretest-posttest design which was one of the pre-experimental designs. According to this research design, one group was selected and pretested.” That same group “was followed by the treatment . . . and the posttest.”<sup>10</sup> Khuang did not utilize a control group, due to the available population. Khuang’s desire to experiment on the entire church population and the need for a broad congregational increase of knowledge also played a role on the decision not to have a control group. The fact that many people could potentially want to serve in the worship department in the future also was a factor in why there was not a control group.<sup>11</sup> The results were gathered from a three-part question list comprised of twenty-one pretest and posttest questions, as well as six survey questions.<sup>12</sup>

Beverly N. McGill’s Doctor of Ministry Project was researched in this project due to the similar concept of increasing knowledge and raising awareness, as well as the term

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<sup>8</sup>John Dai Khaung, “Increasing Knowledge of Praise and Worship in a Nondenominational Immigrant Congregation” (D.Min. proj., Oral Robert’s University, 2007), 120-122.

<sup>9</sup>Khaung, 121.

<sup>10</sup>Khaung, 121.

<sup>11</sup>Khaung, 121-122.

<sup>12</sup>Khaung, 122.

victimization.<sup>13</sup> McGill's term victimization is one of the defined terms in this project. A victim is defined specifically in McGill's project as "one that is acted on and usually adversely affected by a force or agent."<sup>14</sup> McGill's method for raising awareness was taken from a "method presented by James D. Whitehead and Evelyn Eaton Whitehead."<sup>15</sup> McGill presents "a pastoral reflection on the correlation between Christian tradition, cultural information, and personal experience, or performance, as a means of examination" for raising awareness in a workshop format.<sup>16</sup> McGill also created a survey instrument of twenty-four pretest and posttest questions related to materials she taught. The "participants responded to the questions, answering on a scale of 1-5." Measuring the answers on the pretest and posttest produced the results of increased awareness.<sup>17</sup> The "participants were also asked to complete an evaluation form of the workshop presenter. The evaluation consisted of 8 questions that addressed the presenter's knowledge of material, communication skills, readiness to present, and the overall workshop."<sup>18</sup>

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<sup>13</sup>Beverly N. McGill, "Raising Awareness to the Victimization of Women through Religious-Based Sexism" (D.Min. proj., Oral Roberts University, 2006), abstract.

<sup>14</sup>McGill, 30.

<sup>15</sup>McGill, 174.

<sup>16</sup>McGill, 175.

<sup>17</sup>McGill, 179.

<sup>18</sup>McGill, 179.

## Review of Mixed Methods and Mixed Doctoral Projects on Bullying

Beaton J. Walsh's PhD dissertation research is done on teachers' views of bullying, and identifying some of the difficulties in defining bullying.<sup>19</sup> Walsh found that first, "there is a lack of consensus in literature as to whether" the bullying today focuses largely "on physical bullying, or whether it includes such behaviors as ostracism and teasing. There is also disagreement as to whether the focus" of bullying today "is on group bullying," which is something described as "'mobbing,' or lone bullies." Walsh's research shows "there are inconsistencies in the research in considering the duration of the episodes in defining bullying."<sup>20</sup> Walsh presents what is "Perhaps the most widely accepted definition of bullying" from "Norway's Dan Olweus," who defines bullying as the following:

A person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons. A negative action takes place when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or obscene gestures, as well as by refusing to comply with another person's wishes.<sup>21</sup>

Walsh believes that "It must be stressed that the terms bullying and victimization do not apply when two persons of approximately the same strength (physical or psychological)

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<sup>19</sup>Beaton J. Walsh, "The Impact of an Anti-Bullying Program on the Prevalence of Bullying in Junior and Senior High School" (PhD diss., North Central University, 2000), 8.

<sup>20</sup>Walsh, 8.

<sup>21</sup>Walsh, 8.

are fighting or quarreling.”<sup>22</sup> Walsh also gives definitions for four different kinds of bullies. These types of bullies are listed and defined below:

1. **Physical Bullies:** this type of bullying includes hitting or kicking the victim, or taking or damaging the victim’s property. This is the least sophisticated type of bullying because it is so easy to identify. Physical bullies are soon known to the entire population in the school.
2. **Verbal Bullies:** this type of bullying includes name-calling, insulting, making racist comments, and constant teasing. This type of bullying is the easiest to inflict on other children. It is quick and to the point. It can occur in the least amount of time available, and its effects can be more devastating in some ways than physical bullying because there are not physical scars.
3. **Relational Bullies:** relational or relationship bullies try to convince their peers to exclude or reject a certain person or people, and cut the victim off from their social connections. This type of bullying is linked to verbal bullying and usually occurs when children (most often girls) spread nasty rumours about others or exclude an ex-friend from the peer group. The most devastating effect with this type of bullying is rejection by the peer group at a time when children need their social connections.
4. **Reactive Victims:** reactive victims straddle a fence of being a bully and/or victim. They are often the most difficult to identify because at first glance they seem to be targets for other bullies. However, reactive victims often taunt bullies, and bully other people themselves.<sup>23</sup>

Bullying is one of the most persistent, but minimized, problems in schools today. Many children and adults seriously underestimate the prevalence of bullying. It is critical to raise awareness regarding the link between bullying and other violent behaviors. Karin E. Tusinski’s PhD dissertation reports that “The level of bullying among middle school students was twice as high as the level among high school students, respectively 12 percent and 6 percent.”<sup>24</sup> The statistic to which Tusinski referred to was taken from The

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<sup>22</sup>Walsh, 9.

<sup>23</sup>Walsh, 9-10.

<sup>24</sup>Karin E. Tusinski, “The Causes and Consequences of Bullying” (PhD diss., University of Missouri-St. Louis, 2008), 23.

National Household Education Survey. This survey “interviewed over 6,500 U.S. students in grades six through twelve. Twelve percent of the sampled students reported being bullied.”<sup>25</sup> The term bullied for this dissertation was defined as “students picking on others a lot or making other students do things such as give them money.”<sup>26</sup> Tusinski also related the following:

In 2000, the United States Secret Service reported on incidents of targeted violence in schools . . . . The aim of this initiative was to examine threat assessment and analyze the behavior of persons known to have attacked for a particular purpose. The targeted violence included assassinations, stalking, workplace violence, and school violence; specifically, to investigate characteristics of students involved in school shootings in the United States. Of 37 different school shootings, two-thirds involved attackers who “felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident” (p. 7). A number of these attackers “experienced bullying and harassment that was longstanding and severe” (p. 7).<sup>27</sup>

Tusinski reports on Olweus’ Bully Questionnaire, administered to 6,500 middle school students. This questionnaire was part of a study that was conducted in South Carolina. The findings from this questionnaire showed “that 20 percent of the sampled students admitted they had bullied others several times or more during the three months preceding the survey (24% of boys vs. 17% of girls).” Additionally, “Twenty-four percent of students reported they had been bullied several times or more during the three months preceding the survey (23% of boys and 25% of girls).”<sup>28</sup>

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<sup>25</sup>Tusinski, 23.

<sup>26</sup>Tusinski, 23.

<sup>27</sup>Tusinski, 21-22.

<sup>28</sup>Tusinski, 23.

Tusinski summarizes her research by stating that “estimates of the percentage of students who reported bullying others and being bullied varied across studies” based on “the age and gender of the students sampled.” There also may have been variations due to the definition of the term bullying being used.<sup>29</sup> “The percentage of middle school students who reported bullying others ranges from 6% to 20%, with boys ranging between 8% to 23% and girls ranging from 3% to 25%.”<sup>30</sup> The research gathered “supported the estimates that at least one in eight students experienced some form of bullying during their school years.” Thus, “bullying appeared to be the form of aggressive behavior that was most likely to affect the greatest number of students.”<sup>31</sup>

According to Tusinski, “Despite growing attention by researchers and educators to problems of bullying and school violence, few students have addressed the temporal ordering of the roles of bullying and victimization.”<sup>32</sup> The questions are posed: When is someone considered being bullied? Does it happen the first, second, third, or some other additional time that a student is harassed and targeted? There is no definite answer given; however, Tusinski’s research does state that “Understanding the consequences of victimization and bullying at school is essential to help develop effective school

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<sup>29</sup>Tusinski, 23.

<sup>30</sup>Tusinski, 23.

<sup>31</sup>Tusinski, 23.

<sup>32</sup>Tusinski, 50.

interventions,” and “it is also crucial to determine which occurs first, the bullying or victimization.”<sup>33</sup>

In her dissertation, Irene Pintado states that “Bullying is one of the most common forms of victimization at school.” Every year there are “as many as 4.8 million” American students who “are threatened physically, verbally, or indirectly by other students.”<sup>34</sup> Pintado reports that in a “study of 338 children in grades 3 through 8, 78% reported being bullied within the last month.” Furthermore, about 6% of these 78% reported being bullied in manners that they considered to be “severe.”<sup>35</sup> In 1999 a survey was conducted that reported that “about 13% of 12- to 18-year-old students” had been called derogatory words that were “related to their race or ethnicity, religion, disability, gender, or sexual orientation;” and “36% of students” stated that these remarks were visually written in places where others could clearly see. This element of bullying occurred “in urban, suburban, and rural schools.”<sup>36</sup> This type of visually written bullying now (in 2015) is more prevalent due to social media, such as Facebook, Instagram, Twitter, and other similar social media outlets. Pintado added that female students reported that they were targeted with “derogatory words more than male students.”

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<sup>33</sup>Tusinski, 50.

<sup>34</sup>Irene Pintado, “Perceptions of School Climate and Bullying in Middle Schools” (Ph.D. diss., University of South Florida, 2006), 23.

<sup>35</sup>Pintado, 23.

<sup>36</sup>Pintado, 23.

Additionally, Black students were “more likely than White or Hispanic students to report” being addressed with “hate words.”<sup>37</sup>

Heather Genz’s dissertation primarily revolves around electronic bullying. Genz states that “Bullying is a term that encompasses a variety of behaviors and definitions.”<sup>38</sup> She notes that “one of the first theorists to conduct a systematic research of bullying among schoolchildren” was Olweus, who described bullying “as ‘when he or she is exposed, repeatedly and overtime, to negative actions on the part of one or more other students’ (p. 197).”<sup>39</sup> Genz continues, “The hypotheses that bullying is a consequence of large class or school size, competition for grades and failure in school,” as well as “differences in appearance have received no support through empirical data.”<sup>40</sup> Genz reports Olweus as communicating that “research suggests that personality characteristics, in combination with physical strength or weakness, are very important in the development of bullying problems in individual students’ (p. 197).” By discarding “preconceived notations about bullying behaviors and identifying common characteristic of students who exhibit these behaviors through research,” a “bullying prevention and intervention program” was created for schools in Norway.<sup>41</sup>

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<sup>37</sup>Pintado, 23.

<sup>38</sup>Heather Genz, “Education, Prevention, and Intervention of Traditional and Electronic Bullying in Middle School” (Ed.D. diss., Walden University, 2009), 9.

<sup>39</sup>Genz, 9.

<sup>40</sup>Genz, 9.

<sup>41</sup>Genz, 10.

“Individuals who have more power than their victims” and use it against them, also defines the term bullying.<sup>42</sup> Electronic bullying specifically has been defined as a way of “bullying in which peers use electronics to taunt, insult, threaten, harass, and/or intimidate” peers. Additionally, “Electronic bullying encompasses the use of any electronic device such as a computer or a cell phone,” whereas cyberbullying is considered to be “limited to computer use.”<sup>43</sup> Genz explains, “Indirect bullying occurs when a bully inflicts psychological harm, and direct bullying is when a bully engages in physical harm.”<sup>44</sup> Genz reports that electronic bullying creates “an even greater hazard” to success in the classroom, because it is always present in the lives of students who have been victims. Thus, there is no safe place of refuge “from this type of bullying because victims can be targeted day or night at the click of a mouse, the dial of a phone, or the push of a button. Even if the victim is not aware of the electronic bullying” at the time when it happens, he or she will become aware of it quickly.<sup>45</sup>

Jamie Alison O’Connor’s dissertation cites “a large-scale study of bullying behaviors among 15,686 American youth between sixth through 10<sup>th</sup> grade.”<sup>46</sup> The data

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<sup>42</sup>Genz, 10.

<sup>43</sup>Genz, 10.

<sup>44</sup>Genz, 10.

<sup>45</sup>Genz, 10.

<sup>46</sup>Jamie Alison O’Connor, “An Examination of Bullying within Middle School Physical Education” (Ph.D. diss., University of Illinois at Urbana-Champaign, 2012), 2-3. The study (in 2001) was “Bullying Behaviors among US Youth: Prevalence and Association with Psychosocial Adjustment,” conducted by T. R. Nansel, M. Overpeck, R. S. Pilla, S. J. Ruan, B. Simons-Morton, and P. Scheidt.

was obtained “from a self-report questionnaire, entitled “Health Behaviour of School-aged Children.” This survey “contained questions related to bullying, health behaviors, and demographic variables.”<sup>47</sup> The results stated that “of the total sample, 29.9% reported” being involved “in moderate or frequent bullying.” There were 13% who stated that they were the bullies, 10.6% who stated that they were the victims of being bullied, and 6.3% who stated that they were both bullies and victims of bullying.<sup>48</sup> Additionally, it was “discovered that males both bullied others and were bullied significantly more than females.” It was also stated that “bullying occurred most frequently within the middle school sample.”<sup>49</sup>

O’Connor discusses “bullying zones in physical education.” Given that bullying many times becomes physical, the physical education zones of a school can become breeding grounds for bullying, if they are not regulated properly.<sup>50</sup> The key to regulating bullying is respect. Athletics or physical education classes must operate on the code of respect. When there is no respect, then the gateway opens for bullying to take place. O’Connor states that students “were asked to use a marker to indicate the most active bullying zones for physical education.” The zones placed before them were “the gymnasium, locker rooms, fitness room, hallways, and the outdoor area.” Concerning the locker room, students reported this place as being an environment where “anxiety and

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<sup>47</sup>O’Connor, 3.

<sup>48</sup>O’Connor, 3.

<sup>49</sup>O’Connor, 3.

<sup>50</sup>O’Connor, 83.

fear” take place. Additionally, “the gymnasium, locker room, and outdoor areas” were places that were considered to be where frequent bullying would occur; however, “locker rooms” seemed to be the location where the most frequent instances of bullying happened.<sup>51</sup> It was reported that some students “hide in corners to avoid being victimized in the locker room.” Others stated that they were targeted based on where they sat “on locker room benches.” Students also expressed that there were specific curricular activities that they perceived as generating “the most peer harassment.” The two most stated activities connected to bullying “were dodgeball and the mile run.” It is believed that these two activities draw out bullying because “low skill performance is more obvious to others.”<sup>52</sup>

Prior to students knowing the specific purpose of O’Connor’s research as having to do with bullying, the students “were asked to report what they typically think about before physical education class begins.” The “bullies revealed that they wonder about” upcoming “class activities and whether or not they brought” with them to class the proper “physical education attire;” others stated they “worry about being victimized.”<sup>53</sup> When the magnitude of the harassment was discussed, “62.5% of participants reported that bullying is a prevalent phenomenon in physical education.” Most of the students also stated that “bullying in physical education impacts the students’ desire to participate.”<sup>54</sup>

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<sup>51</sup>O’Connor, 82-83.

<sup>52</sup>O’Connor, 83-84.

<sup>53</sup>O’Connor, 85.

<sup>54</sup>O’Connor, 86.

O'Connor explains, "Qualitative data from interviews with students and teachers and field notes from observations" created "the core methods" used in O'Connor's dissertation. The interviews that O'Connor conducted were audio-recorded and transcribed for further review. The method of "open coding" was used. This method is described as "the process of breaking down, examining, comparing, conceptualizing, and categorizing data."<sup>55</sup>

### Suggested Causes of Bullying

#### Climate of School and Home

Children all across America are victims of domestic bullying every day. Paul B. Naylor, Laurie Petch, and Parveen Azam Ali contend that domestic bullying includes, but is not limited to, "physical and psychological abuse, harm, bodily injury, assault and the infliction of fear between family or household members in the home."<sup>56</sup> The authors go on to suggest, "Almost all-domestic violence constitutes bullying since it involves the 'systematic abuse of power,' . . . which relies on the aggressor's and target's unequal access to power."<sup>57</sup> Children are affected negatively by witnessing abuse between mother and father, as well as direct abuse by their mother or father. The effects of domestic bullying have a direct effect on the child's performance in school. "These difficulties

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<sup>55</sup>O'Connor., 56.

<sup>56</sup>Paul B. Naylor, Laurie Petch, and Parveen Azam Ali, "Domestic Violence: Bullying in the Home," in *Bullying in Different Contexts*, ed. Claire P. Monks and Iain Coyne (New York: Cambridge University Press, 2011), 87.

<sup>57</sup>Naylor, Petch, and Ali, 87.

include a likelihood of post-traumatic reactions such as hyper-vigilance, flashbacks and diminished concentration in school, which may, in turn, lead to depression, substance abuse, suicidal ideation, anxiety, eating disorders, . . . weight problems, and poor performance in school.”<sup>58</sup>

Allie Bidwell discusses the theory of how some programs escalate bullying instead of reducing it. Research suggests that “schools should develop ‘more sophisticated’ strategies that go beyond implementing preventive programs.”<sup>59</sup> These programs should “move towards ‘systematic change within the schools.’” Some of these systematic changes include “employing guards, using metal detectors or conducting bag and locker searches.”<sup>60</sup> This theory is more task-oriented by the school administration than it is a grassroots movement from the student body. Additionally, Bidwell believes that there needs to be more done “to identify the dynamics” that occur “between bullies and their victims.” Being more proactive in noticing these dynamics will help develop better “prevention tactics for the problem.”<sup>61</sup> Bidwell presents the American Psychological Association as saying that “more than 70 percent of middle and high school students” are affected by bullying, and they suffer from “anxiety, depression, low

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<sup>58</sup>Naylor, Petch, and Ali, 93.

<sup>59</sup>Allie Bidwell, “Study: Anti-Bullying Programs May Have Opposite Effect,” *U.S. News & World Report*, September 13, 2013, n.p., <https://www.usnews.com/news/articles/2013/09/13/study-anti-bullying-programs-may-have-opposite-effect> (15 August 2014).

<sup>60</sup>Bidwell, n.p.

<sup>61</sup>Bidwell, n.p.

self-esteem and suicide.”<sup>62</sup> Bidwell cites Elizabeth Englander, a psychology professor from Bridgewater State College in Massachusetts, who declares that “an increase in the number” of reported bullying incidents may not be a bad thing. Indeed, the “increase in the number of cases the school is aware of can actually be a good sign . . . because if [the adults] become aware of an increased number of cases, it means more students are reporting.”<sup>63</sup> This does not mean that the behavior itself is increasing; it may actually mean that the students are doing what the school wants them to do, and that is report it.<sup>64</sup>

Margaret Weigel’s article presents several findings that support the current researcher’s theory. These findings include “low theory of mind (ToM)—an individual’s ability to interpret correctly the mental and emotional states of others—and bullying experiences.”<sup>65</sup> Additionally, children from homes that were “lacking material or emotional support were the most likely to bully others by the time they reached early adolescence.”<sup>66</sup> Research also showed that “A child’s IQ score was not a determining factor in whether or not a child would be bullied: ‘There is something specific about children’s inability to understand others’ the mental states, as opposed to general

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<sup>62</sup>Bidwell, n.p.

<sup>63</sup>Bidwell, n.p.

<sup>64</sup>Bidwell, n.p.

<sup>65</sup>Margaret Weigel, “Children’s ‘Theory of Mind’ and Adolescent Involvement with Bullying,” *Journalistsresource.org*, 9 December 2011, n.p., <https://journalistsresource.org/studies/society/public-health/children-theory-mind-adolescent-bullying> (15 August 2013).

<sup>66</sup>Weigel, n.p.

cognitive/intellectual difficulties, that place them at an increased risk of being victimized.”<sup>67</sup> Furthermore, the discovery “that bullies typically have poor ToM does not seem to support the notion of bullies being ‘skilled’” at social manipulation. The research does distinguish the bully leaders from the bully followers; however, it does leave “open the possibility that it is the [bully] followers who have lower ToM.” It showed that “fewer leaders” had “higher mental abilities.”<sup>68</sup> Weigel reports, “The researchers theorize that the link between ToM and bullying/victimization may rest” upon the idea of “poor understanding of other people’s intentions and emotions.” This, in turn, may also “jeopardize children’s ability to detect” and discern how to handle properly social interactions with others.<sup>69</sup> This places the child at risk of being victimized or exploited. Weigel also presents that poor ToM may increase the risk of bullying victimization by affecting children’s ability to negotiate conflicts or stand up for themselves. This results in being viewed as easy targets for threats and abuse.<sup>70</sup>

Catherine Bradshaw gave a presentation that addressed “Student, Staff, and Parent Perspectives on Bullying and School Climate” to advance their theory for a school-wide bully prevention program. Bradshaw discussed the “climate of bullying.” Her presentation states that there is a distinctive “link between bullying and school climate. Those involved in bullying have less favorable perceptions of school and feel less

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<sup>67</sup>Weigel, n.p.

<sup>68</sup>Weigel, n.p.

<sup>69</sup>Weigel, n.p.

<sup>70</sup>Weigel, n.p.

connected to school. The more frequently involved in bullying, the less safe they feel[, and] bystanders are also negatively affected by bullying.”<sup>71</sup> Bradshaw states that a climate of bullying includes “schools where there are shared beliefs and attitudes supporting bullying, aggression and peer victimization become the norm.” Additionally, “‘disorderly’ schools and classrooms have higher rates of bullying and aggressive behavior, more students who endorse retaliatory attitudes, and are perceived as less safe and supportive.”<sup>72</sup> Bradshaw’s approach utilizes “multiple levels of prevention and early intervention.” This multiple-level prevention and early intervention model starts with the individual, then the classroom, then school-wide, then family, and eventually the community.<sup>73</sup>

### Social Dominance

Robin May Schott and Dorte Marie Søndergaard discuss several paradigms concerning new theories of school bullying. Their work states that “focusing on the social dynamics within the knowledge about bullying has many dimensions.” These dimensions

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<sup>71</sup>Catherine Bradshaw, “Student, Staff, & Parent Perspectives on Bullying and School Climate: Implications for School-wide Bullying Prevention,” *Ed.gov*, 11-12 August 2010, 15, <https://www2.ed.gov/about/offices/list/osdfs/bullyingagenda.pdf> (12 August 2014).

<sup>72</sup>Bradshaw, 15.

<sup>73</sup>Bradshaw, 16.

include “acknowledging that the concept of bullying itself has a social history.”<sup>74</sup> Schott and Søndergaard believe that “This shift in the research highlights the role of the social in the ontology, epistemology, and methods . . . in relation to research on bullying.” This is different from individualized approaches, and this approach “has implications for practical interventions.”<sup>75</sup> To understand the development of bullying it is essential to look into the “origins and trace the genealogy” of “central concepts” of bullying and “how they developed over time.” The social history of the concept of bullying can date back to 1969 in Sweden, when Peter-Paul Heinemann coined “the term ‘mobbing.’”<sup>76</sup> He was the physician and adoptive father of a boy who was black. Heinemann’s adopted son was “excluded and harassed at school” because of his color.<sup>77</sup> Heinemann introduced this term in a Swedish journal, after being inspired by Konrad Lorenz’s work on the mob behavior of animals. Heinemann borrowed the term “from ethology (the science of animal behaviour) and connected it with everyday human examples of harassment and

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<sup>74</sup>Robin May Schott and Dorte Marie Søndergaard, “Introduction: New Approaches to School Bullying,” in *School Bullying: New Theories in Context*, ed. Robin May Schott and Dorte Marie Søndergaard (Cambridge, UK: Cambridge University Press, 2014), 3.

<sup>75</sup>Schott and Søndergaard, 3.

<sup>76</sup>Schott and Søndergaard, 4.

<sup>77</sup>Schott and Søndergaard, 4.

exclusion.”<sup>78</sup> His term “mobbing” was “equivalent to an all-against-one situation” and it “became synonymous with group violence.”<sup>79</sup>

The authors of “A Social-Ecological Model for Bullying Prevention and Intervention in Early Adolescence: An Exploratory Examination” give three theories for bullying. The first is the “Dominance Theory,” which argues that “the transition to middle school requires students to renegotiate their dominance relationships.” Accordingly, “bullying is thought to be a deliberate strategy used to attain dominance in newly formed peer groups.”<sup>80</sup> The “Attraction Theory” is aggression during early adolescence. This “theory argues that adolescents attempt to establish independence from parents by affiliating or wanting to affiliate with peers who possess characteristic that reflect a greater independence . . . and less compliant behaviors (e.g., prosocial behavior).”<sup>81</sup> This characteristic can lead to the use of force on the weaker individual, and can tempt one to become a bully. The third theory is the “Homophily Hypothesis.” This is when “peer groups during early adolescence typically consist of members who share

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<sup>78</sup>Schott and Søndergaard, 4.

<sup>79</sup>Schott and Søndergaard, 4.

<sup>80</sup>Susan M. Swearer, James Peugh, Dorothy L. Espelage, Amanda B. Siebecker, Whitney L. Kingsbury, and Katherine S. Bevins, “A Social-Ecological Model for Bullying Prevention and Intervention in Early Adolescence: An Exploratory Examination,” in *Handbook of School Violence and School Safety: From Research to Practice*, ed. Shane R. Jimerson and Michael J. Furlong (New York: Routledge, 2006), 259.

<sup>81</sup>Swearer, Peugh, Espelage, Siebecker, Kingsbury, and Bevins, 259.

common attributes (e.g., ‘homophily’).”<sup>82</sup> These common attributes can include “sex, race, and behavioral characteristics.” Aggression is one attribute that can be shared and influenced amongst peers. This is especially true with middle school students and verbal aggression within peer groups. A student’s peer group will either increase or decrease the likelihood of the student becoming a bully or changing the culture of the school to reduce bullying.<sup>83</sup>

David Lines looks at the concept of bullying in nature. Lines discusses “bullying in context by looking at biological and evolutionary impulses.”<sup>84</sup> He poses the questions of why “people become excessively violent towards weaker individuals,” and why they “want to dominate others.”<sup>85</sup> Lines’ text takes an evolutionary approach by considering whether bullying is “a token of our animalistic nature that we impulsively have to counter threat by physical means.”<sup>86</sup> Lines explores what are called “the ‘natural’ behaviour of aggression” and “contrasting behaviours like caring,” which some claim “have evolved to meet very different goals.”<sup>87</sup> The “selfish gene theory” suggests that “the sole goal of life is hedonistic barbarism.” This selfish gene theory is used as a “starting point to examine

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<sup>82</sup>Swearer, Peugh, Espelage, Siebecker, Kingsbury, and Bevins, 259.

<sup>83</sup>Swearer, Peugh, Espelage, Siebecker, Kingsbury, and Bevins, 259.

<sup>84</sup>Dennis Lines, *The Bullies: Understanding Bullies and Bullying* (Philadelphia: Jessica Kingsley Publishers, 2008), 25.

<sup>85</sup>Lines, 25.

<sup>86</sup>Lines, 25.

<sup>87</sup>Lines, 25.

human behaviour through how animals behave in order to survive.”<sup>88</sup> Lines discusses “predators of the air (such as eagles, hawks, and buzzards,” versus the predators “of the land (such as lions, leopards, and hyenas).” Both of these groups of predators “are unconsciously programmed to make decisions when developing their hunting strategies.”<sup>89</sup> These predators typically look “for the injured or the young” prey, and not the healthy adult. These predators typically make a conscious decision of what they want. Thus, lions attack antelope because they “want” the meat. Lions “are the only social member of the cat family;” however, “they will attack other lions to take over control of the pride,” and even “kill a competitor,” kill its rival’s cubs, and then mate with the rival’s females. It seems that this motive is not for the meat; it is “to wipe out the genes of the previous lion king and perpetuate his own in his stead.”<sup>90</sup> When it comes to polar bears, cannibalism can be an issue. A solo female polar bear can be in danger of having her cubs eaten by a dominating male if there is a shortage of food; this can happen “even if the cubs are his offspring.”<sup>91</sup> The theory is that bullying is innate and an evolutionary behavior in humans like animals.<sup>92</sup>

The evolutionary information in Lines’ work has an element of merit, although humanity did not evolve from animals. Humans were created by God to be in His image

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<sup>88</sup>Lines, 25-26.

<sup>89</sup>Lines, 26.

<sup>90</sup>Lines, 26.

<sup>91</sup>Lines, 26.

<sup>92</sup>Lines, 25.

and likeness (Gen 1:26). There is nothing wrong with comparing humans to animals, as long as the distinction is made that humans did not evolve from animals. Jesus was both fully God and fully man at the same time (Luke 24:39; Col 2:9). The Scriptures use animals to describe Jesus' attributes: for example, the Lion of Judah in Revelation 5:5. There are animalistic characteristics in God and in people. However, this does not mean that humans are animals or cannibals, even though Jesus said to eat His flesh and to drink His blood in John 6:56, concerning communion.

Adrienne Nishina discusses the “social dominance theory” that is applied to bullying behaviors. Nishina states that “a social-biological or evolutionary perspective offers yet another view of peer harassment.”<sup>93</sup> The social dominance theory “seeks to explain prejudice and aggression among members of larger societies” which “may provide an explanation for the occurrence of peer aggression.”<sup>94</sup> Social dominance theory posits that “human beings are predisposed to create social dominance hierarchies. According to this theory, these strivings would” develop out of “evolutionary processes because” these distinct hierarchies “can serve to minimize conflict within a group.”<sup>95</sup> Nishina relates, “Drawing from the concept of social dominance theory and the notion that establishing social hierarchies within groups may be an adaptive behavior, one can begin to understand both the occurrence of peer harassment among classmates and peer

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<sup>93</sup> Adrienne Nishina, “A Theoretical Review of Bullying: Can It be Eliminated?” in *Bullying: Implication for the Classroom*, ed. Cheryle E. Sanders and Gary D. Phye (London: Elsevier Academic Press, 2004), 43.

<sup>94</sup> Nishina, 43.

<sup>95</sup> Nishina, 43.

harassment among friends.”<sup>96</sup> With this in mind, “the definition of the social group is broadly defined and depends on the particular context in which bullying might occur;” and Nishina’s text clearly supports the idea of evolution and bullying as direct of result of that.<sup>97</sup>

Claire P. Monks links bullying to “social cognition” and the theory of mind. Monks reports that there is research that explores “individual difference factors in relation to social behavior, including aggressive and withdrawn behaviours,” and that focuses “on social-cognitive abilities, including the theory of mind.”<sup>98</sup> Monks discusses another theory for bullying having to do with the theory of mind and false belief tasks that “may influence, and be influenced by, social relations.” This concept notes that “theory of mind can have a positive, neutral, or negative relationship to socially desirable behaviour.” Thus, “problems in social understanding, executive function and regulating emotion that can lead to aggression and a lack of prosocial skills, which in turn lead to problems in peer-acceptance,” and ultimately result in bullying.<sup>99</sup>

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<sup>96</sup>Nishina, 43.

<sup>97</sup>Nishina, 43.

<sup>98</sup>Claire P. Monks, “Peer-Victimisation in Preschool,” in *Bullying in Different Contexts*, ed. Claire P. Monks and Iain Coyne (New York: Cambridge University Press, 2011), 27.

<sup>99</sup>Monks, 27.

Jessie Klein discusses the “masculinity theory” as a direct result of all bullying.<sup>100</sup>

The masculinity theory reveals that

in almost every situation from underground drug trades to white-collar crime to school shootings, hypermasculinity pressures, . . . coupled with overwhelming obstacles toward achieving these goals, becomes a recipe for violence. The extreme reactions of the shooters expose the damage that is done to many students, even though most students respond in less visible ways. Students become depressed, highly anxious, truant, abuse substances, turn to petty crime, and engage in a host of other destructive behaviors in response to the fiercely competitive and punitive disciplinary school models that label them with bad grades or refer to them as bad kids.<sup>101</sup>

Stuart W. Twemlow, Peter Fonagy, and Frank C. Saaco discuss the “power dynamics” theory. This theory addresses the social power dynamics that, if not balanced, result in aggression, despair, and ultimately bullying.<sup>102</sup> “In our social systems/dialectical theory of power dynamics, we hypothesize that the relationship between the bully and the victim is a dialectal one: the bully and the victim are co-created roles that would not exist without each other.”<sup>103</sup> There is a unique element to the power dynamics theory. In this theory, “the role of the bystanding audience facilitates the bullying and can intensify the misery and the humiliation of the victim, whose weakness and despair are” shown clearly

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<sup>100</sup>Jessie Klein, *The Bully Society: School Shootings and the Crisis of Bullying in America's Schools* (New York: New York University Press, 2012), 154.

<sup>101</sup>Klein, 154.

<sup>102</sup>Stuart W. Twemlow, Peter Fonagy, and Frank C. Saaco, “A Social Systems Power Dynamics Approach for Preventing School Violence,” in *School Violence: Assessment, Management, Prevention*, ed. Mohannad Shafii and Sharon Lee Shafii (Washington, DC: American Psychiatric Publishing, 2001), 276.

<sup>103</sup>Twemlow, Fonagy, and Saaco, 276.

in front of what may be an “applauding” audience.<sup>104</sup> Thus, concept of power dynamics “here refers to the conscious and unconscious coercive use of power in a system of domination and control of one individual by another or of one group by another.”<sup>105</sup>

Petra Gradinger, Dagmar Strohmeier, and Christiane Spiel discuss two motive systems or theories for aggressive behavior leading to bullying. These two theories have their roots in “reactive aggression” and “instrumental aggression.”<sup>106</sup> The concept of reactive aggression is derived from “frustration-anger theory . . . . To harm somebody else occurs as a ‘reaction’ to a (perceived) provocation,” goal-blocking “threat, or frustration,” and “its main motive is to react to anger-frustration stimulus and to hurt the perpetrator of the provocation or the threat.”<sup>107</sup> The authors go on to explain that “In contrast, the concept of instrumental aggression is based on the social learning theory . . . . To harm somebody else is a premeditated, calculated behavior that is used as an ‘instrument’ to reach particular goals. The dominant emotions involved in this type of aggression are pleasure and stimulation.”<sup>108</sup> The authors explain that the “bullying behavior is usually considered to be a subcategory of aggressive behavior and

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<sup>104</sup>Twemlow, Fonagy, and Saaco, 276.

<sup>105</sup>Twemlow, Fonagy, and Saaco, 276.

<sup>106</sup>Petra Gradinger, Dagmar Strohmeier, and Christiane Spiel, “Motive for Bullying Others in Cyberspace: A Study on Bullies and Bully-Victims in Austria,” in *Cyberbullying in the Global Playground: Research from International Perspectives*, ed. Quing Li, Donna Cross, and Peter K. Smith (Malden, MA: Wiley-Blackwell Publishing, 2012), 265.

<sup>107</sup>Gradinger, Strohmeier, and Spiel, 265.

<sup>108</sup>Gradinger, Strohmeier, and Spiel, 265.

instrumental aggression is considered by several researchers to be the underlying mechanism.”<sup>109</sup>

Bullying starts within a student, which when acted out upon a victim inside the school weakens the school, or mind manufacturing system of a nation. The tolerance of bullying spreads throughout the school to cause there to be a greater sense of liberty for bullies to terrorize their victims. This liberty to bully weakens that school. Given the fact that the bullying problem is not limited to one student and one school, but is both a community and national epidemic, the school systems in communities and the nation at large are weakened. The weakening of the school systems can be compared to the levee in the New Orleans’ flood caused by Hurricane Katrina. As the levee or the wall of standard against bullying is weakened, it will cause a crash in the learning environment. The crash in the learning environment, in turn, creates a hostile atmosphere to educate the young people, causing the schools to become a distracted place of service to communities. Mary Jo McGrath says that the reader should “think of the ripple effect on the surface when a pebble is thrown into a still pond of water. When bullying or harassment occurs on campus, it does not merely impact the two (or more) parties directly involved. Impacts will ripple far and wide throughout the school community and even beyond.”<sup>110</sup> Another way to illustrate this would be by dropping a rock in the center of a bucket of water. The rock or the bully does not touch the outside of the bucket or the

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<sup>109</sup>Grading, Strohmeier, and Spiel, 265.

<sup>110</sup>Mary Jo McGrath, *School Bullying: Tools for Avoiding Harm and Liability* (Thousand Oaks, CA: Corwin Press, 2007), 77.

nation at large directly; however, it does influence it by the waves of negative influence that it makes.

In Alexa Gordon Murphy's book is a section called "The Tragic Results of Bullying." A. Murphy states that "After the shootings, Columbine students began to talk about the problem of bullying at their school. Some said that [the shooters] Harris and Klebold had been treated as social outcasts at school and taunted for their 'goth' or punk-like style of wearing dark clothing and black trench coats."<sup>111</sup> A. Murphy notes, "In response to the Columbine shootings as well as others around the United States, the U.S. Secret Service and the Department of Education launched the Safe Schools Initiative to examine the reasons for these attacks. In their final report (2002), they reported that close to three-quarters of students who carry out these attacks have 'felt persecuted, bullied, threatened, attacked or injured by others prior to the incident.'"<sup>112</sup> The shooters of the Columbine High School massacre in Littleton, Colorado, impacted the entire national school system in a negative manner in one day. The shooters of that massacre were victims of bullying, and they became even more violent bullies themselves. If bullying is not stopped at the core, which is the inner workings of the mind, will, and emotions of the bully and the victim, then the nation is at risk. The nation is at risk due to years of bully pressure or bully erosion that eventually weakens the national school system. The national school system weakens due to schools becoming hostile learning environments.

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<sup>111</sup>Alexa Gordon Murphy, *Dealing with Bullying* (New York: Chelsea House, 2009), 16.

<sup>112</sup>A. Murphy, 16.

The school environment is the social programming center of communities and the nation at large. Sheila Martineau talks about “full-service schools” that target children and youth for social programming. Martineau’s research presents schools as being called “‘surrogate parents’ that can increase the ‘teachability’ of children who arrive on their doorsteps in poor shape. Today’s schools feel pressured to feed children; provide psychological support services; offer health screening; [and] establish referral networks related to substance abuse, child welfare, and sexual abuse.”<sup>113</sup> Furthermore, schools today “cooperate with the local police and probation officers; add curricula for prevention of substance abuse, teen pregnancy, suicide, and violence; . . . promote social skills, good nutrition, safety, [and] general health.”<sup>114</sup> According to Martineau, “By their very nature, full-service schools conform to the symbolic power, social control, and surveillance strategies that maintain systemic inequalities, and that are masked by the ideology of ‘equalizing access to future opportunities,’” thereby empowering an entire nation to become influencers.<sup>115</sup>

Tom Wright states that for Paul, Jesus Himself is the Obedient Master who is now, therefore, in charge of the world, and the Church is “His body, the fullness of the one who fills all in all” (Eph 1:23). It is this vocation that gives the Church courage to

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<sup>113</sup>Sheila Martineau, “Dangerous Liaison: The Eugenics Movement and the Education State,” in *Systemic Violence: How Schools Hurt Children*, ed. Juanita Ross Epp and Ailsa M. Watkinson (London: Falmer Press, 1996; reprint, Abingdon, UK: RoutledgeFalmer, 2004), 43.

<sup>114</sup>Martineau, 43.

<sup>115</sup>Martineau, 43.

stand up in the face of bullying self-appointed masters of the world: to resist them when they are forcing their communities to go in the wrong way, while at the same time demonstrating in its own life that there is a different way of being human, a way pioneered and now made possible by Jesus Himself. Wright supports his claims with the following scripture: “God’s wisdom, in all its rich variety, is to be made known to the ruler and authorities in heavenly places—through the church, according to Ephesians 3:10.”<sup>116</sup>

Gerald A. Arbuckle addresses the issue of “healthcare in general,” or a government system that bullies people through Socialism. He states that in healthcare in general, “the biomedical model that economic rationalists favor is ill-equipped to relate to the health problems of people who are poor.”<sup>117</sup> Arbuckle explains that

the body is likened to a machine that is to be healed through medical, technological, and scientific processes. The *social* model of healthcare, by contrast, assumes that the patterns of health and diseases are largely the product of economic and cultural influences such as racism and social discrimination. It is such issues as these that must be addressed, otherwise it will be impossible to provide long-term healing services to poor people. But not only is the biomedical model unable to address these issues: it is also unable to touch the inner pain of low self-worth and helplessness that structural poverty or bullying produces in people who are poor.<sup>118</sup>

As students in school are bullied, and schools tolerate bullies, future leaders will, in turn, become bullies and even pass laws that oppress or bully society.

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<sup>116</sup>Tom Wright, *Simply Jesus: Who He Was, What He Did, Why It Matters* (New York: HarperCollins Publishers, 2011), 15.

<sup>117</sup>Gerald A. Arbuckle, *Confronting the Demon: A Gospel Response to Adult Bullying* (Collegeville, MN: Liturgical Press, 2003), 84.

<sup>118</sup>Arbuckle, 84.

## Sexual Dynamics

Ian Rivers addresses the issue of bullying by people who are afraid of homosexuals. Rivers spends extensive time looking at social identity theory and scapegoating. In this theory, “the perpetrator attains his or her social status by drawing peers into the bullying episode, and by receiving their attention. At the same time, peers ensure their own safety by urging the perpetrator on, thus deflecting attention away from themselves while . . . safeguarding their own membership of the in-group.”<sup>119</sup> Rivers explains that in the case of the victim, “the peers actively collaborate in the process of goading, thus overestimating the difference between themselves and the victim.”<sup>120</sup> The findings from the research of these theories suggest that “bullying is a group process very similar in structure to that of mobbing,” which is when “the victim is harassed by multiple perpetrators.”<sup>121</sup>

Dorothy L. Espelage discusses a theory called the “Bully-Sexual Violence Pathway.”<sup>122</sup> Espelage claims that this theory is an ever-increasing theory in which “bullying perpetration of homophobic teasing perpetration/victimization are suggested to be predictive of sexual violence perpetration in later years . . . . This theory is supported

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<sup>119</sup>Ian Rivers, *Homophobic Bullying: Research and Theoretical Perspectives* (New York: Oxford University Press, 2011), 48.

<sup>120</sup>Rivers, 48.

<sup>121</sup>Rivers, 48.

<sup>122</sup>Dorothy L. Espelage, “Bullying and Sexual Violence: Definition, Prevalence, Outcomes and Moderators,” in *Bullying: Experiences and Discourses of Sexuality and Gender*, ed. Ian Rivers and Neil Duncan (New York: Routledge, 2013), 31.

by a longitudinal study of middle school students, where it was found that both bullying and the perpetration of homophobic teasing were associated with sexual harassment over time.”<sup>123</sup> Espelage explains that “Within the context of the *Bully-Sexual Violence Pathway* theory,” the findings purport “that as perpetrators of traditional bullying mature, they increase their use of homophobic teasing.” Furthermore, it was also found that “students who are targets of non-sexual bullying are also at-risk for being the target of homophobic bullying over time.”<sup>124</sup>

### Suggested Solutions for Bullying

#### Engagement by School Officials and Parents

Robin Hattersley-Gray addresses her theory of bully prevention with seven action steps. Her background is in researching “security and campus law enforcement industries since 1998.” Additionally, she has been working as “a specialist in school, university and hospital security,” as well as “public safety and emergency management.” She has “authored [an] award-winning editorial on campus law enforcement and security funding, officer recruitment and retention, . . . crime trends, . . . sexual assaults, dating abuse, emergency communications, [and] incident management software.” Hattersley-Gray “has been featured on national and local media outlets and was formerly the associate editor

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<sup>123</sup>Espelage, 31.

<sup>124</sup>Espelage, 31.

for the trade publication *Security Sales & Integration*. She obtained her undergraduate degree in history from California State University, Long Beach.”<sup>125</sup>

Hattersley-Gray discusses a case of bullying that led to the suicide of the victim as highlighting the struggles that “K-12 officials and parents experience in recognizing and addressing the problem” of bullying properly. The case illustrates how “inaction can have severe consequence.”<sup>126</sup> The author’s sources say that “Victims can experience devastating feelings of loneliness and abandonment that can affect them long after they leave school.”<sup>127</sup> Hattersley-Gray also states that “Bullies also suffer if their bullying isn’t addressed.” Her research sources explain, “If you don’t stop it at school age, that behavior extends into adult life.”<sup>128</sup> Furthermore, “compared to a person who does not engage in bullying, a bully is five times more likely to have a serious criminal record by the time he or she reaches the age of 30.” The bully will “also have a higher incidence of truancy, underage drinking, smoking and dropping out of school.”<sup>129</sup>

The first step in Hattersley-Gray’s theory for addressing bullying is to “recognize there is a problem.” She notes that “It is easier to identify the more traditional forms of

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<sup>125</sup>E. H. Publishing, “Author Profile: Robin Hattersley-Gray, Executive Editor,” *Campus Safety*, n.d., n.p., <https://www.campussafetymagazine.com/author/rgray/> (12 August 2014).

<sup>126</sup>Robin Hattersley-Gray, “7 Ways You Can Address Bullying at Your School,” *Campus Safety Magazine*, April 14, 2010, n.p., <https://www.campussafetymagazine.com/news/7-ways-you-can-address-bullying-at-your-school/> (12 August 2014).

<sup>127</sup>Hattersley-Gray, n.p.

<sup>128</sup>Hattersley-Gray, n.p.

<sup>129</sup>Hattersley-Gray, n.p.

bullying.” These traditional activities included things like “assault, tripping, intimidation, and taunting.” Some of the less recognizable types of bullying include harassment. The harassment can include gossip or rumor spreading, “name calling and insults via text messaging,” and other bullying statements on social media networks.<sup>130</sup> The second step in Hattersley-Gray’s theory is to “identify who can be a bully.” In most cases the bully is usually “stronger, physically larger or more psychologically intimidating.” The psychological bullying happens most often in cyberbullying.<sup>131</sup> The third step in her theory is to “encourage student witnesses to report harassment.” Most of the students are not involved in bullying; however, most students “know it is happening and don’t report it.” Many times the students do not report it due to fear of the bullies coming after them, the loss of social status, and at times they don’t believe that adults will intervene. Others believe that “bullying is entertaining; or they may not know how to report the abuse.”<sup>132</sup> The fourth step in Hattersley-Gray’s theory is to “encourage victims to report abuse.” Sadly, “Only about 15 percent of bullying victims tell an adult they are being harassed.” Many times the victims are embarrassed that the abuse occurs, so they remain silent.<sup>133</sup> The fifth step in Hattersley-Gray’s theory is to “provide adequate monitoring and supervision in bully-prone areas (hallways, locker rooms, bathrooms, under stairwells, etc.).” She encourages “anonymous surveys” that can identify problem areas. Also,

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<sup>130</sup>Hattersley-Gray, n.p.

<sup>131</sup>Hattersley-Gray, n.p.

<sup>132</sup>Hattersley-Gray, n.p.

<sup>133</sup>Hattersley-Gray, n.p.

“limiting access to these locations, improving visibility (by cutting back shrubbery), installing video surveillance and having teachers or trained volunteers monitor the hallways between classes” increases prevention.<sup>134</sup> The sixth step in Hattersley-Gray’s theory is to “collect evidence.” This is very important, especially with cyberbullying. Things such as “threatening texts and social media posts can be saved as evidence.”<sup>135</sup> The final step in Hattersley-Gray’s theory is to “always act on reports and keep records.” Her research sources say that “every time you are told something” about bullying taking place, “you need to do something about it.”<sup>136</sup>

#### Mixed Methods and Awareness by Research

Anne G. Garrett discusses bullying prevention at three levels. The first is “at the government level.” In Massachusetts, the school systems “set aside \$1 million in federal funds to try to bully-proof its schools. Washington State’s Senate voted to have its districts adopt anti-bullying and harassment policies, and Colorado is also considering similar legislation. Michigan does not have any statewide law regarding bullying but their state representatives still have an interest in pursuing the possibility.”<sup>137</sup> Garrett states that “We need to speak to our elected officials and share with them the problem of bullying in our schools and communities,” because bullying denies children “the right to

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<sup>134</sup>Hattersley-Gray, n.p.

<sup>135</sup>Hattersley-Gray, n.p.

<sup>136</sup>Hattersley-Gray, n.p.

<sup>137</sup>Anne G. Garrett, *Bullying in American Schools: Causes, Preventions, Interventions* (Jefferson, NC: McFarland and Company, 2003), 123.

learn.”<sup>138</sup> The second level is “at the law enforcement level.” Garrett declares that it is “impossible for the law enforcement not to be involved with the issue of bullying. Bullying not only takes place in our schools, but a lot of times it carries over into our communities.” Due to “recent school violence incidents throughout the nation, police officers have become more visible in our schools.”<sup>139</sup> The third level is “at the school system level.” Garrett remarks that the schools need to “identify programs and resources which provide information and training about bullying prevention, and provide schools access to these resources.” Schools need to “provide assistance . . . in developing discipline policies consistent with violence prevention guidelines issued by the Federal Department of Education.” Finally, schools need to “collaborate with the State Superintendents’ Association, Principals’ Association, Counselor’ Association, and Teachers’ Association in promoting the adoption of research-based bullying prevention programs.”<sup>140</sup>

In the research and reports presented at the White House Conference on Bullying Prevention, held on March 10, 2011, theories were presented on what schools should do about bullying. One of the theories was how to prevent cyberbullying. It states that cyberbullying that is initiated using a computer on campus can affect the mission, goals, and values of the school. Often, cyberbullying will take place using a computer on campus, such as in a school lab or on school-issued laptops. It can also take place on

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<sup>138</sup>Garrett, 124.

<sup>139</sup>Garrett, 124.

<sup>140</sup>Garrett, 126.

personally-owned devices, such as cell phones, iPods, and netbooks. Cyberbullying is more likely to happen between classes or during classes. Even if the cyberbullying takes place off-campus, from the student's phone or residence, it can still lead to problematic situations on campuses. The reason that problematic situations can arise on campus is because of the social and relational fallout that frequently overflows into the school campus. Sameer Hinduja and Justin W. Patchin report that "The most important preventive step . . . is to educate the school community about" the responsibility of cyber interactions. Students should be informed "that all forms of bullying are wrong and that those who" participate in this behavior "will be subject to discipline."<sup>141</sup> It is important "to discuss issues related to appropriate" use of "online communications" technology in the general curriculum. It is essential to ensure that this message "should be reinforced in classes that regularly utilize technology." The utilization of signage should also "be posted" in the computer lab or at each computer, "to remind students of the rules of acceptable use." In summary, "it is crucial to establish and maintain" a school climate of "respect and integrity where violations result in formal" reprimand or sanction.<sup>142</sup>

The "Bullying and Humour Styles Project," by the UK's Economic and Social Research Council (ESRC), has a longitudinal design. The longitudinal design is a method that collects data "over an extended period." In the case of this project, data is collected

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<sup>141</sup>Sameer Hinduja and Justin W. Patchin, "Cyberbullying: Identification, Prevention, and Response," *Cyberbullying.org*, October 2014, 6, <https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response.pdf> (9 August 2013).

<sup>142</sup>Hinduja and Patchin, 6.

“at the beginning and end of the school year.” The students “fill out two questionnaires at the beginning” of school, and another “two questionnaires at the end of the school year.”<sup>143</sup> This project also used a version of “the *Direct and Indirect Aggression Scale* to measure experiences of direct verbal, direct physical and indirect bullying and peer victimisation.” Students were also asked “to indicate how often” these types of things occurred “in the current school term.” The scale of 0, for “never,” through 4, for “very often,” was used. The students were also “asked to report how often they engaged in each of the behaviours described,” such as hitting one another or calling “another child a nasty name.”<sup>144</sup> The students were provided “a list of their classmates’ names and asked to rate them for liking,” as well as nominating classmates as “friends” and as “very best friend.” They were also asked “to nominate up to three other [students] in [their] class who use different humour styles” for “making others laugh,” or who “make others laugh by telling jokes and funny stories.” The students were also asked “to nominate up to three classmates who ‘get called nasty names by other children,’ ‘get hit, kicked, and pushed around by other children,’ and ‘get left out of groups by other kids.’ The same items [were] used to assess bullying behaviour,” such as “hits, kicks, and pushes around other children.”<sup>145</sup>

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<sup>143</sup>Economic and Social Research Council, “Bullying and Humour Styles Project: Research Methods,” *Ersbullyingandhumourproject.wordpress.com*, n.d., n.p., <https://ersbullyingandhumourproject.wordpress.com/research-methods/> (15 August 2014).

<sup>144</sup>Economic and Social Research Council, n.p.

<sup>145</sup>Economic and Social Research Council, n.p.

The ESRC explains that “the use of peer nomination data is often used” in this type of area of research. Additionally, it “is important, especially when it comes to bullying, because this is an area where self-report data can be unreliable, as children might be dishonest.” The method of peer nomination “has been approved by a wide range of ethics committees” that are “guided by a range of ethics guidelines,” such as “the British Psychological Society and the American Psychological Association.”<sup>146</sup> There is a “wealth of research which shows that peer-report data collection that places children at no greater risk than they encounter in everyday life.” To the knowledge of the ESRC, “there are no studies that show that peer nomination techniques have any appreciable negative effects on children.”<sup>147</sup> The ESRC is “up front with the parents and children about what is involved” with the research. Furthermore, “as the nominations happen,” the parents and children “get advance warning about what is coming up.” When the students complete the task, they do so in silence. It is also stressed that “while they can discuss their answers with their parents/guardians or teacher, they must not discuss their answers with other [students].”<sup>148</sup> In 2011, the ESRC launched the pilot process for this type of survey in a secondary school. The “link teacher at that school reported . . . no negative consequences following testing.”<sup>149</sup>

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<sup>146</sup>Economic and Social Research Council, n.p.

<sup>147</sup>Economic and Social Research Council, n.p.

<sup>148</sup>Economic and Social Research Council, n.p.

<sup>149</sup>Economic and Social Research Council, n.p.

In “A Case Study with an Identified Bully: Policy and Practice Implications,” a mixture of research methods were used to reach the objective.<sup>150</sup> The researchers state that “Bullying is a serious public health problem that may include verbal or physical injury as well as social isolation or exclusion.” Due to these issues, “research is needed to establish a database for policies and interventions” that are designed “to prevent bullying and its negative effects.” The researchers present a case that describes “an intervention for bullies that has implication for practice and related policies regarding bullying.”<sup>151</sup>

Concerning the methods used in this case study, “an individualized intervention for an identified bully was implemented using the Participatory Culture-Specific Intervention Model . . . with a seventh grade middle school student.”<sup>152</sup> Through “culture-specific and ecological perspectives,” an intervention was created “that included psychoeducational sessions with the student,” as well as “consultation with the parent and school personnel.” The project utilized a mixed methods intervention that was designed using the informants of: “the target student, the mother of the student, a teacher and the school counselor.”<sup>153</sup> The qualitative data taken from this project “included semi-structured interviews with the parent, teacher and student,” classroom narrative, and

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<sup>150</sup>Lillie B. Huddleston, Kris Varjas, Joel Meyers, and Catherine Cadenhead, “A Case Study with an Identified Bully: Policy and Practice Implications,” *Western Journal of Emergency Medicine* 12, no. 3 (July 2011): 316, [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3117608/pdf/wjem12\\_3p0316.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3117608/pdf/wjem12_3p0316.pdf) (11 August 2014).

<sup>151</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

<sup>152</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

<sup>153</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

“evaluation/feedback forms” that were “filled out by the student and interventionist.”<sup>154</sup>

The quantitative data also included two quantitative surveys. Qualitative and quantitative data “were used to evaluate the acceptability, integrity and efficacy of this intervention.”<sup>155</sup> Both the qualitative and quantitative findings indicated that there was “a decrease in internalizing, externalizing, and bullying behaviors as reported by the teacher and the mother, and a high degree of acceptability and treatment integrity as reported by multiple stakeholders.”<sup>156</sup>

This particular case study makes valuable “contributions by describing an intervention that is targeted to specific needs of the bully” by creating “specific interventions” within a culture. The case study also worked “with the students’ unique environmental contexts.” The contributions of this case study are also “made by illustrating the use of mixed methods to document acceptability, integrity and efficacy of an intervention with documented positive effects in these areas.” Finally, the “implications for policy and practice related to the treatment of students identified as bullies and future research needs are discussed.”<sup>157</sup>

Jun Sung Hong and Dorothy L. Espelage state the need for their work as follows:

Recognizing the negative outcomes associated with experiences in bullying at school, educational researchers, school officials, and policy-makers have called for more rigorous research on bullying in school. Research on bullying behavior in school has primarily been examined using quantitative methods. Mixed

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<sup>154</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

<sup>155</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

<sup>156</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

<sup>157</sup>Huddleston, Varjas, Meyers, and Cadenhead, 316.

methods research in the field of education has gained ground in recent years. However, no systematic review of mixed methods studies on bullying and peer victimization has been conducted to date. The major focus of this article is to review empirical studies on bullying in schools using mixed methods. In particular, we examine research studies on bullying in schools within the contexts of *new insights*, *complementary findings*, and *divergent findings*. Directions for conducting mixed methods research on bullying and peer victimization are also discussed.<sup>158</sup>

Hong and Espelage explained their method for research selection as follows:

Published empirical studies featured in peer-reviewed journals were identified through searches of MEDLINE, PSYCINFO (Psychological Abstracts), and GOOGLESCHOLAR databases for the period from 1997 to 2011, as we were able to find research on bullying that utilized mixed methodology, which were published from 1997. Keyword, title, and abstract information were also utilized for this review. The main search terms were “bullying”, “peer victimization”, “relational aggression”, “peer aggression”, and “mixed methods”. Moreover, literature reviews on bullying research and dissertation were also systematically reviewed. Twenty mixed methods studies on bullying in school . . . were found. Studies examined here are primarily articles that were published in academic journals as well as graduate thesis.<sup>159</sup>

Hong and Espelage discuss directions for future research as follows:

Given the reality that school bullying is “a moving target” and changing in prevalence, type, form, and etiology and consequence, . . . there is much room for future mixed methods studies. For example, increased research attention is focused on how children and adolescents are using technology (e.g., cell phones, computers) to engage in bullying, which is called cyber-aggression, electronic aggression, cyber-bullying, and digital harassment . . . . Mixed methods should be employed to examine the extent to which face-to-face bullying dynamics either converge or diverge with bullying through technology. This would be especially helpful, as this research would require venturing into different contexts such as

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<sup>158</sup>Jun Sung Hong and Dorothy L. Espelage, “A Review of Mixed Methods Research on Bullying and Peer Victimization in School,” *Educational Review* 64, no. 1 (February 2012): 115.

<sup>159</sup>Hong and Espelage, 118.

social networking sites, blogging communities, virtual communities, and chatrooms.<sup>160</sup>

Hong and Espelage conclude with the following:

Mixed methods are gaining ground in the research community, as methodologies can clearly influence what can or cannot be understood about a particular social phenomenon. Mixed methods not only potentially enhance the validity of the findings from either quantitative or qualitative method, but also provide greater insights in bullying. Divergent or contradictory findings from two methods can also influence researchers to rethink and re-conceptualize their research questions and hypotheses. Such unified approach can potentially fill the gap in our understanding of this phenomenon, which has major implications for both researchers and school practitioners. As the communities that children and adolescents reside in are ever-changing and being shaped by technology, it is imperative that we are careful to employ mixed methods approaches to gain a clear understanding of the ways in which bullying changes. Only then can we design prevention programs that reflect the dynamic and complex intersection between youth, schools, families, technology, and the use of bullying tactics.<sup>161</sup>

Concerning methods for prevention, there are six basic approaches that may be applied in cases of bullying, as assessed by Ken Rigby. Each may be considered appropriate in some situations. These may be briefly described as follows: “The Traditional Disciplinary Approach,” “Strengthening the Victim,” “Mediation,” “Restorative Justice,” “The Support Group Method,” and “The Method of Shared Concern.”<sup>162</sup> The Traditional Disciplinary Approach deals with punishment; sanctions or consequences are applied to a person identified as having engaged in bullying

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<sup>160</sup>Hong and Espelage, 122.

<sup>161</sup>Hong and Espelage, 126.

<sup>162</sup>Ken Rigby, *Bullying Interventions in Schools: Six Basic Approaches* (West Sussex, UK: Wiley-Blackwell, 2012), 11.

someone.<sup>163</sup> The Strengthening the Victim approach is concerned with the person being targeted becoming instructed or trained in order to cope more effectively with bullying behavior: for example, through assertiveness training or the use of “fogging.”<sup>164</sup>

Concerning the Mediation approach, individuals involved in bully/victim problems are invited to meet with a trained mediator (adult or student) to explore ways of resolving the situation in a way that is acceptable to all parties.<sup>165</sup> With Restorative Justice, typically there is a meeting that is arranged, at which those engaged in bullying are instructed to listen to how their “targets” feel about the treatment. They are required to reflect upon what has been happening, and to act restoratively by making an acceptable apology to those offended.<sup>166</sup> When considering The Support Group Method, the targeted person is interviewed, and an account of the distress that has been experienced is communicated to those identified as the bullies. This is done at a meeting of the bullies, which is attended also by selected students who are supportive of the target person. All present at the meeting are required to say how they will help to resolve the problem. The outcome is then carefully monitored.<sup>167</sup> The Method of Shared Concern is when the practitioner meets individually with the person(s) suspected of the bullying, and then shares a concern over what has been happening to the target person. Each of the suspected perpetrators is

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<sup>163</sup>Rigby, 38.

<sup>164</sup>Rigby, 51, 56.

<sup>165</sup>Rigby, 66.

<sup>166</sup>Rigby, 74-75.

<sup>167</sup>Rigby, 87-89.

asked to suggest ways in which they can help, and agrees to act accordingly. After discussing the situation with the target person, the practitioner convenes a meeting of all the suspected bullies to formulate an agreed plan to resolve the problem. At a final meeting, a solution is negotiated between the suspected bullies and the target person who has now been invited to join them.<sup>168</sup>

### Bullying Prevention Organizations

Christopher Munsey covers the approach of school-wide change. Munsey states that “the most effective way to reduce bullying is to band students together against bullying.”<sup>169</sup> The report highlights two programs. The first is the “Bullying Prevention Program,” which has been highlighted several times through various reports in this chapter. This program was “developed by Norwegian psychologist Dan Olweus.” The second program is “Positive Behavioral Intervention and Supports.” Both of these are “being tested by [Catherine] Bradshaw,” who is “associate director of the Johns Hopkins Center for the Prevention of Youth Violence.”<sup>170</sup> These programs were implemented in “60 public high schools in Maryland” through a “\$13.3 million dollar study,” which is “funded by the U.S. Department of Education’s Safe and Supportive School grant

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<sup>168</sup>Rigby, 96-102.

<sup>169</sup>Christopher Munsey, “Anti-bullying Efforts Ramp Up,” *Monitor on Psychology* 43, 2 (February 2012): n.p., <http://www.apa.org/monitor/2012/02/anti-bullying.aspx> (15 September 2014).

<sup>170</sup>Munsey, n.p.

program.”<sup>171</sup> According to Munsey, “The Positive Behavioral Intervention Supports program works by” having students “discuss and adopt positive behavioral goals.” These goals include “being ‘ready, responsible, and respectful’ in their interactions with peers and teachers.”<sup>172</sup> As far as the classroom goes, the idea of “respecting yourself can mean doing your best, being honest and using appropriate language.” Additionally, “being responsible can mean being on time to class, coming prepared and completing assignments.”<sup>173</sup> Those “students who behave positively” are rewarded publically in the school. Giving students good curriculum on intervening is also key to changing bullying in a school. Furthermore, “An expert panel that reviewed Aggressors, Victims and Bystanders for a 2001 U.S. Department of Education report said students who received the curriculum showed significant decreases in their belief that violence is OK.”<sup>174</sup>

### Results and Effectiveness of Different Solutions

#### Engagement by School Officials and Parents

Ken Seeley, Martin L. Tombari, Laurie J. Bennett, and Jason B. Dunkle conducted both quantitative and qualitative research to develop their theory of a

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<sup>171</sup>Munsey, n.p.

<sup>172</sup>Munsey, n.p.

<sup>173</sup>Munsey, n.p.

<sup>174</sup>Munsey, n.p.

successful anti-bully program.<sup>175</sup> The authors “conducted a short-term longitudinal study in which they surveyed 1,000 students in the fall and the spring of their sixth-grade year.” The survey dealt with “two sets of questions:” the first set “pertained to whether the students were behaviorally, cognitively, and emotionally engaged in school,” and the second set dealt with “whether students experienced specific kinds of bullying by their peers.”<sup>176</sup> Their study indeed proved that “school engagement is a protective factor for victims.”<sup>177</sup> The authors’ “first qualitative study examined what keeps bullied students engaged in school and away from negative behaviors such as truancy and criminal activity.”<sup>178</sup> Their research proved that the students need “a place of refuge where they can feel safe, appreciated, and challenged in a constructive way,” “responsible adults who can support and sustain them and provide them examples of appropriate behavior,” and “a sense of future possibility to persuade them that staying in school, despite bullying, promises better things to come.”<sup>179</sup> The authors’ theory for an effective school program, based on their research, is to have a program that increases “student engagement,” models “caring behavior for students,” offers “mentoring programs,” provides “students with opportunities for service learning,” addresses “the difficult transition” from

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<sup>175</sup>Ken Seeley, Martin L. Tombari, Laurie J. Bennett, and Jason B. Dunkle, “Bullying in Schools: An Overview,” *Juvenile Justice Bulletin*, December 2011, 1, <https://www.ojjdp.gov/pubs/234205.pdf> (15 September 2014).

<sup>176</sup>Seeley, Tombari, Bennett, and Dunkle, 2-3.

<sup>177</sup>Seeley, Tombari, Bennett, and Dunkle, 2.

<sup>178</sup>Seeley, Tombari, Bennett, and Dunkle, 3.

<sup>179</sup>Seeley, Tombari, Bennett, and Dunkle, 4.

elementary school to middle school and from middle school to high school, starts “prevention programs early,” and resists “the temptation to use prefabricated curriculums that are not aligned to local conditions.”<sup>180</sup>

The Promoting Relationships and Eliminating Violence Network (PREVNet) and the Accepting Schools Expert Panel (ASEP) express their theory of intervention and support strategies. They state that “Interventions and supports should be evidence-informed, timely and may take a whole school approach.”<sup>181</sup> These organizations support the idea of using “‘teachable moments’ within a progressive discipline approach to address inappropriate behaviour.” The school administration needs to “consider mitigating factors like the student’s age, the circumstances of the behaviour, and the student’s history before determining the most appropriate way to respond to each situation.” The administration also should “consider a range of options to address the behaviour and help the student learn from his or her choices.”<sup>182</sup> The authors also suggest having “in place processes and strategies to identify, and respond to bullying when it happens.”<sup>183</sup> This would mean that the school administration would need foresight and be

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<sup>180</sup>Seeley, Tombari, Bennett, and Dunkle, 6.

<sup>181</sup>Promoting Relationships and Elimination Violence Network, and Accepting Schools Expert Panel, “Safe and Accepting Schools: Model Bullying Prevention and Intervention Plan,” *Edu.gov.on.ca*, January 2013, 4, <http://www.edu.gov.on.ca/eng/document/curricul/BullyingPreventPlan.pdf> (12 September 2013).

<sup>182</sup>Promoting Relationships and Elimination Violence Network, and Accepting Schools Expert Panel, 4.

<sup>183</sup>Promoting Relationships and Elimination Violence Network, and Accepting Schools Expert Panel, 4.

thinking ahead. The discipline of “follow up after bullying incident(s) with students, parents, teachers and other school staff, where appropriate,” must also be implemented.<sup>184</sup> Schools must also “identify strategies for supporting students who engage in bullying, have been bullied, and others who may have witnessed or been affected by bullying while respecting privacy.”<sup>185</sup> Finally, it is important that the school leaders speak “to the school community” regularly about “the progressive discipline approach to address inappropriate behaviour and the procedures that are in place to support students (as well as their parents) who have been harmed or who have engaged in serious behaviour incidents.”<sup>186</sup>

#### Mixed Methods and Awareness by Research

In his *New York Times* Business, Innovation, Technology, Society (BITS) article, Nick Bilton discusses a theory of how to deal with bullying online. As stated previously in this chapter, the online bullying issues affect school effectiveness, and often happen during school hours. Bilton cites several experts, who express their theories to reduce online bullying. Ilja Terebin is the Chief Executive of Ask.fm. He states that “creating a safe environment for teens is a balancing act that should protect them from bullying.” It should also allow “them to be expressive and open up online without fear of

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<sup>184</sup>Promoting Relationships and Elimination Violence Network, and Accepting Schools Expert Panel, 4.

<sup>185</sup>Promoting Relationships and Elimination Violence Network, and Accepting Schools Expert Panel, 5.

<sup>186</sup>Promoting Relationships and Elimination Violence Network, and Accepting Schools Expert Panel, 5.

judgment.”<sup>187</sup> John Shahidi, the “chief executive of Shots, a mobile phone app that does not enable commenting.” Shahidi did this because he did not want to give teens the option to make public comments that can develop into unnecessary drama.<sup>188</sup> Richard J. Hazler, “a professor of counseling education at Penn State University” who has authored numerous “papers on bullying and teens,” believes that children often cannot “comprehend that the actions they take online can hurt someone’s feeling offline.” Due to kids not having “fully developed emotionally,” it can have detrimental emotional effects.<sup>189</sup> Finally, Holly Sobel, “a therapist with the Family Institute at Northwestern University,” believes that it is challenging “for parents to sit idly by when their child is being bullied online. Her advice is to talk to kids about bullying and be supportive in an understanding way.”<sup>190</sup>

### Bullying Prevention Organizations

Hemanushu Nigam discusses “Choosing the Right Anti-Bullying Program.” He states that “with millions of students [in] schools across the country,” there needs to be “dedicated educators and concerned parents who must work together to find a solution to

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<sup>187</sup>Nick Bilton, “Experts Offer Their Guidance for Dealing With Online Bullying,” *Bits.blogs.nytimes*, 24 March 2014, n.p., <https://bits.blogs.nytimes.com/2014/03/24/experts-offer-their-guidance-to-cope-with-online-bullying/> (13 September 2014).

<sup>188</sup>Bilton, n.p.

<sup>189</sup>Bilton, n.p.

<sup>190</sup>Bilton, n.p.

the U.S. bullying epidemic.”<sup>191</sup> He believes that a solution must be found “to establish safe learning environments for all students. According to the 2011 nationwide youth risk behavior survey conducted by the Centers for Disease Control and Prevention, 20 percent of high school students reported being bullied on school property over [a] 12-month period.” Their study, sadly, illustrates that “a school-based bullying prevention program is not enough to protect the nation’s students.”<sup>192</sup>

Nigam outlines what “ineffective bullying prevention programs” would be. The first thing listed is that they “leave room for interpretation when it comes to ‘girls being girls’ and ‘boys being boys.’” Gender is not a license to bully. The outline also states that “a dangerous deficiency” is the practice of putting “the responsibility on victims” to “stand up for themselves against bullies.” This type of practice can make the situation worse, or put the victims “in harm’s way.” Another aspect to these ineffective programs is that they “only focus on case-by-case incidents of bullying.” Rather, the school “must create a culture that is based on the acceptance of student differences.” Finally, “educators must stand firm and remain consistent when it comes to anti-bullying policies.” Programs that do not encourage them to be strong only place their schools in a state of weakness.<sup>193</sup>

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<sup>191</sup>Hemanshu Nigam, “Choosing the Right Anti-Bullying Program,” *Huffingtonpost.com*, 29 October 2013, n.p., [https://www.huffingtonpost.com/hemanshu-nigam/choosing-the-right-antibu\\_b\\_3837703.html](https://www.huffingtonpost.com/hemanshu-nigam/choosing-the-right-antibu_b_3837703.html) (15 July 2014).

<sup>192</sup>Nigam, n.p.

<sup>193</sup>Nigam, n.p.

Susan M. Swearer, Dorothy L. Espelage, and Scott A. Napolitano state that “communities need to work with schools, parents, and other organizations to forge an agenda to prevent bullying.”<sup>194</sup> They highlight a school program and website called *www.stopbullyingnow.hrsa.gov*, “supported and maintained by the U.S. Department of Health and Human Services.” The authors report that this “is a wonderful resource for community and school member to start their own campaign. The campaign, called *Stop Bullying Now!: Take a Stand, Lend a Hand*, provides schools and administrators with information on best practices in bullying prevention and intervention.” Schools and community organizations can go to this site to download print-ready “public service announcements and use them in newsletter or magazines.”<sup>195</sup> The authors discuss the use of television and radio advertisements that “can be ordered from communities” and posters, and “placed in public areas in an effort to promote a commitment to a community supported bullying prevention campaign.”<sup>196</sup>

### Observations and Summary from Research

#### Similarities and Contrasts

There are many observations from this research. Of these observations, there are consistencies and discrepancies amongst researchers and authors pertaining to bullying.

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<sup>194</sup>Susan M. Swearer, Dorothy L. Espelage, and Scott A. Napolitano, *Bullying Prevention and Intervention: Realistic Strategies for Schools* (New York: The Guilford Press, 2009), 105.

<sup>195</sup>Swearer, Espelage, and Napolitano, 105.

<sup>196</sup>Swearer, Espelage, and Napolitano, 105.

One of these topics that has both a consistency and discrepancy is what the actual term bullying means. Since the term bullying is more of a post-modern word, bullying experts are still defining it. The definition of the term bullying has become subject to researchers' and practitioners' opinions, as opposed to a definitive culturally-accepted definition. Almost all discussion about the definition of bullying expresses that bullying occurs when one individual is stronger than another, and that one individual intentionally exercises strength over the victim's weakness. The place where there are discrepancies in the opinions concerning definition of bullying is found with the severity of the actions forced on the victim, and the consistency of these actions. Some define bullying as teasing and name-calling, while others describe it as a physical infliction upon the victim. There is also a discrepancy as to how often the actions by the stronger party must occur on the weaker victim to be categorized as bullying. Some state that the behavior of the stronger party on the weaker party must be repeated, where the victim is "targeted repeatedly" by the bully. Others believe that the victim does not need to be targeted repeatedly. They believe that when there is a behavior pattern of the stronger individual bullying many people at one time, the person being targeted is a victim of bullying, even if the incident occurs only once. Even though a victim might get targeted once, he or she can be considered a victim of bullying, if the person inflicting the action on them is a bully. Most researchers and practitioners would agree that some behavior must be repeated behavior in order to be categorized as bullying. Whether it is the stronger party bullying many people one at a time, or one person being bullied many times, bullying includes a repeated behavior pattern over a weaker victim.

One consistency in many of the books, articles, research projects, and dissertations was the name Olweus. Throughout all the research and review of related literature, there is one dominant bully prevention program and research organization. This dominant player in the bullying industry is Olweus' Bullying Prevention Program. The Olweus program consistently emerged as a source that other theorists and practitioners referenced in their texts. The program was founded by Dan Olweus. He was born in Sweden and "received his doctoral degree at the University of Umeå, Sweden in 1969." He served as "professor of psychology" from 1970-1995 "at the University of Bergen, Bergen, Norway." He "has been research professor of psychology, affiliated with the Research Center for Health Promotion (HEMIL)" at the University of Bergen. Additionally, he became the director of the Erica Foundation, "a training institute for clinical child psychologists."<sup>197</sup>

According to Clemson University, "For approximately 40 years, Dan Olweus has been involved in research and intervention work on bullying among school children." In 1970 he initiated "the first scientific study" of bullying problems "in the world." "In the 1980's, he conducted the first systematic intervention study against bullying in the world."<sup>198</sup> Furthermore, "Olweus is generally recognized as a pioneer and Founding Father of research on bullying problems and as a world leading expert in this area," he is known "both by the research community and by society at large." He has received

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<sup>197</sup>Clemson University, "Brief Information about Dan Olweus and OBPP History," *Olweus.sites.clemson.edu*, n.d., n.p., <https://olweus.sites.clemson.edu/history.php> (12 September 2014).

<sup>198</sup>Clemson University, n.p.

numerous “awards and recognitions for his research and intervention work.” He has received “the award for ‘outstanding aggression research’ by the International Society for Research on Aggression (ISRA),” the leading research firm on aggression and violence in the world. From 1995-1996, he was elected president of the ISRA. In 2000, “the ‘Spirit of Crazy Horse’ award was conferred on him” by the US Reclaiming Youth International organization for “bringing courage to the discouraged” and “for his efforts to research and combat bullying.” In 2002, “he received the ‘Nordic Public Health Prize’ by the Nordic Minister Council,” and in 2003 he was “given the award for ‘Distinguished Contributions to Public Policy for Children’ by the Society Research in Child Development.” In 2005, he was awarded the Queen Sofia of Spain Medal, as well as the “Honorary Prize” of the Faculty of Psychology at the University of Bergen. In 2011, “he received the Distinguished Contributions to the International Advancement of Psychology Award, given by the American Psychological Association (APA), and in 2012, he received APA’s award for Distinguished Contributions to Research in Public Policy.”<sup>199</sup>

The Olweus Bullying Prevention Program “was selected as a Promising Program by the Center for the Study and Prevention of Violence, University of Colorado at Boulder in their Blueprints for Healthy Youth Development initiative.”<sup>200</sup> Olweus’ program also secured a 13.3 million-dollar grant to bring bully prevention to Maryland

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<sup>199</sup>Clemson University, n.p.

<sup>200</sup>Clemson University, n.p.

schools.<sup>201</sup> Throughout all the research and work that has been done in this project, it seems that Olweus and his Bullying Prevention Program is “the premiere bully organization” in the world. The plan is to reach out to this program and attempt to partner with it to protect and defend students around the globe.

#### Areas of Overall Agreement

There are several areas of agreement with the research that have been done on the topic of bullying. The first is the definition of bullying. There is agreement with several aspects of the definition by the researchers and practitioners in this chapter. The research for this project has resulted in the author’s new definition of bullying: “Bullying is any time a stronger individual exercises strength, whether it be mental, physical, financial, social, emotional, or any other form of strength, over a weaker individual without consent from that person for the purpose of causing harm.” The reason that “without consent” was added is because in life there are competitive industries in which people choose to engage that invite an opponent’s strength and opposition. A few of these industries are athletics, business, academic competitiveness, politics, and war.

One other area of agreement to stop bullying in schools across America, and even the world, is a “broad” approach to stop bullying. Financial donors and government grants, like Olweus’ 13.3 million-dollar grant, must be sought out and underwritten. A broad approach to develop a comprehensive plan to resist bullying in the home, community, and the schools will take time, tools, resources, and leadership. Time and

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<sup>201</sup>Munsey, n.p.

tools cost money. There is agreement with a plan of resistance to bullying that is implemented and embraced by parents, community leaders, elected government officials, and school officials to develop a culture of respect and set behavior parameters on the students. These behavior parameters can be a collaboration of policies, rules, regulations, as well as reward systems for respecting and being brave in the midst of bullying. The broad approach would also include bully-resistant programs and experts from outside the home, community, and school, to bring in programs and tools for teachers, parents, and students to utilize. Finally, the broad approach would include a grassroots movement amongst students to live the message: “not in my life, not in my home, not in my community, and not in my school.”

#### Areas of Widely Diverse Opinions

The most diverse opinion on the subject was in Lines’ book, *The Bullies: Understanding Bullies and Bullying*. Lines took an evolutionary approach to bullying. This text claims that the nature of humans comes from the nature of animals.<sup>202</sup> This is in contrast to Chapter 2 in this project that shows how humanity’s nature is derived from the likeness of God. However, Lines’ perspective is very interesting, since the Bible does use animal characteristics to describe God, and humans are called to be like God. There is a likeness between the nature of God, the nature of animals, and the nature of humanity. However, this does not mean that they are the same. There is a likeness because all creation came from God.

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<sup>202</sup>Lines, 25-40.

Another widely contrasting presentation in this research was found in Bidwell's article, "Study: Anti-Bullying Programs Have Opposite Effect." Bidwell discusses how some programs escalate bullying, rather than reduce it. This article was written to show that the more strategic approach was to develop an internal culture of respect, and to set parameters that reduce bullying. These parameters include rules, security guards, and metal detectors from the school officials, as opposed to a grassroots movement of respect by the students.<sup>203</sup> A properly researched and developed bullying prevention program will not increase bullying. However, it can be one of the many elements in a broad approach that can decrease bullying.

### Summary

In this chapter, a review of related literature relating to bullying occurred. The review of related doctoral projects helped guide the execution of this project. Learning from other doctoral students' research and methods helped build an effective structure for this project. Other related literature, such as books, articles, and blogs, helped bring relevant and current research and solutions to bully prevention. Some post-modern methods of research, such as the usage of online articles and websites, also are cited. These resources were used because the term "bullying" is a post-modern term that is still being defined.

This chapter shed light on the principle that the home and school climate, social dominance, and sexual dynamics play significant roles in the causes of bullying.

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<sup>203</sup>Bidwell, n.p.

Suggested solutions to prevent bullying were also discussed, including engagement by school officials and parents, mixed methods, awareness through research, and usage of bully preventing organizations. Each of these methods, engagements, or organizational results and effects were described, along with similarities, agreements, and contrasts. This chapter expressed widely diverse opinions on the subject of bullying.

## CHAPTER 4

### RATIONALE FOR THE METHODOLOGY

#### Introduction

In this chapter, the rationale for the methodology is discussed through an overview of the topic. The reasons why this project topic was chosen are discussed as well. This chapter also covers the rationale for the procedure concerning the recruitment of participants, the application and instructional format, the training method, and the introduction of the materials. Finally, this chapter will discuss the data collection, such as the survey form and analysis, the pretest questionnaire, posttest questionnaire, written testimony of participants, and the training evaluation.

#### Rationale for the Methodology

##### Overview of the Topic

The title of this Doctor of Ministry Project is “Increasing Knowledge about Bullying Among Students in a Suburban Houston School.” Bullying is defined in Chapter 1 of this project as a form of aggressive behavior shown by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal and physical attacks, which may be directed repeatedly towards particular victims, perhaps on the grounds of race, religion, gender, sexuality, or

Ability.<sup>1</sup> Bullying is an epidemic in America. On March 10, 2011, at the White House Conference on Bullying Prevention, President Barak Obama stated the following:

A third of middle school and high school students have reported being bullied during the school year. Almost 3 million students have said they were pushed, shoved, tripped, even spit on. It's also more likely to affect kids that are seen as different, whether it's because of the color of their skin, the clothes they wear, the disability they may have, or sexual orientation. And bullying has been shown to lead to absences and poor performance in the classroom. And that alone should give us pause, since no child should be afraid to go to school in this country. Today, bullying doesn't even end at the school bell—it can follow our children from the hallways to their cell phones to their computer screens. And in recent months, a series of tragedies has drawn attention to just how devastating bullying can be. We have just been heartbroken by the stories of young people who endured harassment and ridicule day after day at school, and who ultimately took their own lives.<sup>2</sup>

The rationale for this methodology is to increase knowledge about bullying, in order to prevent bullying from happening in a middle school in the suburbs of a major American city. If indeed bullying is prevented through the methods of the project to increase knowledge, then these methods can be reproduced in schools across America.

#### Why the Project was Chosen

The reason the topic of bullying was selected is due to the rise in attention and behavior of young people as it pertains to bullying in culture and society. “In 2014, the Centers for Disease Control and Department of Education released the first federal

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<sup>1</sup>U.S. Dept. of Justice, n.p.

<sup>2</sup>Jesse Lee “President Obama and the First Lady at the White House Conference on Bullying Prevention,” *Obamawhitehouse.archives.gov*, 10 March 10 2011, n.p., <https://www.whitehouse.gov/blog/2011/03/10/president-obama-first-lady-white-house-conference-bullying-prevention> (15 September 2013).

uniform definition of bullying for research and surveillance:”<sup>3</sup> the *Bullying Surveillance among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0*.<sup>4</sup> It was not until this year that the federal government was able to select a key definition for the action of bullying, even though bullying has been around since the creation of humankind. “Bullying prevention is a growing research field that has made great strides in answering important questions.”<sup>5</sup> As the research field is growing more and more, knowledge about the seriousness of bullying is emerging. In recent years, reports have shown that “70.6% of students” say they have seen bullying in their schools, and 70.4% of school staff have witnessed bullying.<sup>6</sup> Additionally 62% witnessed bullying two or more times in the last month, and 41% witness bullying once a week or more.<sup>7</sup> As more and more research is being done, the public continues to “know much more about how complex bullying is, and how it affects youth at the time they experience it and even

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<sup>3</sup>U.S. Department of Health and Human Services, “Facts about Bullying,” *Stopbullying.gov*, n.d., n.p., <https://www.stopbullying.gov/media/facts/index.html> (25 September 2013).

<sup>4</sup>R. Matthew Gladden, Alana M. Vivolo-Kantor, Merle E. Hamburger, and Corey D. Lumpkin, *Bullying Surveillance among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0* (Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and US Department of Education, 2014).

<sup>5</sup>U.S. Department of Health and Human Services, n.p.

<sup>6</sup>Catherine P. Bradshaw, Anne L. Sawyer, and Lindsey M. O’Brennan, “Bullying and Peer Victimization at School: Perceptual Differences between Students and School Staff,” *School Psychology Review* 36, no. 3 (2007): 368-369. *Academic Search Complete*, EBSCOhost (25 September 2014).

<sup>7</sup>Bradshaw, Sawyer, and O’Brennan, 368-369.

as adults. Yet many questions remain.”<sup>8</sup> The hope for the project is that it will bring answers to many of those questions.

### Rationale for the Procedure

#### Participants and Recruitment

Bullying is a global and ancient problem, as expressed through the research in this project. However, this project is limited to modern-day techniques, sound biblical principles, and the execution of strategy in the Houston metropolitan area. The goal was for this project to take place in the secular environment. However, there was no opposition to access granted to a private Christian middle school. The researcher presented where he was able to get a willing and participating school. The researcher recruited the school that allowed him to conduct the project through the organization Bully Proof USA ([bullyproofusa.org](http://bullyproofusa.org)). The researcher offered the school a free bully prevention program in return for the school’s willingness to grant the researcher with an ample audience, school faculty that was willing to bring their students to the program, and help administrating the follow-up curriculum, Pre-Test, and Post-Test surveys.

The ideal attendance for the program was to be one hundred students, or more, in one suburban middle school. This number of students would give a range of student types differing in race, interest, gender, social identity, and more. The school that was used in this project was located in the Houston, Texas, area. According to the official U.S.

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<sup>8</sup>U.S. Department of Health and Human Services, n.p.

Census, real count had the Houston population at 2,233, 310, as of January 1, 2015.<sup>9</sup> This project was committed to increasing knowledge in students regarding bullying in a suburban middle school in the Houston area.

### Training Methodology

The methodology selected for this project was a grassroots method. The method utilized the student peer group to enforce the positive behavior of respect amongst the student body, as well as equip and empower teachers to follow up with the students in their classroom. Behavior modification takes repetition and time. If students' behavior was going to be modified, then the modification needed to be managed by the students and teachers, since the peers would spend most of their time in school around students and teachers. In order to mobilize peer influence, the researcher needed to begin "by giving students information about what their peers actually think."<sup>10</sup> By providing students with "accurate information about their peers, this strategy alters the direction of peer influence."<sup>11</sup> Allowing teachers to have follow-up curriculum of the presentation would create a structure of accountability for behavior in the classroom and throughout the day.

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<sup>9</sup>City of Houston, n.p.

<sup>10</sup>Deborah A. Prentice, "Mobilizing and Weakening Peer Influence as Mechanisms for Changing Behavior: Implications for Alcohol Intervention Programs," in *Understanding Peer Influence in Children and Adolescents*, ed. Mitchell J. Prinstein and Kenneth A. Dodge (New York: The Guilford Press, 2008), 167.

<sup>11</sup>Prentice, 167.

### Introduction of Materials

The training method began with a multi-media assembly. The students were released from their classrooms and gathered in the designated room, which was a gymnasium. The gymnasium had quality sound and video projection readily available. As the students entered the area, the atmosphere was set with inspiring music and video images playing on a screen. The element of comedy was also interjected at the point of entry in order to grab the students' attention. The attention-getting music and video were designed to draw the students' focus toward the screen where the researcher was presenting, and they limited the social distractions in the area. The introduction video and music served as icebreakers, and sparked an interest to the program. Once the students had all made their way into the gymnasium, the program officially began.

### Application and Instructional Format

To begin the program officially, the researcher was introduced by a school official, in order to reinforce respect and authority. The researcher then began the presentation. The presentation began with statistics and personal stories about the researcher concerning the topic, to gain relational buy-in from the students. The presentation then proceeded into stories about the topic from respected youth icons. Once the students had bought into the researcher and their respect was earned by hearing about youth icons' stories about bullying, the researcher challenged the students to begin self-reflection and informed them of their human rights. The researcher then proceeded to present questions to the students, which allowed them to gain ownership to the answers concerning stopping bullying in their school. Once solutions to the bullying problems had

been defined by the questions, the researcher concluded the program with a personal story of inspiration and student pledge, challenging the students to protect and defend their fellow classmates against bullies. The presentation outline and slides can be seen in Appendix A. The teachers and students were given a book to increase further their knowledge about bullying after the presentation was conducted. The book can be found in Appendix B. The teacher was to go through the book daily with the students and allow students to discuss their feelings, emotions, and future actions to prevent bullying to the class.

### Data Collection

#### Survey Form and Analysis

An initial survey form was given to the students before the program. This survey was given to selected school faculty, who conducted the survey with their students prior to the program. The survey form was given to the one hundred students who participated in the project. These students were asked a series of seven questions that helped the researcher identify the demographics and types of students in the audience. The survey formed an analysis of gender, age, race, hobbies, interests, social network, and personality of the students in the group. The survey form can be found in Appendix C.

#### Pre-Test and Post-Test Questionnaires

Prior to the program, a Pre-Test questionnaire was given to selected faculty who gave their students the Pre-Test questions. The Pre-Test questions gauged each student's level of knowledge about bullying, knowledge about identifying bullying, and knowledge

about preventing bullying in his or her personal life and school. The Pre-Test had a series of twenty questions about each student's knowledge of bullying, knowledge about identifying bullying, and knowledge about preventing bullying. The Pre-Test questionnaire can be found in Appendix D.

Once the multi-media presentation was concluded and the students had gone through the follow-up curriculum with their classmates and teacher, the students were given a Post-Test to determine if their knowledge about bullying increased. The Post-Test was given approximately three weeks after the multi-media presentation was given. The Post-Test had a series of twenty questions about each student's increase of knowledge about bullying, increase of knowledge about identifying bullying, and increase of knowledge about preventing bullying. It was assumed that there would indeed be an increase of knowledge about bullying after the multi-media presentation and after students had gone through the follow-up curriculum. The Post-Test can be found in Appendix E.

#### Written Testimonies of Participants

Students who were included in this project were given the opportunity to share personal testimonies about success stories that they were part of, as a result of an increase of knowledge about bullying. Students were encouraged to share inspiring and life-changing stories that they witnessed, or a testimonies about what happened to them as a direct result of this project. It was believed that students would share written testimonies about lives being saved, the quality of life being improved, and academic elevation, such

as increased test scores and fewer absences, that were direct results of this project. The written testimony worksheet can be found in Appendix F.

### Training Evaluation

The students who were part of this project were given the opportunity to evaluate the training. They were given an evaluation sheet where they rated the training as Needs Improvement, Good, Great, and Excellent. They rated the multi-media presentation's contents, the researcher, and the follow-up curriculum. The training was evaluated in the areas of effectiveness, relevance, and quality level for recommendation to schools across the nation. The training evaluation worksheet can be found in Appendix H.

### Summary

In conclusion, this topic was picked due to the increase of bullying and vast exposure that bullying has gained in the media during recent years. The topic of bullying in schools across America has gained the attention of influential leaders, such as the President of the United States, the First Lady, music celebrities and entertainment icons, professional athletes, and many more. It is believed that an increase of knowledge about bullying will decrease the amount of bullying happening in American schools, specifically a school in the greater Houston area. The subjects who were tested was a group of one hundred middle school students in a Houston area school. The training and data collection methods included a Pre-Test, Post-Test, multimedia presentation, written testimony, and a follow up booklet. The materials were presented in such a way that they captivated the attention and respect of the younger generation, causing them to be willing

to participate in the project. The data was collected by the school faculty from the students and then turned into the researcher. The researcher then compared the Pre-Test and Post-Test scores to see whether the project increased knowledge about bullying. The data collection and findings from the project can be reviewed in the next chapter.

## CHAPTER 5

### PRESENTATION OF RESULTS

#### Hypothesis, Research Question, Objectives, and Problem Statement

An Applied Research Project, “Increasing Knowledge about Bullying Among Students in a Suburban Houston School,” was focused on solving the problem of bullying in a middle school environment to help young people achieve success as students. It was believed that there was a lack of knowledge concerning bullying in Houston area schools. The hypothesis was that a relevant program can indeed increase the knowledge of these students as it pertains to bullying.

The statement of a problem for this applied research project was that there is a lack of knowledge concerning bullying among students in suburban Houston schools. The objective of the program that was executed in the school was to increase knowledge regarding bullying. The purpose of both this applied research project and the executed school program was to discover a strategic approach that creates a secure learning environment in a Houston suburban school by the increase of knowledge among students concerning bullying.

#### Presentation of Material

The research question for this project was: “Will the teaching in assemblies, distribution of anti-bullying product, and follow-up curriculum for teachers increase

knowledge regarding bullying in a Houston area school?" In order to prove whether the teaching and curriculum would increase knowledge about bullying in the school, a Pre-Test and Post-Test were distributed among the students. A Pre-Test was given on November 18, 2015, to these middle school students. School faculty issued the Pre-Test. The multi-media program and distribution of the follow-up curriculum occurred on December 2, 2015, by the researcher. On December 9, 2015, the Post-Test was given to the students by the school faculty.

The presentation of these results was taken from the test group at St. Mary Magdalene Catholic School. The researcher had three meetings with the school's staff prior to the execution of the program. The first meeting was with the school's general administration. The purpose of the first meeting was to learn about the school and faculty. The second meeting was with the school counselor and principal. The third meeting was with the school counselor regarding the Pre-Test results. The most crucial meeting of the three was the second meeting. In this meeting, the details of the program were overviewed. The details discussed were the length and approach of the program, content of the program and curriculum, recommendations for the researcher, logistics for the classroom, the school calendar, scheduling of times and dates for the Pre-Test, scheduling of the presentation, scheduling of the follow-up curriculum, and scheduling of the Post-Test. There was a fourth meeting conducted after the Post-Test was taken, to discuss the Post-Test scores and to receive feedback from the school counselor.

The school allowed the researcher access to one hundred students who were in grades 6, 7, and 8. The researcher issued Pre-Tests, presented in person, distributed

curriculum, and issued Post-Tests about bullying to these one hundred students. The Pre-Test reflected that the majority of the students missed 10 out of 20 questions. The percentage that missed 10 out of 20 questions was 18% of the pre-tested population. Next, four equal groups of 13.2% of the pre-tested population missed 12 out of 20 questions, 11 out of 20 questions, 9 out of 20 questions, and 8 out of 20 questions. Of the students pre-tested, three equal groups of 6.5% missed 14 out of 20 questions, 13 out of 20 questions, and 6 out of 20 questions. Next, one group of 4.9% of the pre-tested population missed 7 out of 20 questions and one group of 3.2% missed 5 out of 20 questions. Finally, one group of 1.6% of the pre-tested population missed 15 out of 20 questions.

These students attended the presentation on December 2, 2015. The presentation was held in the school's gymnasium, and students were seated on the floor. The school provided a projector and sound system. The researcher proceeded with the presentation after he was introduced by the school counselor. The presentation outline can be found in Appendix A of this applied research project. The students had an array of emotions and responses during the presentation. When stories of bullying were given, emotions and responses were solemn. As the researcher made jokes and funny comments, the students laughed. There was 100% participation and seriousness when the students took the pledge to end bullying in their school and to live the message, Not In My School, at the conclusion of the program.

As the students left the gymnasium, they were given follow-up a curriculum and a pledge card. The students then took the curriculum and spent the next week going over

the curriculum in groups in their classes with their teacher. Reports were given that the students were signing and dating their pledge cards and reviewing the curriculum. The teachers were granted access to the presentation slides, in order to refresh the students' memories of the content presented in the multi-media program.

#### Pre-Test Charts and Illustrations

The bar graph in Table 1 is divided into eleven bars and categories. Each category of the bar graph represents a percentage of the population that missed a particular amount out of twenty questions. The average Pre-Test score was 53%. The largest group was 18% of the pre-tested population that missed 10 out of 20. The bar graph reflects that the "most common score" was 10 of 20. Four equal population groups of 13.2% that missed 12 out of 20 questions, 11 out of 20 questions, 9 out of 20 questions, and 8 out of 20 questions followed. The next most common population groups were three groups of 6.5% that missed 14 out of 20 questions, 13 out of 20 questions, and 6 out of 20 questions. Following, there was a population group of 4.9% that missed 7 out of 20, followed up by one population group of 3.2% that missed 5 out of 20 questions. The last population group of 1.6% missed 15 out of 20 questions.

Table 1. Pre-Test Bar Graph

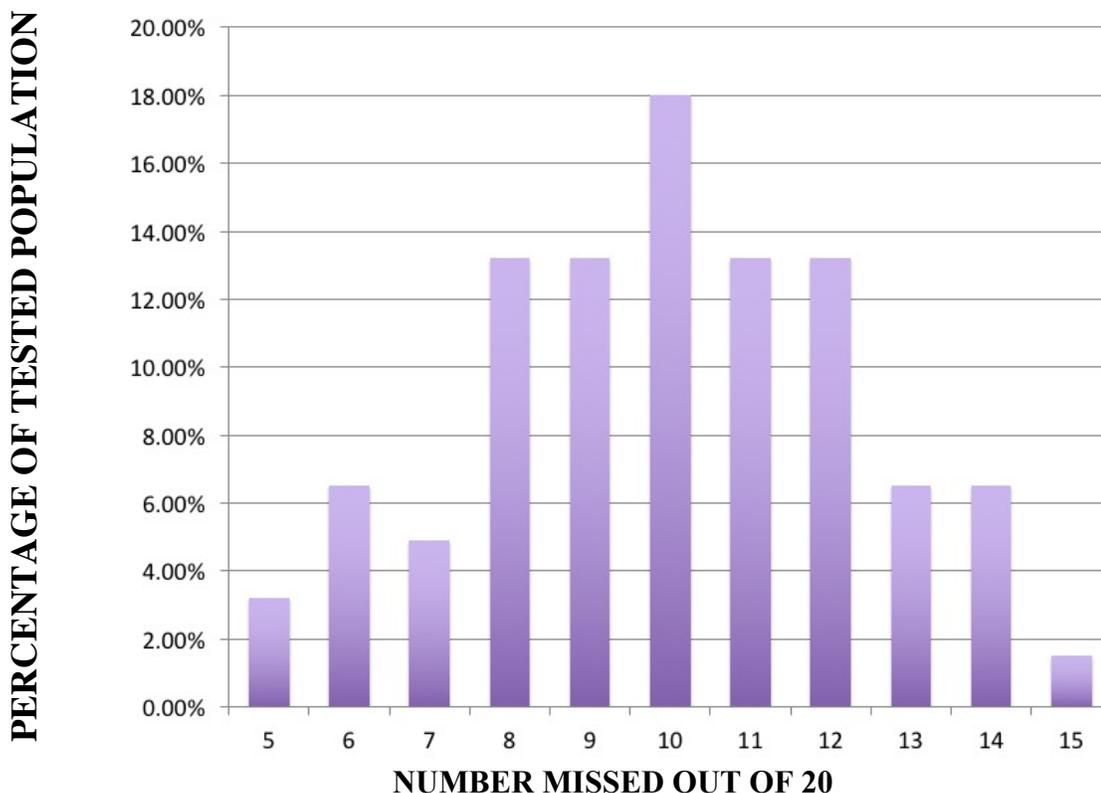


Table 2 represents the Pre-Test, and gives two different percentages. The first column represents the percentage of test scores. The second column represents the percentage of the tested population. The table lists the test score percentages from highest to lowest in the first column. The table shows that 3.2% of the tested population received a highest score of 75%. The table also shows that 1.6% of the tested population received a lowest score of 25%. The test score that most students received was 50%. This 50% test score was achieved by 18% of the tested population.

Table 2. Pre-Test Chart

Test Score %	% Of Tested Population
75%	3.2%
70%	6.5%
65%	4.9%
60%	13.2%
55%	13.2%
50%	18%
45%	13.2%
40%	13.2%
35%	6.5%
30%	6.5%
25%	1.6%

The Table 3 below shows which questions were missed the most. The most common question missed was question 16. Of all the students tested, 89% missed this question.

Question 16 states:

16. What type of person does not get bullied?
  - a. Weak
  - b. Strong
  - c. Nerds
  - d. Hurting People
  - e. Celebrities
  - f. No one gets bullied because bullying is not real.

The question least missed was Question 4. This question states the following:

4. Bullying is only a concern when it happens this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1 to 3 times per week.
  - d. Once in a while.
  - e. Almost never.
  - f. Every time it happens.

Table 3. Pre-Test Results

<b>Student Population</b>	<b>Question Number Missed</b>
89%	16
84%	11
83%	2
77%	12
70%	15
68%	17
65%	13
65%	1
60%	9
56%	10
53%	7
49%	8
32%	5
32%	18
32%	19
30%	6
23%	20
7%	14
1%	3
0%	4

### Post-Test Charts and Illustrations

On December 9, 2015, the participating students took the Post-Test and did significantly better. There was an evident increase of knowledge about bullying after the presentation and follow-up materials were given. The average Post-Test score was 78%, compared to the Pre-Test average score of 53%. The most common Post-Test number of questions missed was 2 out of 20 questions by 21% of the post-tested population, compared to the Pre-Test scores, where the most common amount of questions missed was 10 out of 20 questions by 18% of the pre-tested population. The second most common Post-Test number of questions missed was 3 out of 20 missed questions by 18% of the post-tested population, compared to the Pre-Test where there were four groups of 13.2% that missed 12 out of 20 questions, 11 out of 20 questions, 9 out of 20 questions, and 8 out of 20 questions. The next most common Post-Test number of missed questions was 4 out of 20 by 13% of the post-tested population, followed by 1 out of 20 questions missed by 11% of the post-tested population. Then 8% of the post-tested population missed 5 out of 20 questions and 6% of the post-tested population missed 7 out of 20 questions, followed by 5% of the post-tested population missing 8 out of 20 questions. There were four equal groups of 3% of the post-tested population that missed 0 out of 20 questions, 6 out of 20 questions, and 11 out of 20 questions. Finally, three equal groups of 2% of the post-tested population missed 9 out of 20 questions, 10 out of 20 questions, and 15 out of 20 questions.

Table 4. Post-Test Bar Graph

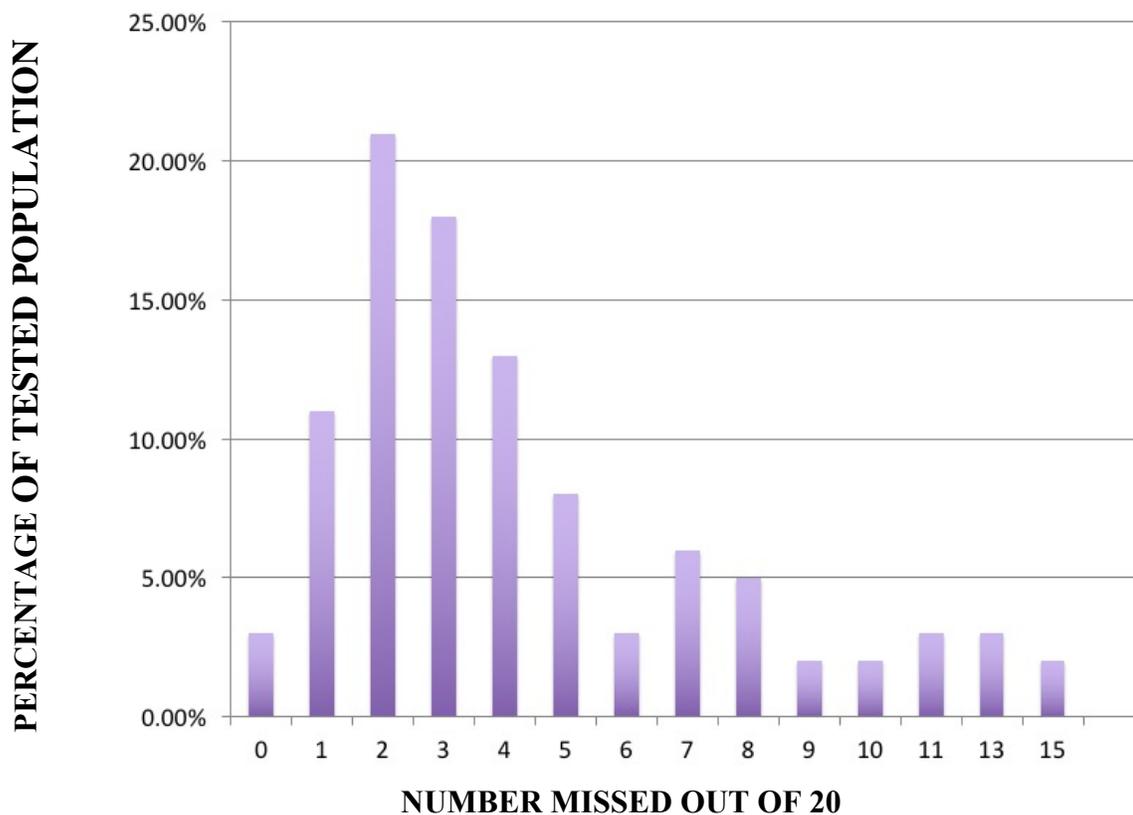


Table 5 represents the Post-Test. This table shows what percentage of the population got the highest percentage scores, and what percentage of the population got the lowest percentage scores. On the Post-Test, 3% of the tested population got a score of 100%, and 2% of the population got a score of 25%, 50%, and 55%.

Table 5. Post-Test Chart

Test Score %	% Of Tested Population
100%	3%
95%	11%
90%	21%
85%	18%
80%	13%
75%	8%
70%	3%
65%	6%
60%	5%
55%	2%
50%	2%
45%	3%
35%	3%
25%	2%

The question most missed on the Post-Test was Question 12, by 42% of the population. This question was a statistic item. Question 12 states the following:

12. How many students carry guns every day to school in America?
- 500
  - 5,000
  - 100
  - 100,000
  - 10,000
  - 1,000

The questions least missed were tied at 3% each for Question 3 and Question 4. Question 3 states the following:

3. I feel like I am bullied this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1-3 times per week.
  - d. Once in a while.
  - e. Almost never.

The other question that tied with Question 3 at 3% for being the least question missed was Question 4. This is the same question as the Pre-Test least-missed question. This would indicate that students have a common knowledge that bullying is a concern “every time it happens.” Question 4 states:

4. Bullying is only a concern when it happens this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1 to 3 times per week.
  - d. Once in a while.
  - e. Almost never.
  - f. Every time it happens.

Table 6. Post-Test Results

<b>Student Population</b>	<b>Question Number Missed</b>
52%	12
48%	1
46%	7
42%	2
39%	11
34%	6
26%	16
23%	5
21%	20
18%	17
16%	10
16%	13
15%	9
11%	8
11%	18
11%	19
10%	15
6%	14
3%	3
3%	4

#### Other Findings

The majority of the student population (88%) rated the researcher, the program, and the follow-up materials as excellent, great, or good. Next, 11% of the students rated that the researcher, the program, and the follow-up materials needed improvement in one of the six areas listed in Appendix H. Finally, 1% of the students rated that the presenter, the program, and the follow-up materials needed improvement in two of the six areas listed in Appendix H. Areas stated that needed improvement were relevancy of materials and one student stated that the quality of follow-up materials needed improvement.

A wide variety of written testimonies were expressed in Appendix F, concerning students who had been bullied or had personally witnessed someone being bullied. Students reported bully incidents where young people were hit, slapped, called names, or slammed into buildings. Some students reported they received death threats, dirty looks, were called gay, made fun of because of their accents, and gossiped about. The students expressed that these bully actions made them want to die, feel betrayed and rejected, feel weak or small, resort to talking to themselves, feel shattered and emotional, feel unimportant, feel afraid, and feel alone. The results of these bully incidents ended in the students wanting to change schools, parents' denial, plans of suicide, and suicide. One student reported that a girl with Down's Syndrome who was celebrating her birthday, and some students made fun of her because she was wearing a birthday crown. In addition to written testimony about bullying incidents, the school counselor stated that after the program students approached her concerning a middle school student they knew who committed suicide because of bullying, and a current student who was contemplating suicide because of bullying. The arenas in which these bully incidents took place included schools, neighborhoods, the mall, athletic events, gym class, or in the home by siblings.

Students wrote about a resolution they had concerning bullying and what caused the resolution. Bully issues were resolved when the parents got involved, the victim moved or changed schools, the bully moved or changed schools, or an apology was issued by the bully. Bully issues also were resolved when the bully was stood up to or the bully was expelled from school. When the victim and bully were forced to participate on

the same athletic teams or the victim showed exceptional athletic performance, then respect was mutually earned by both the victim and the bully, causing a resolution. The greatest resolution solution was when a student stated that s/he “heard the voice of Christ” say to her/her, “There is more to life than this, stand up for yourself.” The resolution was often reported ending in friendships between the victim and bully, or a total separation between the bully and victim.

Concerning the demographics of the tested group, 42% were male and 58% were female. The ages of the students tested were: 44% at age 12; 27% at age 13; 22% at age 11; and 7% at age 14. The grades were represented at: 38% in the 6<sup>th</sup> grade; 38% in the 7<sup>th</sup> grade; and 24% in the 8<sup>th</sup> grade. Of this population, the largest ethnic groups represented were: 39% White; 32% Hispanic; 12% African American; and 7% Asian. Finally, the hobbies that students spent their time doing, the social groups they identified with, and the personality traits they shared are listed in the tables below. This data was collected from Appendix C. This data shows that the tested population was highly athletic, cared greatly about their image or fashion, and overall had positive personality attributes.

Table 7. Most Frequent Hobbies

Athletics/Sports	40%
Playing Video/Computer Games	14%
Hanging Out	12%
Taking Photos	6%
Reading Books/Magazines	6%
Signing	6%
Being on Social Media	6%
Cooking/Baking	4%
Dancing	4%
Making Films/Music	2%

Table 8. Social Group Most Identified With

Athletes/Jocks	35%
Hipsters/Fashion Group	20%
Techi/Geeks	17%
Nerds	8%
Outcasts	6%
Artists	4%
Preps	4%
Groupies/Scensters	2%
Outdoorsman/Outdoorswoman	2%
Skaters	2%

Table 9. Personality Traits Most Identified With

Happy	13%
Comedian	13%
Creative	11%
Outgoing	11%
Leader	9%
Achiever	9%
Care Giver	6%
Positive	6%
Protector	4%
Introvert	4%
Lover	4%
Protector	4%
Scientist	4%
Hero	2%

Table 10. Pre-Test Cross Reference of Subgroups

6 <sup>th</sup> Grade	
Pre-Test Score	Population
75%	5%
65%	9%
60%	9%
55%	14%
50%	13%
45%	13%
40%	18%
35%	9%
30%	5%
35%	5%

7 <sup>th</sup> Grade	
Pre-Test Score	Population
70%	4%
65%	4%
60%	13%
55%	13%
50%	26%
45%	9%
40%	17%
35%	4%
30%	10%

8 <sup>th</sup> Grade	
Pre-Test Score	Population
75%	7%
70%	20%
60%	20%
55%	14%
50%	7%
45%	14%
40%	9%
30%	9%

Table 11. Post-Test Cross Reference of Subgroups

6 <sup>th</sup> Grade	
Post-Test Score	Population
95%	14%
85%	21%
80%	7%
65%	15%
60%	7%
55%	7%
55%	7%
50%	7%
45%	7%
35%	15%

7 <sup>th</sup> Grade	
Post-Test Score	Population
95%	15%
85%	12%
80%	18%
80%	7%
75%	8%
60%	7%
55%	8%
55%	8%
50%	8%
30%	9%

8 <sup>th</sup> Grade	
Post-Test Score	Population
100%	8%
95%	15%
90%	30%
85%	11%
80%	18%
75%	8%
60%	5%
45%	5%

Grade	Gender	% Missed Per Grade	Grade Population
6 <sup>th</sup>	Girls	17%	70%
6 <sup>th</sup>	Boys	16%	30%
7 <sup>th</sup>	Girls	8%	70%
7 <sup>th</sup>	Boys	5%	30%
8 <sup>th</sup>	Girls	15%	57%
8 <sup>th</sup>	Boys	12%	43%

Grade	Ethnicity	% Missed Per Grade Entire Grade	Grade Population
6 <sup>th</sup>	Hispanic	14%	42%
6 <sup>th</sup>	White	9%	28%
6 <sup>th</sup>	Black	8%	22%
6 <sup>th</sup>	Asian	5%	8%
7 <sup>th</sup>	Hispanic	6%	38%
7 <sup>th</sup>	White	6%	48%
7 <sup>th</sup>	Black	>1%	4%
7 <sup>th</sup>	Asian	>1%	5%
7 <sup>th</sup>	Indian	>1%	5%
8 <sup>th</sup>	White	10%	54%
8 <sup>th</sup>	Hispanic	6%	27%
8 <sup>th</sup>	Black	4%	6%
8 <sup>th</sup>	Asian	>1%	13%

Grade	Hobby	% Missed for Entire Grade	Grade Population
6 <sup>th</sup>	Video/Computer Games	13%	28%
6 <sup>th</sup>	Athletics	10%	21%
6 <sup>th</sup>	Mix of Hobbies	5%	22%
6 <sup>th</sup>	Singing	>1%	7%
6 <sup>th</sup>	Reading	>1%	7%
6 <sup>th</sup>	Hanging Out	>1%	8%
6 <sup>th</sup>	Dance	>1%	7%
7 <sup>th</sup>	Athletics	6%	29%
7 <sup>th</sup>	Mix of Hobbies	3%	26%
7 <sup>th</sup>	Hanging Out	2%	11%
7 <sup>th</sup>	Reading	>1%	8%
7 <sup>th</sup>	Signing	>1%	5%
7 <sup>th</sup>	Social Media	>1%	5%
7 <sup>th</sup>	Video/Computer Games	>1%	11%
7 <sup>th</sup>	Cooking	0%	5%
8 <sup>th</sup>	Athletics	10%	37%
8 <sup>th</sup>	Mix of Hobbies	6%	26%
8 <sup>th</sup>	Video/Computer Games	2%	6%
8 <sup>th</sup>	Dance	>1%	5%
8 <sup>th</sup>	Hang Out	>1%	5%
8 <sup>th</sup>	Making Music/Videos	>1%	5%
8 <sup>th</sup>	Signing	>1%	6%
8 <sup>th</sup>	Social Media	>1%	10%

### Summary

The hypothesis that there is a lack of knowledge about bullying in the middle school environment was discovered to be correct. Low Pre-Test scores of students proved the hypothesis to be correct. The most common Pre-Test score was 50%, and 18% of the pre-tested population achieved this 50% score. The second most common Pre-Test scores were: 40%, 45%, 55%, and 60%. These scores of 40%, 45%, 55%, and 60% were achieved equally at 13.2% of the pre-tested population for a collective of 52.8%. Only about 14.6% of the pre-tested population received a passing test score, and 85.4% received a failing test score, if the test scale shown below is used. The average Pre-Test score was 53%, a failing grade according to the following test scale:

90 - 100 = A  
80 - 89 = B  
70 - 79 = C  
65 - 69 = D  
64 and below = F

The most common Post-Test had a score of 90%, by 21% of the post-tested population. The next most common Post-Test score was 85%, by 18% of the post-tested population, followed by 80%, by 13% of the post-tested population. The next most common Post-Test score was 95%, by 11% of the post-tested population, followed by a Post-Test score of 75%, by 8% of the post-tested population. The next most common Post-Test score was 65%, by 6% of the post-tested population, and then, a Post-Test score of 60%, by 5% of the post-tested population. Four groups of 3% of the tested population scored 100%, 70%, 45%, and 35%, followed by three groups of 2% of the

post-tested population, each scoring 55%, 50%, and 25%. The average Post-Test score was 78%. A score of 78% is a level C+ passing grade.

The research question, “Will the teaching in assemblies, distribution of anti-bullying product, and follow up curriculum for teachers, increase knowledge regarding bullying in a Houston area school?” was answered. The answer to the research question was, “Yes, teaching in assemblies, distribution of anti-bullying product, and follow up curriculum for teachers does increase knowledge regarding bullying in a Houston area school.” There was significant improvement in the increase of knowledge in the middle school after the presentation of materials was given. The drastic increase of students’ test scores illustrates a significant improvement in the knowledge level about bullying amongst the student population.

## CHAPTER 6

### RESPONSES TO FINDINGS

#### Interpretations of Results

The results of the project reflected the hypothesis that there is a lack of knowledge about bullying in Houston middle schools, and that a relevant program designed to increase knowledge about bullying will indeed increase knowledge about bullying. At St. Mary Magdalene Catholic School, the Pre-Test taken before the program and the Post-Test taken after the program, provided the evidence necessary for this interpretation. On the Pre-Test, the students scored much lower than on the Post-Test. The most common Pre-Test score was 50%, as 18% of the pre-tested population achieved this score. The most common Post-Test had a score of 90%, with 21% of the post-tested population.

Table 12, following, shows which questions were missed the most on the Pre-Test. The most common question missed was Question 16. Of the students tested, 89% missed this question. This question states the following:

16. What type of person does not get bullied?
  - a. Weak
  - b. Strong
  - c. Nerds
  - d. Hurting People
  - e. Celebrities
  - f. No one gets bullied because bullying is not real.

Students were to mark all that applied in order to get the answer correct. For this question students would have needed to mark a, b, c, d, and e. The fact that this was the most

missed Pre-Test question would indicate that most students are not sure what type of person gets bullied. This would indicate that students did not understand that every type of person gets bullied. The least missed question was Question 4, by 100% of the students. This question states the following:

4. Bullying is only a concern when it happens this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1 to 3 times per week.
  - d. Once in a while.
  - e. Almost never.
  - f. Every time it happens.

The fact that this question was correct by 100% of the students would indicate that the students had common knowledge that bullying is a concern “every time it happens.”

Table 12. Pre-Test Results

Student Population	Question Number Missed
89%	16
84%	11
83%	2
77%	12
70%	15
68%	17
65%	13
65%	1
60%	9
56%	10
53%	7
49%	8
32%	5
32%	18
32%	19
30%	6
23%	20
7%	14
1%	3
0%	4

The question most missed on the Post-Test was Question 12, by 42% of the population. This item was a statistic question. Question 12 states the following:

12. How many students carry guns every day to school in America?
- 500
  - 5,000
  - 100
  - 100,000
  - 10,000
  - 1,000

The answer to this question was “d.” This answer could be found in the students’ book *Not in My School*. It is possible that the students did not become as familiar with the book as they could have. The students’ confidence level could have been extremely high due to

the teachers' efforts to follow-up on the presentation materials with the students, as well as the clarity of the presentation. The clarity of the presentation and the teachers' diligence to follow-up may have caused the students to slack in their own diligence of seeking out knowledge in the bullying book. With 3% of the students answering correctly, Question 3 and Question 4 tied for the least missed question on the Post-Test.

Question 3 states the following:

3. I feel like I am bullied this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1-3 times per week.
  - d. Once in a while.
  - e. Almost never.

Students missed this question because they did not answer it. There was no right or wrong answer to this question. The only way to get this question wrong was not to answer it. It is likely they did not answer the question because they were uncertain about how often they have been bullied. It is possible the new understanding of the definition for bullying caused them to "rethink" how often they actually are bullied. The other question that tied Question 3 at 3% for being the least question missed was Question 4, the same question as the Pre-Test least missed question. This indicates that students have a common knowledge that bullying is a concern "every time it happens."

4. Bullying is only a concern when it happens this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1 to 3 times per week.
  - d. Once in a while.
  - e. Almost never.
  - f. Every time it happens.

Table 13. Post-Test Results

<b>Student Population</b>	<b>Question Number Missed</b>
52%	12
48%	1
46%	7
42%	2
39%	11
34%	6
26%	16
23%	5
21%	20
18%	17
16%	10
16%	13
15%	9
11%	8
11%	18
11%	19
10%	15
6%	14
3%	3
3%	4

#### Other Interpretations of Subgroups and Written Testimonies

In each grade, boys scored slightly better on the Post-Test than the girls. Boys in each grade scored between 1% to 3% better; however, boys were significantly outnumbered in each grade. In the 6<sup>th</sup> and 7<sup>th</sup> grades, boys were outnumbered by 40%. In the 8<sup>th</sup> grade, boys were outnumbered by 14%. The fact that boys scored slightly better than girls could simply be due to the fact that there were significantly more girls than boys, and the small sample size of boys in these grades skewed the results.

In the 6<sup>th</sup> grade, Hispanic students missed 14% of the questions. The next closest demographic in the 6<sup>th</sup> grade was White students, who missed 9% of the questions. In the

7<sup>th</sup> grade, Hispanic students and White students tied for missing the most questions, by missing 6% each. In the 7<sup>th</sup> grade, the next demographic was Black students, who missed >1% of the questions. In the 8<sup>th</sup> grade, it was White students who missed more questions than any demographic, by missing 10% of the questions. Hispanic students followed White students in the 8<sup>th</sup> grade, by missing 6%.

In the 6<sup>th</sup> grade, students who found interest in video or computer games missed the most questions. These students who took interest in video or computer games in the 6<sup>th</sup> grade missed 13% of the questions, followed by students who took interest in athletics at 10%. In the 7<sup>th</sup> and 8<sup>th</sup> grades, it was students who took interest in athletics that missed the most questions. In the 7<sup>th</sup> grade, students who took interest in athletics missed 6% of the questions, followed by students who had a mixture of interests at 3%. In the 8<sup>th</sup> grade, students who took interest in athletics missed 10% of the questions, followed by students who had a mixture of interests at 6%. The reason that students in the 6<sup>th</sup> grade who took interest in athletics, did not miss the most questions could be because the population of students who identified with video or computer games was 7% higher than students who identified with athletics. The lower athletic interest and higher video or computer game interest in the 6<sup>th</sup> grade could be due to the physical stature of students in the younger grade. Athletics become more and more prevalent in students' lives as they progress from grade to grade. Where there was an imbalance between gender, ethnicity, or hobbies in grade score, it seemed that the imbalance was consistent with the student population for that gender, ethnicity, or hobby. It did not seem that gender, ethnicity, or hobbies caused

a difference in test score as much as the percentage of the population involved in these subgroups that had the potential to skew results.

Additionally, there was a denial by parents of the significant impact that bullying has on students. One parent of a student took issue with the content of the book *Not in My School*, claiming that it was too mature of a book for middle school students, due to the stories about suicide. In the book *Not in My School*, there are stories of middle school students who committed suicide due to bullying. The school counselor reached out to the researcher to share the parent's concerns. However, the school counselor also shared with the researcher reports of middle school students in their school who had a personal friend who was middle-school age who had committed suicide the previous year. The students claimed that the content of the book was age-appropriate, and they confirmed the age-appropriateness with testimony of a real and tragic suicide story of a personal friend. Additionally, students wrote about suicide and thoughts of suicide in their written testimonies.

### Conclusions

Middle schools across the nation can benefit greatly from programs that increase knowledge about bullying. Bullying in the middle school does affect students' participation in school and affects their grades in a negative manner, according to interest found in tests, written testimonies, and verbal reports. If students are not educated about bullying and how to decline bullying in their schools, it can have a tragic effect on the productivity of their future, quality of life, and for some, the longevity of their lives due to suicide. A program designed to increase knowledge about bullying must have several

key elements in order for it to be successful. The program must be relevant to the students' interests. A successful program will utilize real stories of tragedy and success, student respected celebrities and professional athlete's statements, endorsements, humor, practical application points, follow-up resources, and pledges.

Finally, there is a disconnect between the knowledge of what students are experiencing concerning bullying, school faculty, and parents. Students' grades are affected negatively, and many students are skipping school. The statistics presented in this program are that 160,000 students a day skip school because they are too afraid to go (see Appendix A). As bullying continues in the life of a student and is not stopped, it can have tragic results, even to the point of death. As parents, school faculty, and students unite to create bully-free zones, there will be an evident upturn in the grades of students and their quality of life. This upturn in students' grades will lead to the students developing successful adulthoods. As students become successful adults, it will have a direct successful effect on communities, states, and the nation at large.

### Theological Reflection

The execution of the project and the knowledge program in the school has caused theological reflections for the researcher. The primary reflection comes from the first sin in Genesis 3:6: "When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it." In Genesis 3:1, the serpent questions humanity about their image, and who they were created to be. The serpent asks, "Did God really say, 'You must not eat from any tree in the garden'?" The

serpent then tempted humanity, in Genesis 3:4-5, by telling them that if they ate the fruit from the tree that they would be like God and not die. This passage of scripture quotes the serpent saying to the woman, “You will not certainly die, for God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil.” The suggestion that humanity would be like God implies that they were not already like God. It imposed the idea that humanity was lacking in their created being. Genesis 1:26 states that God had already made humanity in His image and in His likeness: “Then God said, ‘Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.’” Thus, the serpent played on the insecurity of humanity’s identity. This questioning of identity leads to humanity sinning against God, by eating from the forbidden tree to gain godlikeness. This first sin of eating the fruit of the tree created roots of sin throughout human history. Shortly after this sin occurred, the conflict between Cain and Abel is seen, where Cain murdered his own brother (Gen 4:8). As a result of that murder and the eating of the fruit, further wickedness was spread in the earth (Gen 3:16-19; 4:10-11; 6:5-7).

People bully today because of the sin of Adam and Eve. However, in Genesis 3:15 is seen the promise of God that He would defend humankind against the ultimate bully, Satan. This passage of scripture states that the “seed of the woman,” believed to be Jesus Christ coming from the virgin Mary, would crush the head or headship, meaning the authority, of the serpent. Genesis 3:15 states the following, “And I will put enmity between you and the woman, and between your offspring and hers; he will crush your

head, and you will strike his heel.” This indeed happened when Christ had victory by living a sin-free life, was crucified on the cross, was raised from the dead three days later, and ascended to heaven (2 Tim 1:10; 1 Pet 2:24; 2 Cor 5:21). Humanity now has the authoritative right to exercise control over the ultimate bully, Satan. Through the empowerment of the Holy Spirit, spoken of by Christ in Acts 1:8, humanity has the power to live the defended and victorious life that they were created to have in the Garden of the book of Genesis. Acts 1:8 states, “But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”

It is when humanity accesses the authority and benefits of the cross and operates in the power of the promised Holy Spirit that they can be free from the effects and temptations of the ultimate bully, Satan. The Catholic school where this knowledge program was executed welcomed biblical references and theological instruction about the knowledge of bullying. However, as this program is executed in public schools, the scriptures and theological references will need to be censored, due to school regulations. However, the biblical principles of the Prince of Peace can surely be expressed openly.

### Recommendations

Throughout the course of this applied research project and the execution of the knowledge program about bullying, there are several recommendations to improve the project. It is recommended that further research is continued in the area of bullying in middle schools. It is recommended that a personal visit is made to Olweus’ Bullying Prevention Program and form a relationship with the organization’s executive staff. This

program has been highlighted several times through various reports in this applied research project. The Olweus' Bullying Prevention Program was developed by a Norwegian psychologist, Dan Olweus, along with the second program, Positive Behavioral Intervention and Supports. These programs were implemented in sixty public high schools in Maryland through a \$13.3-million-dollar study. This study is funded by the U.S. Department of Education's Safe and Supportive School grant program. Olweus seems to be the industry leader in research and execution of bullying prevention programs in the USA, and he has a significant influence concerning bullying around the globe. Increasing knowledge about bullying is something that the researcher will want to continue to implement in ministry. It is recommended that future researchers partner with the Olweus' Bullying Prevention Program, in order to expand the research, learn more about the industry, and secure funding for programs in schools.

The future researcher will want to continue to express biblical and theological principles without direct reference to the Bible when in public schools. However, when the researcher is in private Christian schools, then the researcher will openly reference the Bible and theological principles about bullying. If the researcher does not use wisdom and censor biblical references in the public schools, then the researcher will limit his or her influence, because schools will not embrace or allow the researcher to present to their students. If the researcher does not take advantage of the freedom to share biblical references in Christian private schools, then the researcher will limit his or her influence in those schools, by not maximizing the opportunity to present the principles of scripture concerning bullying.

### Residual Findings and Further Studies

Through surveys, written testimonies, and personal interviews, this researcher was able to secure an understanding that 88% of the tested student population rated the program and follow-up materials as excellent, great, or good. There was 12% of the student population that stated that the program, researcher, or materials needed improvement in some areas. The majority of the improvements were suggested to be in the area of relevancy of materials for the age group. One parent and one school counselor stated that they believed the materials were more relevant for high school students than middle school students. Their concern with the relevancy had to do with the topic of suicide. However, the researcher informed the school counselor and equipped the school counselor with information to inform the parent that the issue of suicide amongst middle school students due to bullying is a relevant topic. True stories in the book, the videos in the presentation, and that were reported and written about by the students at St. Mary Magdalene Catholic School supported this. When the evidence of relevancy was expressed, the school counselor agreed with the researcher about the relevancy of suicide with middle school students and expressed that same evidence to the parent.

Students at St Mary Magdalene Catholic School reported bullying incidents where young people were hit, slapped, called names, slammed into buildings, received death threats, received dirty looks, called gay, made fun of because of accents, gossiped about, and made fun of due to disabilities. The students expressed that these bullying actions made them want to die, feel betrayed and rejected, feel weak or small, resort to talking to themselves, feel shattered, emotional, feel not important, be afraid, and feel alone. The

results of these bullying incidents ended in the students uniting to change schools, parents' denial, plans of suicide, and suicide. The places where these bullying incidents took place included schools, neighborhoods, the mall, athletic events, gym class, or in the home by siblings.

Students wrote about resolutions they had concerning bullying and to resolve the problem. Some factors that helped resolve the problem were: parents got involved, the victim moved or changed schools, or the bully moved or changed schools. When an apology was issued by the bully, the victim stood up to the bully, or a bystander stood up for the victim to the bully, there was also resolution. When the victim and bully were placed on the same team for athletic events, an earning of respect by athletic performance was achieved, or the bully was expelled from school, then there was also resolution. One student also stated that her bully situation was resolved when the divine inspiration of Christ gave her confidence to stand up to the bully. When there was a resolution, it was often reported that the resolution led to friendships between the victim and bully, or there was a total separation between the bully and victim.

Bullying is an epidemic in America, and residual findings will not be difficult to secure in the future. There are stories regularly highlighted in the media about current and relevant bullying incidents. The internet and social media will also serve as a route to current and relevant findings about bullying. Additionally, as the researcher continues to present about bullying in schools, more surveys, pre-tests, and post-tests will be executed. It is recommended that the researcher pre-test, post-test, and survey new students annually, in order to track the trends and results of the residual findings.

### Summary of Chapter and Project

The hypothesis that there is a lack of knowledge about bullying in Houston area middle schools was proven to be correct, due to the 53% Pre-Test score by 100 middle school students of St. Mary Magdalene Catholic School. It was proven to be correct that a relevant and effective multi-media presentation and follow-up curriculum would increase knowledge about bullying in the school. This was proven to be correct, due to the 78% Post-Test score, an increase of 25%. The student scores upgraded from an F average to a C+ average. It is suggested that schools provide more than a presentation and follow-up curriculum to educate students about bullying, so that students can score in the 90%+ average. A 90%+ average is the letter grade of an A. It is suggested that in order to increase from the C+ grade to the A grade there needs to be residual learning in the classroom led by the school faculty. It is also suggested that at least two presentations about increasing knowledge be executed annually. Student-initiated efforts to educate peers through the means of clubs, meetings, and such will also contribute to the residual increase of knowledge in the school. Although this applied research project may be complete and the hypothesis proven to be correct, the work to upgrade the knowledge level of bullying amongst students in middle schools in the Houston area and across the nation remains in effect.

APPENDIX A  
PRESENTATION OUTLINE

APPENDIX A:  
PRESENTATION OUTLINE

- I. Introduction
  - A. Stats & Question
  - B. Anthem Not In My School
  - C. Presenter's Personal Bully Story
  
- II. Respected Youth Icons
  - A. Lady Gaga Story (Celebrity)
  - B. George Lopez Story (Celebrity)
  - C. Tom Cruise Story (Celebrity)
  - D. Rihanna Story (Celebrity)
  - E. Linkin Park Story (Celebrity)
  - F. Anthem Reinforcement
  
- III. Self-Reflection
  - A. Am I A Bully?
  - B. Thomas Edison Character Test (Historical Leader)
  
- IV. Human Rights
  - A. Right To Be You
    - 1. Skittles & Diversity
  - B. Right To Pursue Happiness
    - 1. Declaration of Independence
  - C. Right To Project
    - 1. Watch Dog
  
- V. Questions
  - A. Why Do People Bully?
    - 1. Mind Of A Bully
    - 2. Hurting People Hurt People
  - B. What Should I Do When I am Bullied?
    - 1. Bully Test
    - 2. Anthem Reinforcement
    - 3. Speak Out
    - 4. Joe Jonas Story (Celebrity)
    - 5. Go Another Direction
    - 6. Justin Bieber Story (Celebrity)

7. Michael Phelps Story (Olympic Gold Medalist)
8. Disarm The Bully
- C. What Should I Do When I Witness Bullying?
  1. The Mind of A Friend
  2. It Starts With Me
  3. Bully Test
  4. Stand Up To Them
  5. Bruce Willis Story (Celebrity)
  6. Report The Incident

#### VI. Conclusion

- A. Bully Proofing The School
- B. Presenter's Personal Story
- C. Declaration of Respect
- D. Bully Proof Pledge

#### Presentation Slides

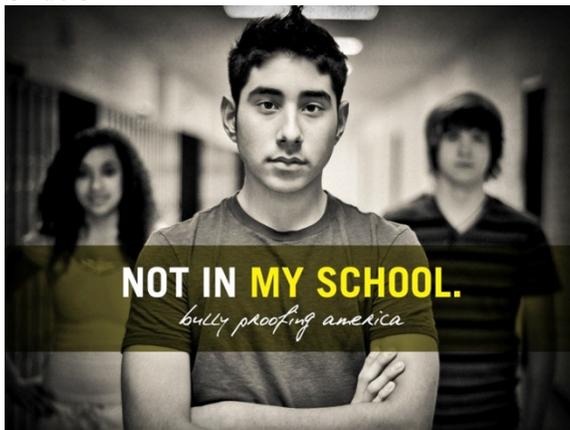
Slide 1



Slide 2

Were you one of  
**160,000 students**  
who skipped  
school yesterday?

Slide 3



Slide 4



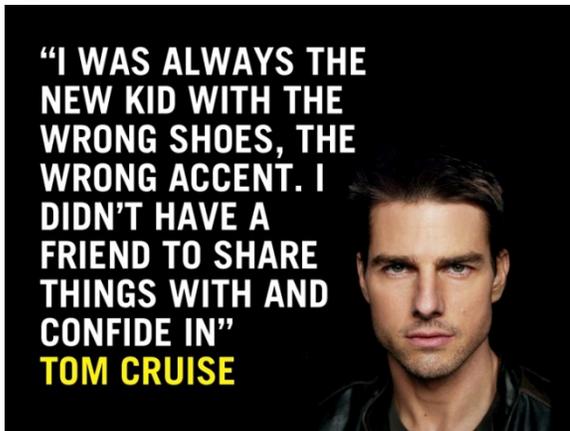
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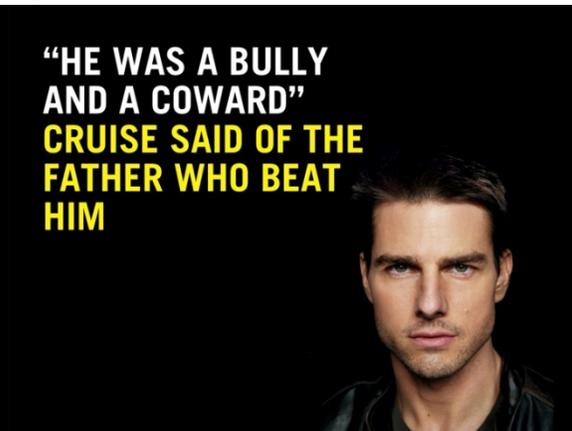
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Slide 7



Slide 8



Slide 9

Slide 10

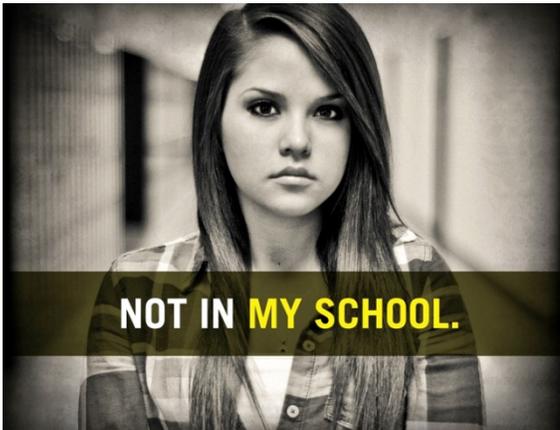


**RIHANNA:**  
"HAVING LIGHTER SKIN WASN'T A PROBLEM IN MY HOUSEHOLD, BUT IT WAS WHEN I WENT TO SCHOOL, WHICH REALLY CONFUSED ME AT FIRST."

**CHESTER BENNINGTON:**  
"KNOCKED AROUND LIKE A RAG DOLL AT SCHOOL FOR BEING SKINNY AND LOOKING DIFFERENT"

Slide 11

Slide 12

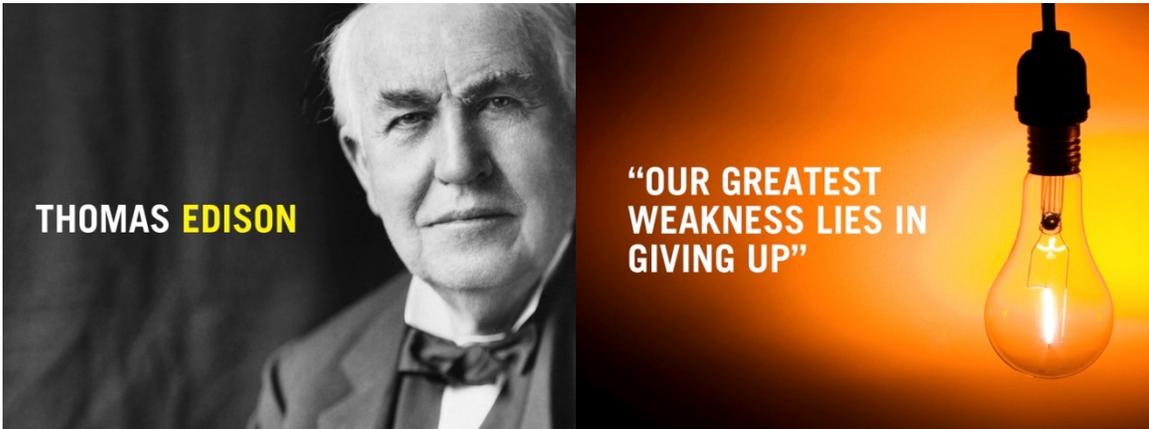


**NOT IN MY SCHOOL.**

Am I a **bully**?

Slide 13

Slide 14



**THOMAS EDISON**

"OUR GREATEST WEAKNESS LIES IN GIVING UP"

Slide 15

# Bully Proof Rights

Slide 16

**01.**  
The right to be you.

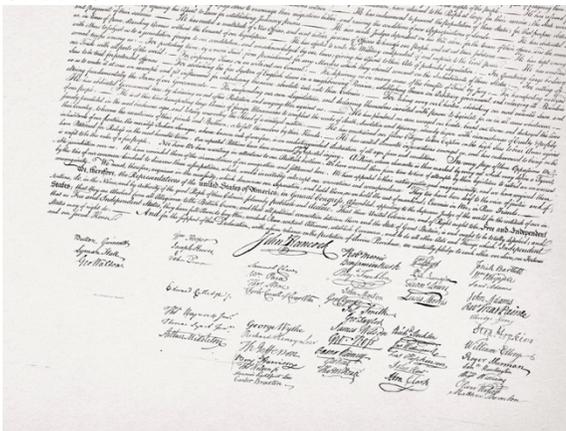
Slide 17



Slide 18

**02.**  
The right to pursue happiness!

Slide 19



Slide 20

**03.**  
The right to protect.

Slide 21



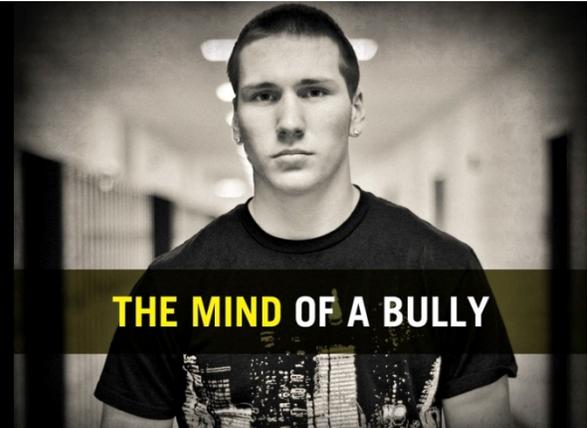
Slide 22

**04.**  
The right to be free  
from a bully's  
problem.

Slide 23



Slide 24



Slide 25



Slide 26

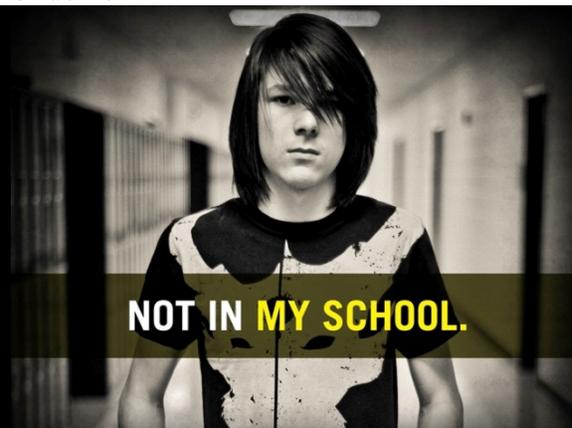
What should I do  
when I am bullied?

Slide 27

When I am bullied, I should:

- A. Look the bully in the eye and then proceed to remove that eye from it's socket.
- B. Simply ask the bully "Do you need a license to be that ugly?"
- C. Remember that a bully is like a bear so fall down and play dead.
- D. None of the above.

Slide 28



Slide 29

When I am bullied, I should:  
**01. Speak Out**

Slide 30



"I WAS TEASED ABOUT THINGS LIKE WHAT I WORE...  
...TAKING A DIFFERENT ROUTE OR AVOIDING PLACES WHERE THE PERSON WOULD BE."  
**JOE JONAS**

Slide 31

When I am bullied, I should:  
**02. Go another direction**

Slide 32

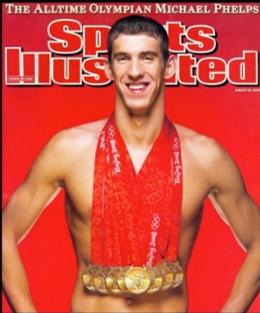


"I'VE BEEN BULLIED IN THE PAST, BUT I JUST SMILED AND WENT ON WITH MY DAY"  
**JUSTIN BIEBER**

Slide 33

Slide 34

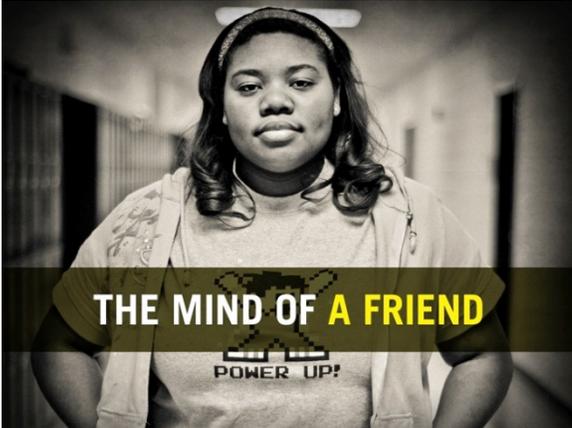
“IT MADE ME STRONGER”  
**MICHAEL PHELPS**



When I am bullied, I should:  
**03. Disarm the bully**

Slide 35

Slide 36



**THE MIND OF A FRIEND**



**IF IT IS TO BE, IT STARTS WITH ME!**

Slide 37

Slide 38

What should I do when I see someone being bullied?

When I see someone being bullied I should :

- A. Face the fact that I don't have the guts to stand up so just join in.
- B. Walk away and be glad it's not happening to me.
- C. Scream "BULLY ALERT" and run them over with your 1984 Ford Focus.
- D. None of the above.

Slide 39

When I see someone being bullied, I should:

**01. STAND UP FOR THEM!**

Slide 40



**“I TAUGHT THEM TO WALK UP TO ANY YOUNG GUY WHO’S SHOVING YOU AROUND... THAT IT’S NOT OK TO BE MEAN”**  
**BRUCE WILLIS**

Slide 41

When I see someone being bullied, I should:

**02. REPORT THE INCIDENT TO A RESPONSIBLE ADULT**

Slide 42



**BULLY PROOFING OUR SCHOOL**

Slide 43



**Belvidere High**  
**BULLY PROOFED**

Slide 44

Our Declaration:  
**“ALL IN ALL EQUAL”**

Slide 45



Slide 46

## The Bully Proof Pledge

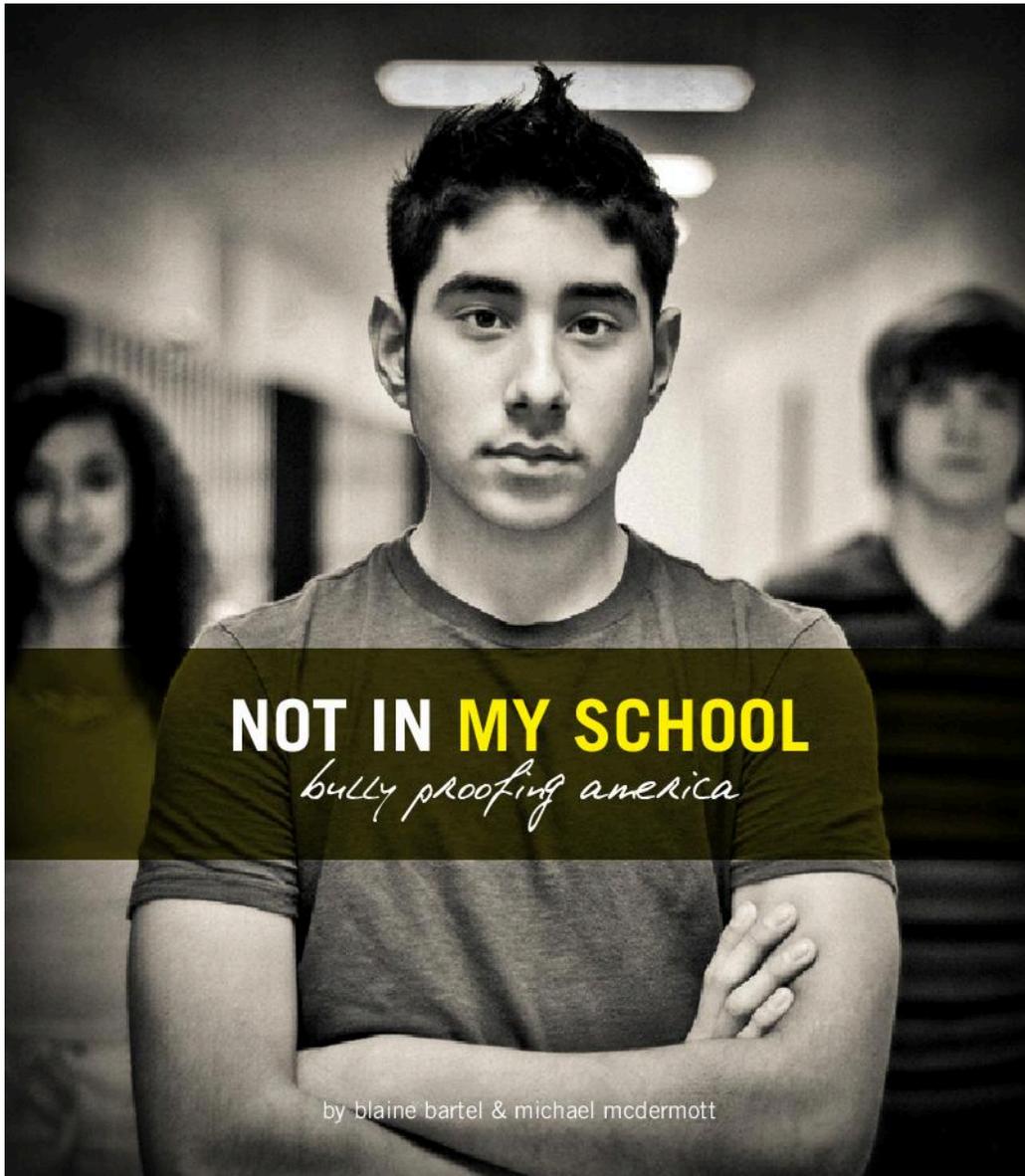
I, (SAY YOUR NAME), PLEDGE TO PROTECT MYSELF AND MY PEERS FROM THE WORDS AND ACTIONS OF ANY BULLY. I WILL DEFEND THE WEAK, LEAD WITH STRENGTH AND TERMINATE INTIMIDATION. I STAND UNITED WITH MY PEERS IN A NEW REVOLUTION OF RESPECT, DECLARING WITH COURAGE AND HONOR, "NOT IN MY SCHOOL!"

APPENDIX B

THE BOOK: *NOT IN MY SCHOOL*

APPENDIX B:

THE BOOK *NOT IN MY SCHOOL*



This is **your opportunity**  
to unite in the new  
revolution of respect  
among American  
students.

**BULLY PROOFING AMERICA**

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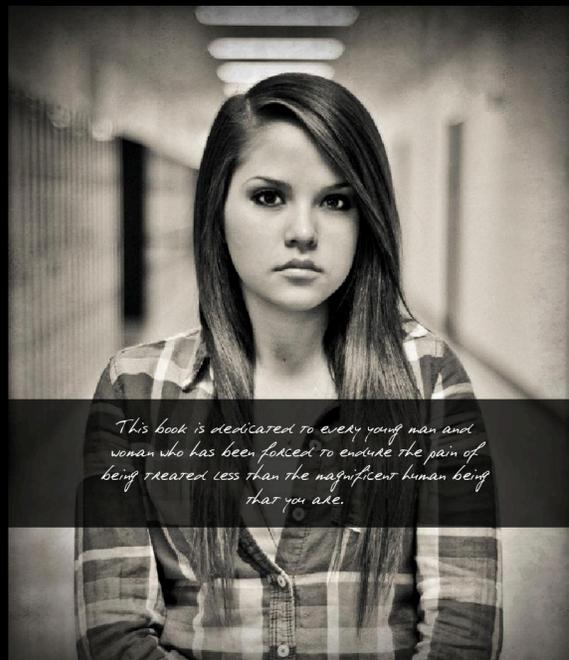
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**Bully Proof Mission**

"Securing America's future by bully proofing our schools one student at a time through education and awareness."

*bullyproofusa.com*



*This book is dedicated to every young man and woman who has been forced to endure the pain of being treated less than the magnificent human being that you are.*



#### WELCOME TO THE REVOLUTION.

America's history is a story of heroes: our first President, George Washington who endured unimaginable hardships to gain our freedom from British tyranny; Dr. Martin Luther King, who gave his life to protecting the rights of all Americans, without regard to race or color of skin; Rosa Parks, who refused to give up her seat on a bus to make room for a white passenger and is known today as "the mother of the freedom movement."

Will you be the next American hero? Will you dare to interfere with injustice? This is your moment. A revolution is afoot in our nation's schools. Young people are standing up to the "emotional terrorism" of bullying. They are fighting hate and intimidation with compassion and respect. Their voice is being heard loud and clear, **"NOT IN MY SCHOOL!"**

Read the pages of this book with an unguarded heart. Have the audacity to let love steal a place once possessed by hurt and intolerance. If you've ever been bullied and were made to feel like a lesser human being, get ready for new hope to fill your heart. If you have been a bully and felt like making others feel smaller made you feel bigger, be prepared for a new way of thinking.

Fiercely Devoted,

Blaine Bartel

Michael McDermott

Co-Managing Directors - Bully Proof Foundation

"Courage is fire,  
bullying is smoke."

Benjamin Disraeli



**BLAINE'S STORY.**

Albino. I still hate the sound of that word today.

While I have always had blond hair, when I was in middle school it had more of a platinum white tint. I didn't ask for that color hair. It just kind of showed up on my head. Nothing I could do about it really. And then one kid in my school started it all. One day while playing soccer at recess, a kid yelled at me, "Hey Albino, pass me the ball!" The name stuck. Everyone started using it. It made me feel as useless as rubber lips on a woodpecker.



In case you don't know what an albino is, it is a person who has an absence of pigmentation in the skin, hair or eyes, causing that person to look whiter than Casper the Ghost. Crazy thing is this, I was a fairly popular kid at school. I had girlfriends, made all the sports teams and generally was well liked. Bullies don't care who you are. Sometimes they just think you are strong enough to handle it, so they just keep dishing it out.

At first, I just laughed it off, acting like the name didn't bother me a bit. But gradually, I was slowly building a rage and resentment on the inside. It was like lava bubbling in an active volcano, steadily rising higher and higher until it was ready to explode in a fury. Sadly, I did the wrong thing. I turned the hurt I was experiencing right back at others. Instead of confronting the bullies or asking someone for help, I did something stupid. **I became a bully.**

8

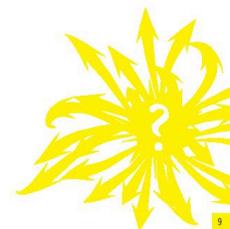
I started making fun of other students. I would find any weakness I could and exploit it. It might have been their height, weight, size of their ears, grades or lack of ability in sports... whatever it was, I did not exercise my right to be silent and what I said was used against them. And if they challenged me, I was certainly not afraid to fight... and usually win. I was a Provincial Judo Champion in Canada when I was ten years old and it served me well when I felt the need to be the tough guy on the playground.

Inside, I felt disliked and looking back I think I had learned to dislike myself. So I passed that on to others. Here's something to remember. **Whatever you allow to remain inside you, will be exactly what comes out.** If you keep hatred in, all that can come out is hatred. If you choose to embrace forgiveness and goodness, that will come out of you.

I eventually discovered this truth. It changed my life and how I treated others.

Your heart and mind are containers. What will you allow them to be filled with? Are they garbage containers... or are they containers for gold and diamonds. You get to decide.

Blaine Bartel  
Co-Managing Director  
Bully Proof Foundation



9



**MICHAEL'S STORY.**

Wussy. When I think of that word I am reminded of the historical Hollywood bully "Biff" from the old "Back to the Future" movies. You can catch the cinema trilogy on rerun classics. Everyone faces a "Biff" at least once in their lifetime. Biff's bully word of choice was "Chicken" and his target was Marty McFly. My bully's word was "wussy" except he didn't use a "W" to start the word, he used a "P" and I, Michael McDermott, was his target. Day after day I was made fun of by this emotional terrorist.



Being a new kid and bullied by an upper classman **made me feel alone**, having no one to watch my back. I began to envision beating the living snot out of this bully for his physical and verbal harassment. The challenge was that he was bigger, probably stronger, and had the whole football team to back him. Regardless, I'd had enough. I worked out, purchased a speed bag for my bedroom, and heavy bag for my basement. I even watched fight movies to fuel my anger. I decided I was going to take this matter into my own hands.

It was a typical school morning and students were gathered in the cafeteria hanging out. I walked over to the bully and looked down on him as he sat at a table with his friends. He turned and looked at me. Seeing his face triggered a physical response. I slammed him with my fist four or five times. Students yelled "fight!!!" as ten of his friends started towards me. Suddenly teachers rushed in to break up the brawl. From that time forward I had threats from the bully's friends daily.

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The bully disrespected me and I disrespected him in front of the entire school. Disrespect on both sides was a sign of our inner weakness. I decided I would turn things around. One day as the bully and I were crossing the football field, I gazed into his eyes as we both clenched our fists. We stopped face to face like in the old western movies waiting for the first person to draw.

**I didn't draw a gun that day.** I drew my hand. I extended an open hand inviting a handshake of respect. To my surprise, he responded in unison and we both apologized for disrespecting each other. That moment started friendship that lasted through middle school and high school. We would go on as team captains of the football team, hang out at the same parties, share the same social network, and spend countless hours in the gym making each other stronger.

Smashing my bully's face was S-T-U-P-I-D. You can disarm a bully with kindness or by simply walking away and ignoring them. Escalating the situation will only produce misfortune in your life... living in fear of the next encounter, losing traction in your grades, depression invading your soul, and sadly for some bullycide. Bullycide is the new word for young people who are taking their own lives as a result of unrelenting bullying.

There is a better way to solve your problem! Act courageously, be brighter than the bully and launch a new revolution of respect.

Michael McDermott  
Co-Managing Director  
Bully Proof Foundation



13

160,000 young people  
skipped school today  
because they could not  
take one more day of  
being bullied.

That sucks.



*"You either die a hero  
or live long enough to see yourself become  
the villain."*

*Batman - "The Dark Knight"*



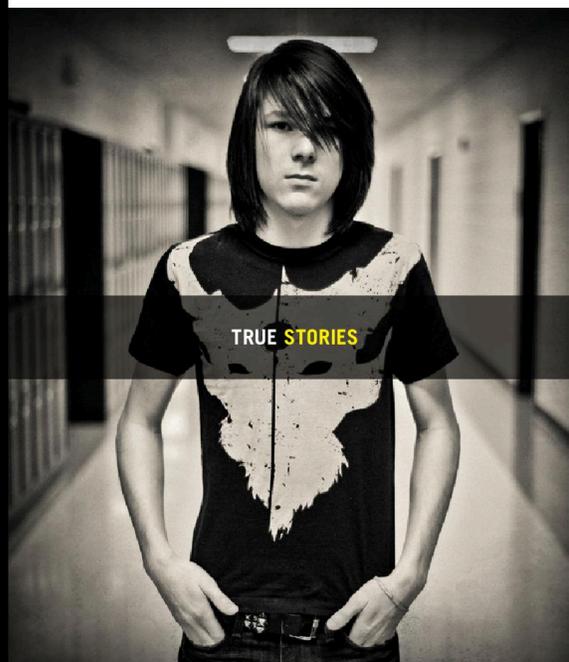
#### **THERE IS A BULLY INSIDE ALL OF US.**

Why? Because life will hit every single one of us in the face at some point, and when it does, we will all be tempted to hit back. In those moments, you have the choice to become the hero or the villain. **To be the solution or be the problem.** You see, there are no good guys and bad guys. There are only good guys. Tragically, some good guys make a choice to be traffickers of hurt, when they could just as easily be dealing out hope.

We call these traffickers of hurt "bullies." Their commodity is fear and pain. And they are not just walking the halls of our schools. The 9-11 terrorists that attacked America were international bullies set on inflicting pain and fear on our nation. As you grow older, you will find bullies in the corporate world, bullies in church pulpits and bullies who are neighbors. You will also find good people... even heroes in all of those places. Because we all choose our role. **Hero or Villain.**

Bullying has crashed into America's schools like a tidal wave and it has left too many lives and families in ruin and wreckage.

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**15 YEAR OLD PHOEBE PRINCE HUNG HERSELF WITH A SCARF SHE RECEIVED FOR CHRISTMAS.**

Phoebe had been taunted and bullied for several months, by at least two separate groups of students at South Hadley High School, because of disputes with other girls over a relationship with a boy. On January 14, 2010, after an entire day of harassment and taunting, followed by a final incident in which a student threw a can at her from a passing car as she walked home from school, Phoebe Prince committed suicide by hanging herself in the stairwell leading to the second floor of the family apartment. Her body was discovered by her 12-year-old sister.

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**11 YEAR OLD TY FIELD SHOT HIMSELF, FINALLY GIVING UP TRYING TO FIGHT OFF BULLIES IN HIS SCHOOL.**

The friends of Ty Field say he had been bullied, and for several weeks by a specific kid in his school. Ty was all boy, an avid hunter and was almost always wearing a smile across his little freckled face.

Then the unthinkable happened. While sitting in the bleachers at school with a friend, the kid that had been continually picking on him all the time came up to him and started saying some mean things. Ty defended himself and began to argue back. A fight broke out and they both ended up in the principal's office and were suspended for three days.

Shortly thereafter, Ty Field was found lying on his bedroom floor.

The very guns Ty had learned to respect, his family say, he turned on himself. His mother found his body that afternoon; but what happened in between that morning at school, and the time his mother found him, is what family and friends believe pushed Ty to the limit.

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**14 YEAR OLD JAMARCUS BELL WENT HOME AND TOOK HIS OWN LIFE BECAUSE OF CONSTANT BULLYING AT SCHOOL.**

Jamarcus Bell was a freshman at Hamilton Southeastern High School where he played baseball and was a member of the step team. His greatest dream was to attend the University of Florida. He was a comedian and loved to make people laugh. "He had a very effervescent smile. He could be a million miles away and you could pick his smile out of anybody's," said Sam Coffee, a dance coach at the school who was a mentor to Jamarcus. "He was always happy," said Coffee.

So how could a boy who seemed so happy end his life so tragically... so quickly?

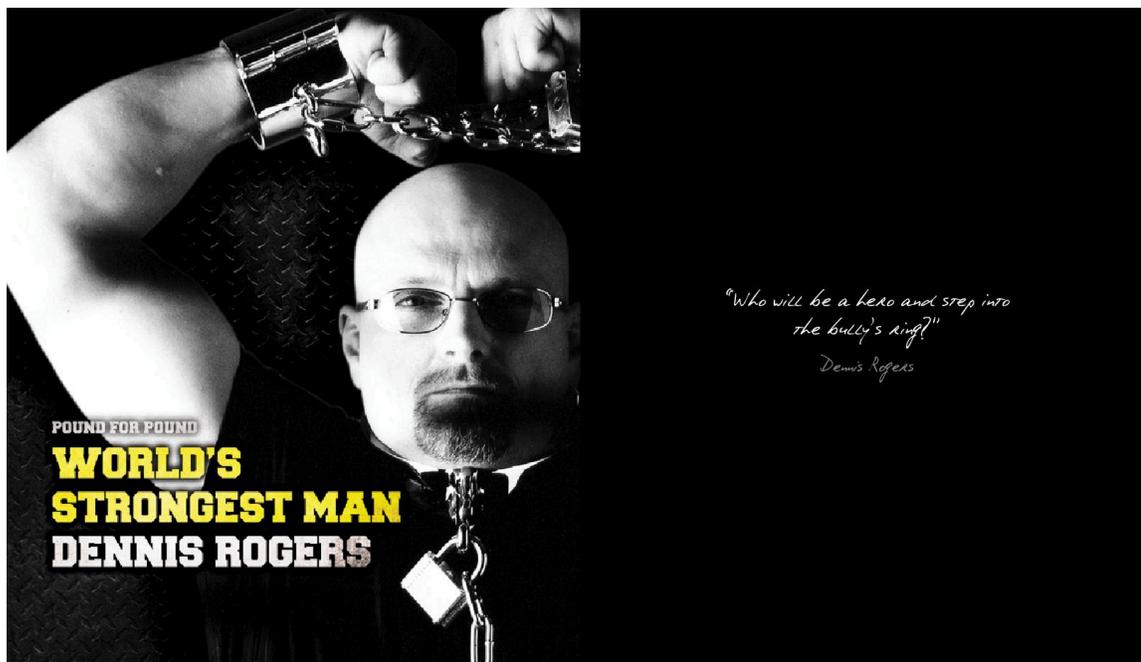
Jamarcus was targeted by bullies at Hamilton Southeastern High. There was constant name calling, being punched and kicked, and he even had his shoes and clothes stolen. While news stories have not mentioned sexual innuendo or anti-gay slurs as part of the repertoire of Jamarcus's harassers, such attacks on the masculinity of teenage guys is the rule, rather than the exception in school suicides.

For months and even years, Jamarcus held everything inside. However, it was after his classmates threw pieces of metal at the back of his head in welding class, that Jamarcus had enough.

He left school that day and would never return. He killed himself.

Sadly, that was not enough for the bullies. At a vigil for Jamarcus life, these same students were seen smashing and stomping on candles set up for Jamarcus.

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282,000 students are physically attacked in our schools each month.

90% of 4th through 8th graders say they are victims of bullying.

100,000 students carry guns to school in America each day.

In the next 30 minutes, a young person will commit suicide as a result of being bullied.



*"A hero is no braver than an ordinary man,  
but he is braver five minutes longer."*

*Ralph Waldo Emerson*

**5 MINUTES** COULD CHANGE YOUR LIFE.

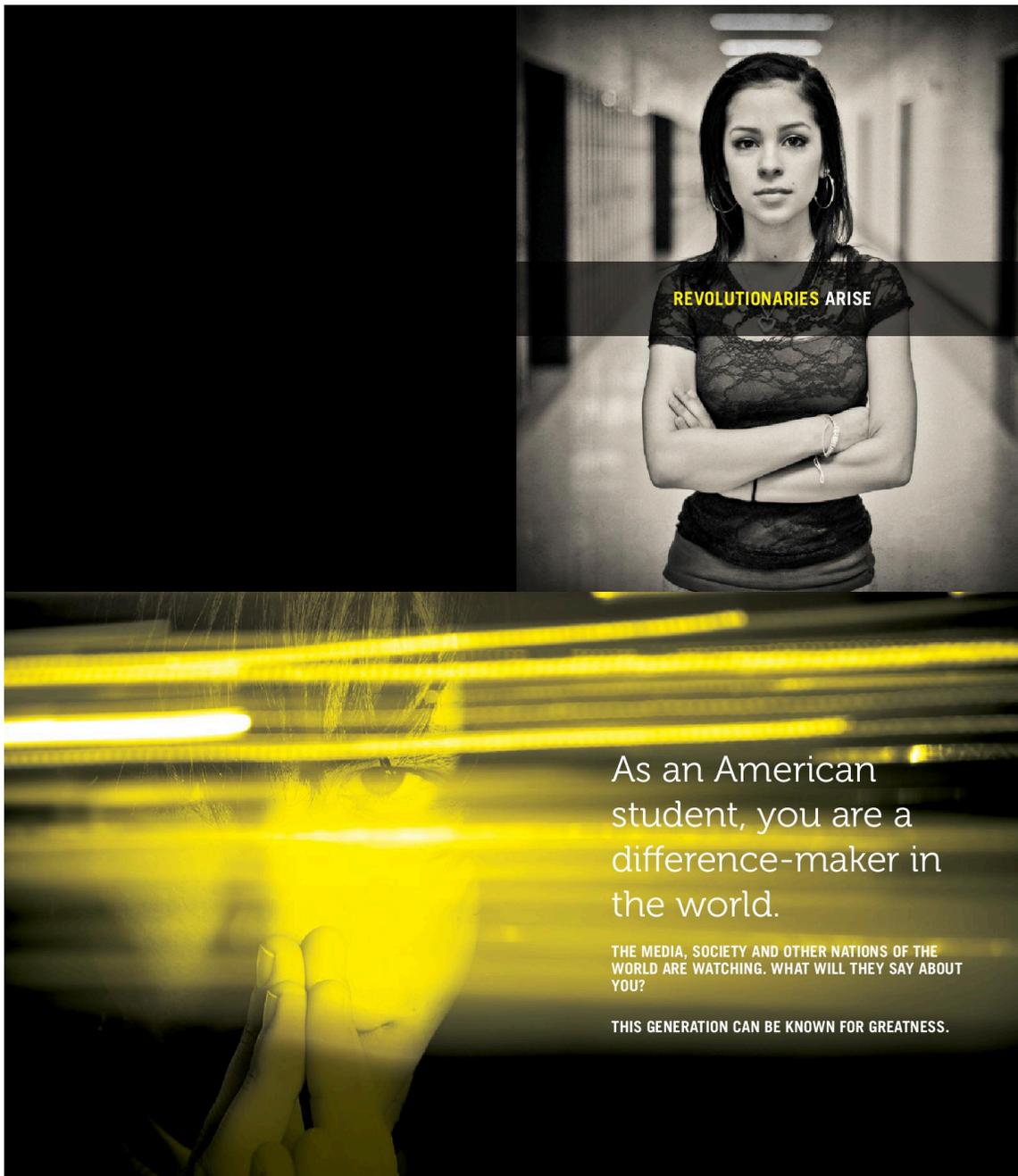
**5 MINUTES** COULD CHANGE THE LIFE OF SOMEONE IN YOUR SCHOOL.

IT TAKES **5 MINUTES** TO STAND UP FOR A FRIEND OR PEER.

IT TAKES **5 MINUTES** TO WALK THE OTHER WAY WHEN YOU ARE THREATENED.

IT TAKES **5 MINUTES** FOR YOU TO TALK TO SOMEONE YOU TRUST FOR HELP.

THESE WILL BE THE BRAVEST **5 MINUTES** OF YOUR LIFE.



**REVOLUTIONARIES ARISE**

As an American student, you are a difference-maker in the world.

THE MEDIA, SOCIETY AND OTHER NATIONS OF THE WORLD ARE WATCHING. WHAT WILL THEY SAY ABOUT YOU?

THIS GENERATION CAN BE KNOWN FOR GREATNESS.



At Bully Proof, we have this audacious idea that...

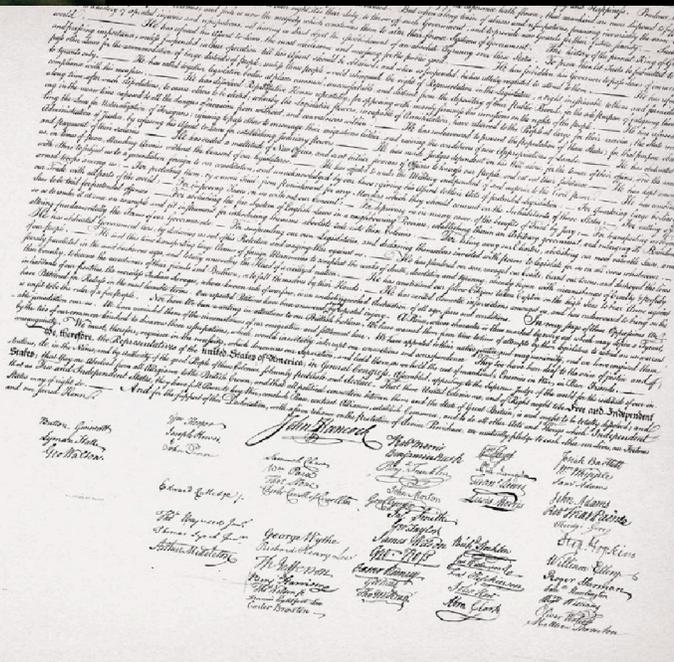
millions of students like you are going to stand up and raise a united voice in the hallways of America that is loud and strong.

"We are only a catalyst for this revolution of respect. We are here to energize the movement, but you are the foot soldiers on the ground that bring it to pass.

You are the revolutionaries that will arise and history will write about.

Many a revolution started with the actions of a few. Only 56 men signed the Declaration of Independence. A few hanging together can lead a nation to change."

Wynton Marsalis  
American musician



Here is the dream of our revolution:

## Turn every fist into an open hand.

A clenched fist is something we make when we get angry... want to get even... and fists are not the answer in solving the world's problems. Fists always create more problems.

Conversely, a fist unclenched reveals an open hand of respect and kindness. And in case you didn't know it, kindness is not weakness. It is only displayed by those who are strong enough to be better than the crowd.

Banding together with others like you, your school can be bully proofed by committing yourself and challenging your peers to raise five characteristics of courage high above the enemies of intimidation and fear.

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Open your hand right now and look at it. You should see **five fingers**... unless you happened to have an accident in shop class last week. Each finger represents a principle of courage that I want you to remember every time you look at your hand.

### 01. NUMBER ONE FINGER

## Courage to be the first.

**Will you dare to be the first** among your peers to step up and run interference on a bullying act in your school? You could be the one to initiate a movement of respect that results in a "kindness majority" rising up in your school. **Why not YOU?**

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## 02. LITTLE FINGER

### Courage to minimize.

One of the wisest men in the ancient world was a man named Solomon. He wrote a proverb that has the potential to change the culture of intimidation in American schools: **"A gentle response diffuses anger, but a sharp tongue kindles a temper-fire."**

When a bully talks big, learn to use skills to disarm their aggression, which will minimize their impact.

Here are a few minimizers:

- [-] Respond with a smile and sense of humor that doesn't cut back. This will usually cause the bully to give up since they are not getting the desired results.
- [-] Say something as simple as, "You're better than this. Let me see your good side."
- [-] Gently warn them with something like, "Hey, I don't want to report you, so please don't make me by continuing this abuse, ok? Let's just let this go and move on."

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## 03. THUMB

### Courage to separate.

The thumb is the one finger that has learned the value of separation. There are times when **the most courageous act** you can do is to stay away, walk away or even run away from a bully's threats. It is also important to strategically avoid the places you know that bullies are going to be. If you have to, take the long way to class.

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#### 04. CENTER FINGER

### Courage to reach out.

The center finger reaches out beyond all of the other four. If bullies are going to be stopped, there are times when you must have the courage to **reach out to others for help**. It may be a teacher, counselor, coach or even a parent, but don't try to fight the tougher battles you or a peer may face by yourself. By the way... that does not make you a snitch or tattler. **It makes you a better person** for caring enough to make a difference!

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#### 05. RING FINGER

### Courage to protect.

One day, you will likely get married. You will give your husband or wife a ring and it will represent a **commitment to protect and care** for that person. You will have chances nearly every week for "hero intervention" by maintaining a commitment to protect and care for yourself and your peers.

**YOU play the most important role** in helping your school eradicate bullying. You actually have more power to do this than any of your teachers. A true revolution is never started by the people in power, but rather by those who create power through a common mission and sheer numbers.

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## Revolutionaries Arise!

Maybe you're not sure what to do if you witness a bullying incident. Here are a few thoughts...

- [+] Become a friend to a younger or quieter student.
- [+] Speak up and offer support to someone who is being targeted by a bully.
- [+] If they persist, seek immediate help from an adult. If adults do not hear about the incidents, they cannot act to stop the aggression. Report it to a teacher, coach or school employee that you trust.
- [+] Participate in working with your school administration to bring the Bully Proof Assembly program to your campus.
- [+] Encourage your parents to become involved at your school, helping to solve the problem.





I started walking up the side of that hill. The other two guys began to mock me... said that I didn't have a chance and was probably going to kill myself... but I was determined to make my mark. Silver and bronze were no longer an option in my mind. I was set on gold. My turn came and I took off towards the jump which seemed like a mile away. As I continued to pick up speed, fear escalated and I was tempted to ski off into trees and return safely to the lodge. But I hit the jump, and went for a fully extended back layout. As I came around for my landing, it wasn't there. I was still way too high. I was looking at the tops of trees. I saw one judge covering his eyes. The crowd was going crazy with excitement... because they were about to see someone die!

That day I learned something that I had never quite figured out in physics class, and that is this: once an object begins rotation, it does not stop until impact. If you ever get into any kind of jumping of any kind, you want to do singles, doubles, even triples... but you DO NOT WANT TO DO WHAT I DID THAT AFTERNOON... a 1 1/2 flip right onto my back. You could hear it four chairlifts over. But then something amazing happened. The snow was so soft that day that when I hit my back, it popped me right back up onto my skis. Now every ounce of oxygen had left my body, but I was standing upright on my skis. When I came to a stop and looked up at the crowd and the judges, they were all standing there, jaws agape.... and finally one of the judges yelled, "Bartel, what in the world was that?" Catching my breath, I yelled back, "That was my 1 1/2 backslapper... thank you very much!" They threw up 9's and 10's and I won my first and I might add, my last gold medal in my freestyle skiing history.

The next weekend, all the guys were saying, "Hey Blaine, are you going to throw that backslapper again?" I said, "No... think I will just retire right now... go out on top."

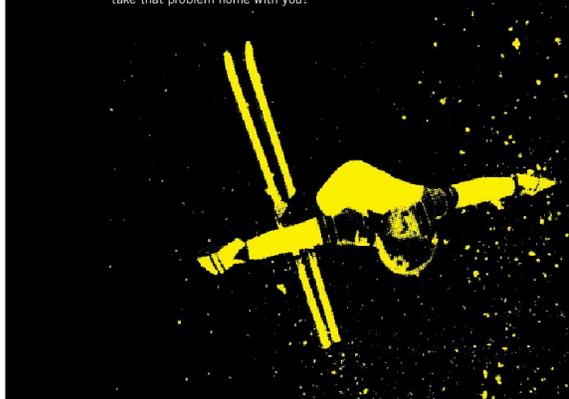
## Blaine's Backslapper.

My greatest sporting accomplishment came when I was 17 years old. Growing up in Canada, I developed a love for competitive acrobatic snow skiing. For those who are not familiar, you ski down a hill, fly off a seven foot jump called a "kicker" and perform ridiculously dangerous stunts hoping to land on your skis when you come down. On one beautifully sunny day in the Canadian Rockies, I was one of three competitors in contention for a gold medal after our first two jumps. Here was the problem. The other two skiers were way better than me. They had better form, greater difficulty in their maneuvers and were the clear favorites at every event.

My first thought was to just do a nice, safe jump and take home my first medal ever... even if it was a bronze. Then I began to think a big thought. Why not go for the gold? I may never have another chance. I knew there was one thing that the judges rewarded more than form or even maneuver difficulty... and that was how high you went off that jump. And here was the good news for me: it didn't take any skill at all to go high. Just a strong measure of courage... doing something I had never done before. All I had to do was walk further up the hill that day than the other two guys and I would come down faster and the results... crazy vertical elevation.

Here's my point: There will be times in our lives when other people and even your own fears will try to intimidate you into retreat and self doubt. We have to learn how to come to our own assistance and believe in who we are and dare to summon the inner strength that resides within us all. We must believe that we have "gold medal potential" everyday, but also be aware that no one is going to just hand it to us.

If you experience the threats of a bully, ask yourself this... "Why should your worth and value be measured by what people say about you?" If you're being bullied by Billy the Brute or Sherry the Shark, do you have a problem or do they have a problem? THEY DO!! So why should you take that problem home with you?



Don't take ownership of a problem that is not yours! Rather, remember who you are. Even better, look in the mirror everyday and remind yourself out loud who you are.

"I am a unique and special person with unlimited potential."

"I never lower myself to a bully's level. I determine to live above the opinions of others."

"I refuse to let another person define who I am. I alone determine my future."

"My happiness belongs to me and I will give no one permission to steal it today!"

Here are some practical ideas of what you should and should not do if you have become a target of someone else's bullying problem:

#### **+** WHAT YOU SHOULD DO:

- [+] Ignore the bully's behavior whenever possible.
- [+] Use your social skills, such as assertiveness, negotiating, sharing, taking turns, inviting others to participate, assisting others, and asking for permission instead of using aggression and intimidation.
- [+] Get up and leave a bad situation.
- [+] Rebuff the bully in a firm, yet good-natured manner.
- [+] Spend time in groups of students you can trust.

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- [+] Protect yourself emotionally and physically without using retaliation.
- [+] Ask that the bully stop, and then walk away; if this does not work, then report it to a teacher or responsible adult.
- [+] Diffuse the situation with humor when possible.
- [+] Find a way to agree with the bully on some level. This takes the power away from the bully.
- [+] Maybe the bully says "You have a really bad haircut!" You can diffuse the bully by saying something like. "Your hair actually looks pretty good today... I happen to like my hair, but I guess everyone has their own style, right?" The point is, if you compliment someone, it's hard for them to be mean to you.
- [+] Practice what to say to a bully in front of a mirror or with friends.

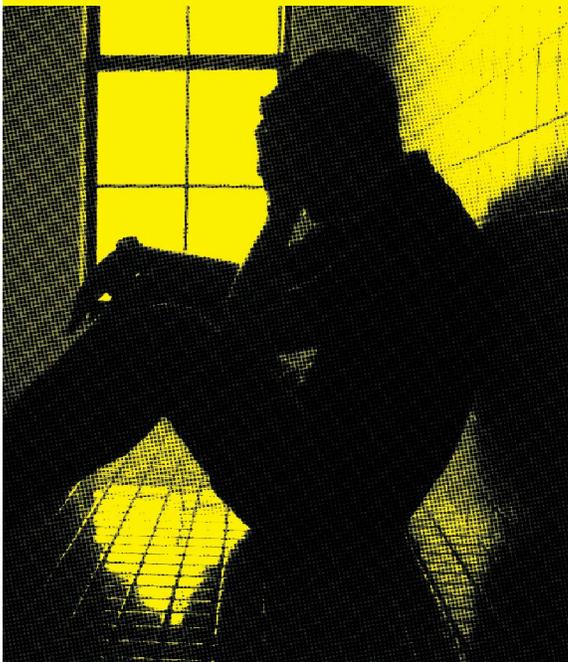
#### **-** WHAT YOU SHOULD NOT DO:

- [-] Try not to act hurt in front of the bully. That gives them victory.
- [-] Do not lose your temper. Stay calm and in control.
- [-] Do not escalate the situation with counter attacks and aggression. Things will only get worse for you.
- [-] Do not rally a group of friends to gang up on the bully.
- [-] Do not resort to using a weapon of any kind. There are better and smarter ways to protect yourself.

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ASK YOURSELF:  
Am I a bully?



**The first step in gaining self respect.** Then, respect from your peers is admitting if you are a bully.

Take a moment and think about all the people you may have bullied. If you have ever bullied someone, ask yourself, "In what ways did I bully them? Was it online, verbally, or perhaps physical actions?"

Now ask yourself, "Who was the first person I ever bullied and in what ways did I bully them?"

Bullying can become a habitual behavior. Take a moment and recount the names of every person you ever bullied and how you bullied them. Consider your actions and consider the people you intimidated in some way. I want to challenge you to make it right with them!

I believe you want to **MAKE A CHANGE.**

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Each of these questions leads to the pinnacle question...

## "How did bullying these people make me feel?"

The answer is probably not very good. Bullying people will actually make you feel weaker, not stronger. The reality is weak people bully weak people and strong people stand up to bullies and earn the respect of their peers. Weakness oozes out of the bully every time they walk the hallways at school. **NO ONE respects a bully because bullies are weak.**

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**The real world** is not full of your schoolteachers, principals, and student body. When you graduate from school you will enter the planet as fresh meat, bait for the hungry. The real world will not fear you. They will throw your tail behind bars for harassing another person. The day of detentions will be long over and concrete walls will be your living room, the one room you will live in. You will no longer be the big bad bully. Your existence will be miserable and pathetic.

Even if you never get thrown in jail for your bully actions in the real world, you will have your own jail. That jail is the jail of your mind and the solitary confinement of your emotions. Knowing that you are miserable, pathetic, weak, and have no respect will **flush your self-esteem and quality of life right down the toilet**. Instead of being king of your own mind, emotions, and self-control, you will become a slave to weakness, insecurity, fear, anger, rage and pain.

**LET TODAY BE THE DAY YOU SIT ON THE THRONE OF LIFE AND GIVE BULLYING A ROYAL FLUSH. CHOOSE TO RULE AS A KING OR QUEEN OVER YOUR BULLISH BEHAVIOR!**



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**ASK YOURSELF:**  
**Why have you been  
 a bully?**

The next step of gaining self-respect and respect from your peers is to uncover the reason why.

Think about that for a moment. **List every reason you think may have caused you to be a bully.** Is it because of someone at school, a parent, a relative, or someone in your neighborhood who drove you to become the very thing you despised the most?

Think about three things that people have done to you that you really hate. Now look in the mirror. Do you see any of these traits in your own life? Have you taken ownership of their issues and made them your issues?

The truth is that **HURTING PEOPLE HURT PEOPLE**. There is the old saying "misery loves company". When hurting people hurt people, they are attempting to self medicate their own misery. This never works and it only makes things worse. Hurting other people to make yourself feel better is like drinking a cup of poison and expecting the other person to get sick.

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**WARNING!**

**A BULLY IS HIS OR HER OWN WORST DISEASE.**

A bully attitude is like a virus that tries to infect other people. I am sure that you remember times when school officials communicated a high alert because of a virus, flu, or other sickness that was spreading around the school. To ensure that students did not catch the virus, the sick student is often times instructed to stay home or work in isolation. **Just like a viral epidemic spreads, so does bullying.** Bullies are emotionally unhealthy people spreading the disease of disrespect. This is why they are instructed to stay home through suspension and at times are expelled. This is why they are put in detention or isolation. **All bullies will eventually be quarantined.**

**BE THE**

**HERO**

**THE BEST WAY TO BE HEALED IS TO HELP.**

When you take your eyes off of yourself, off of your own issues, and focus that attention on others in need, often you will forget your own issues, because you have placed a greater demand on helping heal those that are hurting. So the next time you see that person that has no friends, become their friend. When you see the kids sitting alone at lunch, go and sit with them, so they are not alone. If you see a fellow student without a lunch give him yours. **Instead of being the VILLIAN be the HERO.** Be the strong man or woman that you wish you had in your life when you were in your greatest need. Then you will earn respect.

## Making Sense of this Change

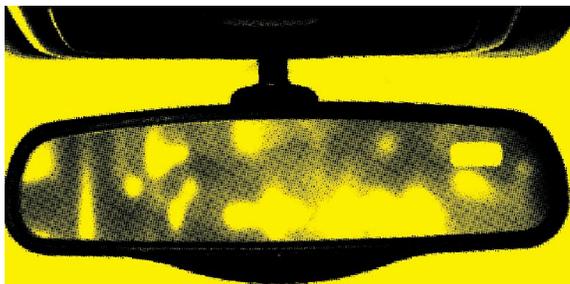
Your life has TWO sides. The head or the UP SIDE and the tail or the DOWN SIDE. You have realized that you need to make "the change." The change I am talking about is not CENT\$ but SENSE. It takes cent\$ to make change and it take sense to make change in your life. It is time to FLIP THE COIN of life and move from the bottom to the top. It's time to FLIP IT. This is called the ART OF INSPIRED REVERSAL.

### RIGHT NOW SAY THE FOLLOWING:

- [-] "I have been **weak**" <FLIP IT> [+] "I am **strong**"
- [-] "I have **no respect**" <FLIP IT> [+] "I am going to **give respect**"
- [-] "I have been **hurt**" <FLIP IT> [+] "I am going to **heal by helping**"
- [-] "I have been **afraid**" <FLIP IT> [+] "I have **no fear**"
- [-] "I have been a **bully**" <FLIP IT> [+] "I will be a **protector**"



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What are the most important things in life you do DAILY... you eat, brush your teeth, shower (hope so!), get dressed, go to school, breath, sleep, maybe you play video games, do homework, or get on Facebook. But here is the most important action you can take each day... turning your **HOSTILITY** to **HONOR**, and your **WEAKNESS** to **STRENGTH!**

**Today is your day.** You have looked in the mirror long enough. Looking in the car mirror only allows you to see what is behind you in life.

**It's time to move forward, not looking back, moving ahead, declaring, my past is over and I'm moving forward.**

## This is a revolution.

**MY BULLY INSIDE HAS BEEN OVERTHROWN. MY HERO INSIDE IS TAKING OVER.**



## Michael's "Not in My School" experience.

A few months after the massacre at Columbine High School a group of students in my school plotted a similar massacre and created a hit list of students they planned to execute. Several school shootings had already occurred in America as copycat executions to Columbine. The group of students that terrorized my school enthusiastically supported these massacres. These students were expelled when their hit list and massacre blueprints were discovered; however, some of their friends still remained in the school.

**I didn't want my school to be the next school on headline news because of another shooting.** As a senior having faced bullies in my past, being football captain, an all conference athlete, and voted Homecoming King, I felt the responsibility to stand up for my school.

**I had reached a point of decision** to start a school movement to protect and defend my student body. I formed an official school club lead by students. The club stood against acts of violence ranging from bullying to a full massacre. My group had a weekly involvement of 150 students that met every Wednesday morning in room 43.

The stand against violence quickly caught the attention of the media and earned the support of the community. We targeted local non-profits and businesses to raise funds for 200 t-shirts and 2,000 books to be placed in the lockers supporting our message "Not In My School".

**As students took responsibility, school bullying drastically decreased, student outcasts were now accepted, and taking a stand was both cool and respected.**

One afternoon I visited the ringleader of the group that made the threats. I arrived at his home and knocked on the door. The teenager dressed in all black with a pink mohawk answered the door with a stunned look on his face. His friends on the couch were shocked and one said, "what the — " is he doing here? I asked, "Can I come in?" He said "yes".

It was a surreal moment finding myself sitting in the room with a group of students that planned to kill my friends. I could clearly see that they had been rejected by the student body and bullied long before they made their threats. They were hurting and emotionally unhealthy. Their coping mechanisms were drugs, alcohol, self-mutilation, threats on others, and suicidal thoughts. **I extended my friendship and respect.** To my surprise they accepted. Other members of my group became friends

with these students and involved them in community gatherings that coached teens towards positive change in their lives. Several of the students that made death threats were now making great changes in their life, including the ringleader.

**Today, bullies are incepting the minds of their peers through emotional terrorism and victims are pulling the trigger on themselves.** I reflect on that school year often. I am glad I took a stand to protect and it is why I now do Bully Proof. I have no regrets on that school year. Live your life with no regrets. Take a stand for your school. Take a stand for one. **Live the message...**

**NOT IN MY SCHOOL**

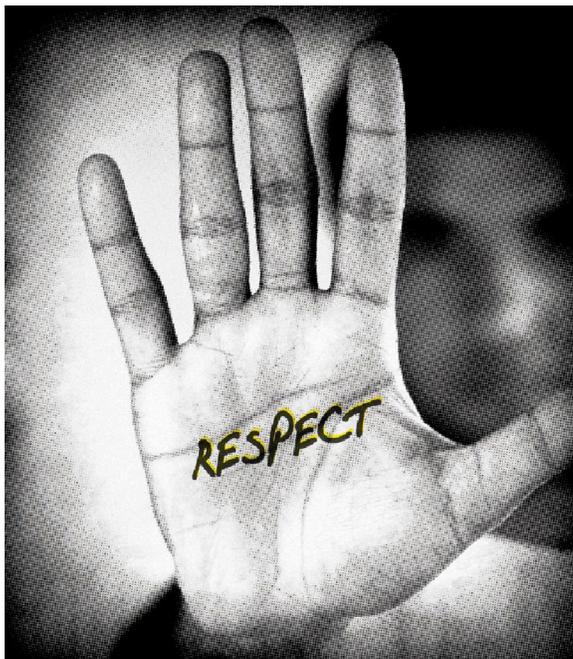


I want to introduce  
you to the power  
of a commitment.

As the head coach of five NBA Championships in basketball, Pat Riley knows something about **the commitment it takes to overcome adversity.**

*"There are only two options regarding commitment. You're either in or out. There's no such thing as a life inbetween." -Pat Riley*

I want to challenge you today to make The Bully Proof Pledge, and more importantly, **live out this commitment each day in your school and among your peers.**



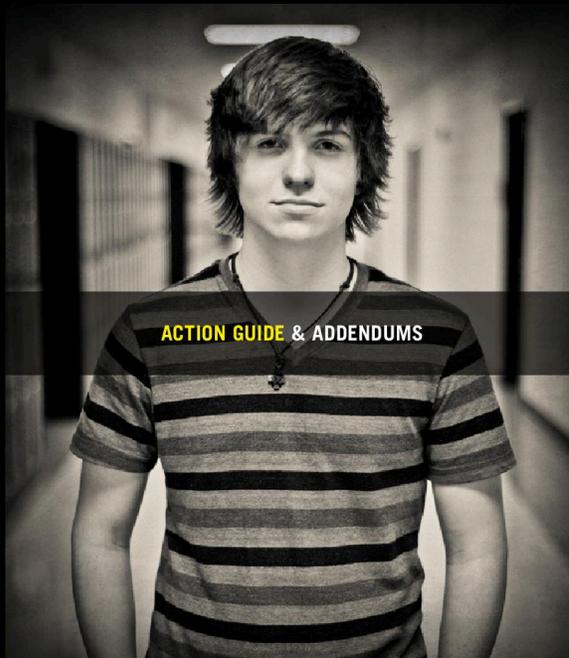
## The Bully Proof Pledge

**I (SAY YOUR NAME), PLEDGE TO PROTECT MYSELF AND MY PEERS FROM THE WORDS AND ACTIONS OF ANY BULLY. I WILL DEFEND THE WEAK, LEAD WITH STRENGTH AND TERMINATE INTIMIDATION. I STAND UNITED WITH MY PEERS IN A NEW REVOLUTION OF RESPECT, DECLARING WITH COURAGE AND HONOR, "NOT IN MY SCHOOL!"**

Now, determine to live the pledge and seal the commitment you have made with brave actions and be the first to initiate this grassroots movement of kindness and respect.

The bullying war is at a crossroads in America right now. In a few short years, history will record the continuing tales of tormenters... or the emerging honor of heroes.

Calling all heroes.



**ACTION GUIDE & ADDENDUMS**

## Bully Proof USA

Bully proofing America's schools one student at a time.

*bullyproofusa.com*

### **BULLY PROOF USA IS A NONPROFIT FOUNDATION COMMITTED TO BATTLING BULLYING IN EVERY ELEMENTARY, MIDDLE AND HIGH SCHOOL IN AMERICA.**

We embody a movement that is a direct and powerful response to the staggering number of students that encounter threats, intimidation and physical violence in their classrooms, school hallways and playgrounds each day.

Bully Proof presents a leading edge national school assembly program designed to inspire young people to courageously stand up to bullying, as well as putting innovative educational tools into the hands of both students and educators.

We dream of a day when millions of young people will raise a united voice in the hallways of America that is loud and strong:  
**"NOT IN MY SCHOOL!"**

## How you can fuel the revolution right now:

### **STUDENTS:**

- ✦ Make the "NOT IN MY SCHOOL" pledge real by standing up against bullying in your world.
- ✦ Organize a "Bully Proof" club in your school that meets, invites discourse and engages in positive steps to bully proof your campus.
- ✦ Wear your "NOT IN MY SCHOOL" wristband daily as a symbol of student solidarity for this revolution of respect.

### **PARENTS:**

- ✦ If your child's school has not hosted a Bully Proof Assembly Program, be an advocate with your school's administration to host this life-changing presentation.
- ✦ Talk to your son or daughter regularly. Perhaps they have been bullied or maybe they have bullying tendencies. You are there to make a difference in their life.
- ✦ Work positively and cooperatively with your child's school administration to help bring an end to bullying through awareness, education and intervention.

- ✦ Share this book and our website [www.bullyproofusa.com](http://www.bullyproofusa.com) with other parents and people in your life community.

### **INVESTORS:**

- ✦ Our investment in every assembly presentation, including our gift box is \$30 for every student we inspire and educate. We are funded by compassionate individual donors and companies. Would you consider becoming a Hero of our Revolution?
- ✦ You can bully proof 50 students for \$1500. You can help us reach an entire school of 500 students for \$15,000. An entire school system of 10,000 students could be bully proofed in your city or region for \$300,000.
- ✦ If you would like more information on how you or your corporation can make a difference, one of our staff would be happy to tell you more about our mission. Simply go to our website [bullyproofusa.com](http://bullyproofusa.com) or email us directly at [info@bullyproofusa.com](mailto:info@bullyproofusa.com).

These are just a few ideas on how you can help us raise the banner of courage and change in our nation's schools. At times, the titanic size of this problem can feel insurmountable, but when each of us do a little, the difference is a lot.

### **JOIN US AND LET'S EACH DO OUR PART.**

### ACKNOWLEDGMENTS

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#### **Bully Proof USA**

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*bullyproofusa.com*

*All royalties from the sale of this book are used exclusively to further the mission of the Bully Proof Foundation.*

Not in my heart.  
Not in my life.  
**Not in my school.**



**Blaine Bartel** is recognized nationally as one of the most creative minds in the non-profit world. He has hosted a nationally syndicated television program, was the founding director Oneighty, a student gathering that attracted 2500 young people weekly, and is a best-selling author of more than a half a million books.



**Michael McDermott** is highly sought after public speaker in schools and student events nationally. He is a consultant with multi-million dollar organizations, as well as spearheading efforts that impact over 50,000 lives weekly through the utilization of 1,000 volunteers for the purpose of positive change in their community. Michael has earned two masters degrees and is currently completing his doctorate.

**BULLY PROOF USA**

Bully proofing America's schools one student at a time.

*bullyproofusa.com*

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APPENDIX C  
STUDENT SURVEY

APPENDIX C:  
STUDENT SURVEY

Instructions: Please circle the one that best describes you.

**1. Age (circle one)**

11    12    13    14    15    16

**2. Grade (circle one)**

6<sup>th</sup>    7<sup>th</sup>    8<sup>th</sup>

**3. Gender (circle one)**

Male    Female

**4. Ethnicity (circle one)**

Hispanic/Latino

American Indian

Asian

Black/African American

Pacific Islander

White

**5. Hobbies & Interest (circle one)**

Social Networking Online

Video/Computer Games

Photo Taking

Athletics

Dance

Signing

Hanging Out

Skate/Blade/Surf/Boarding

Rock Climbing

Reading

Bowling

Cooking

Biking

Magic/Illusion

Fishing/Hunting

Cooking

Making Music/Films

Cracking Jokes

**6. Social Group (circle one)**

Jocks/Athletes

Techi/Geeks

Skaters/Boarders

Outcast/Loners

Hipster/Fashionable

Groupie/Scenester

Prep

Nerds/Studious

Mean Girls/Guys

Emo/Gothic

Outdoorsmen/women

Artist

**7. Personality (circle one)**

Hero

Caregiver

Rebel

Lover

Creative

Comedian

Leader

Protector

Positive

Scientist

Achiever

Giver

Angry

Happy

Sad

Outgoing

Introvert

Broadminded

Sincere

Sympathetic

APPENDIX D

PRE-TEST FOR KNOWLEDGE LEVEL OF BULLYING

## APPENDIX D:

### PRE-TEST FOR KNOWLEDGE LEVEL OF BULLYING

\*Circle all that apply in order to get the question correct.

1. Which of the following are forms of bullying?
  - a. Not meaning to hurt someone's feelings but hurting their feelings.
  - b. Hoping someone's feelings gets hurt but not acting on it.
  - c. Doing something on purpose to hurt someone's feelings.
  - d. Telling someone your feelings were hurt.
  
2. I might be a bully if I do which of the following?
  - a. Target people to pick on.
  - b. Hurt someone's feelings without knowing.
  - c. People say that I am a bully.
  - b. Try to hurt people to make myself feel better.
  
3. I feel like I am bullied this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1-3 times per week.
  - d. Once in a while.
  - e. Almost never.
  
4. Bullying is only a concern if it happens this often.
  - a. More than 5 times a day.
  - b. Fewer than 5 times a day.
  - c. 1 to 3 times per week.
  - d. Once in a while.
  - b. Almost never.
  - c. Every time it happens.
  
5. Why do hurting people hurt people?
  - a. Hurting people don't hurt people.
  - b. They think it will take their pain away.
  - c. They want others to feel their pain.
  - d. They don't know how to handle their problems.

6. When I am bullied I should.
  - a. Call the bully stupid.
  - b. Bring a weapon next time.
  - c. Speak out against the bully.
  - d. Do nothing because that is the best way to make them stop.
  
7. When I am bullied I should.
  - a. Keep letting it happen because it will eventually stop.
  - b. Avoid places where the bully would be.
  - c. Test the bully to see how many times they will bully until they stop.
  - d. Make sure the bully knows how much it bothers me so they will stop.
  - e. Defend myself.
  - f. Don't defend myself so I won't get into trouble.
  
8. When I see someone being bullied I should.
  - a. Report it to a responsible adult.
  - b. Don't tell adults because that makes it worse.
  - c. Keep quiet because I don't want the bullies after me.
  - d. Laugh at the situation and be glad it's not happening to me.
  - e. Do nothing and mind my own business.
  - f. Keep a journal of it so I can report the details.
  
9. How many kids are bullied at school every day in America?
  - a. 282,000
  - b. 282
  - c. 2,820
  - d. 2,282,000
  
10. The statement "the pursuit of happiness" is stated in what document.
  - a. Pledge of Allegiance
  - b. Constitution of The United States
  - c. Diary of George Washington
  - d. Written on the boat of Christopher Columbus.
  - e. None of the above.
  
11. How often do stats say that a kid commits suicide in America?
  - a. Every 30 minutes
  - b. Every 60 minutes
  - c. Once a day
  - d. Once a week
  - e. Once a month

12. How many students carry guns every day to school in America?
  - a. 500
  - b. 5000
  - c. 100
  - d. 100,000
  - e. 10,000
  - f. 1,000
  
13. How many students skip school every day in America because they are too afraid to go due to bullying?
  - a. 1,600
  - b. 16,000
  - c. 160,000
  - d. 1,600,000
  
14. What type of person is a friend?
  - a. Someone that does not get involved when others are bullied.
  - b. Someone that takes action when they see someone bullied.
  - c. Someone that bullies others to make friends.
  
15. What type of person gets bullied?
  - a. Weak
  - b. Strong
  - c. Nerds
  - d. Hurting People
  - e. Celebrities
  - f. No one gets bullied because bullying is not real.
  
16. What type of person does not get bullied?
  - a. Weak
  - b. Strong
  - c. Nerds
  - d. Hurting People
  - e. Celebrities
  - f. No one gets bullied because bullying is not real.
  
17. What type of person becomes a bully?
  - a. Someone that has been hurt.
  - b. Someone with problems.
  - c. Someone weak.

18. I might be a bully if I did the following actions.
  - a. Be mean to others with my words.
  - b. Push, shove, hit, bump or harm others in physical ways.
  - b. Use social media to gossip.
  - c. Steal or damaging property.
  
19. What actions can decrease bullying in the schools?
  - a. Start group or clubs at school that promote respect.
  - b. Reporting bullying to the authorities.
  - c. Standing up for others with you your words and becoming friend with those that get bullied.
  - d. Become the bigger bully.
  - e. Nothing can decrease bullying in schools.
  
20. What actions can increase bullying in schools?
  - a. Not helping others who are bullied.
  - b. Not reporting bullying to the authorities.
  - b. Not taking bullying seriously.
  - c. None of the above.
  - d. All of the above.

APPENDIX E

POST-TEST FOR KNOWLEDGE LEVEL OF BULLYING

## APPENDIX E:

### POST-TEST FOR KNOWLEDGE LEVEL OF BULLYING

\*Circle all that apply in order to get the question correct.

1. Which of the following are forms of bullying?
  - e. Not meaning to hurt someone's feelings but hurting their feelings.
  - f. Hoping someone's feelings gets hurt but not acting on it.
  - g. Doing something on purpose to hurt someone's feelings.
  - h. Telling someone your feelings were hurt.
  
2. I might be a bully if I do which of the following?
  - a. Target people to pick on.
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  - h. Once in a while.
  - i. Almost never.
  
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  - f. They think it will take their pain away.
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  - h. They don't know how to handle their problems.

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  - e. Call the bully stupid.
  - f. Bring a weapon next time.
  - g. Speak out against the bully.
  - h. Do nothing because that is the best way to make them stop.
  
7. When I am bullied I should.
  - g. Keep letting it happen because it will eventually stop.
  - h. Avoid places where the bully would be.
  - i. Test the bully to see how many times they will bully until they stop.
  - j. Make sure the bully knows how much it bothers me so they will stop.
  - k. Defend myself.
  - l. Don't defend myself so I won't get into trouble.
  
8. When I see someone being bullied I should.
  - g. Report it to a responsible adult.
  - h. Don't tell adults because that makes it worse.
  - i. Keep quiet because I don't want the bullies after me.
  - j. Laugh at the situation and be glad it's not happening to me.
  - k. Do nothing and mind my own business.
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  - i. Become the bigger bully.
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20. What actions can increase bullying in schools?
  - a. Not helping others who are bullied.
  - b. Not reporting bullying to the authorities.
  - e. Not taking bullying seriously.
  - f. None of the above.
  - g. All of the above.

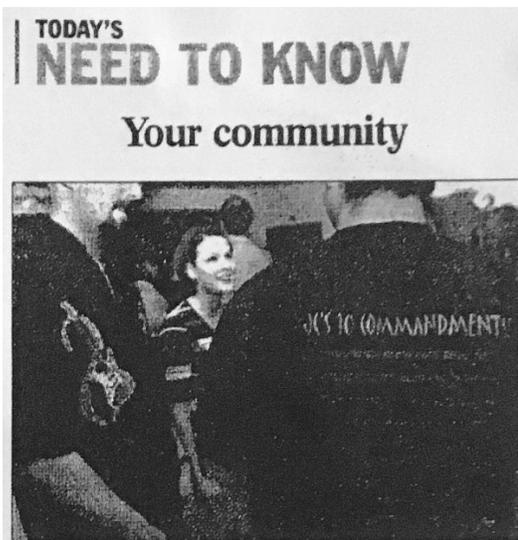
APPENDIX F  
WRITTEN TESTIMONY



APPENDIX G  
NEWSPAPER ARTICLES

APPENDIX G:  
NEWSPAPER ARTICLES

*Rockford [IL] Register Star*, February 21, 2000



*John F. Elbers II/Rockford Register Star*

Mike McDermott of Belvidere (wearing the Ten Commandments T-shirt) talks with Matt Dermody (left) of Winnebago and Sheena Kesler of Belvidere. McDermott and other Belvidere students are trying to bring Christianity back into their high school.

**High schoolers pray to prevent violence**

A group of students at Belvidere High School has turned to God to help curtail incidents of violence at their school.

More than 100 students are spreading their Christian message through BLITZ — Believers Living in True Zeal — by wearing Ten Commandments T-shirts, handing out Bibles and telling fellow students “Jesus loves you.”

Recently, the school board suspended a student for creating a list of implied violence against teachers and students and another student for e-mailing a bomb threat to a bank from a high school computer. **Please see 7A**

Rockford [IL] Register Star, February 21, 2000

# Anti-violence effort galvanizes Belvidere High Christian group

By CHRIS TERRY

Register Star Boone County Bureau

**BELVIDERE** — More than 100 students have made it their mission to bring a positive, Christian message to Belvidere High School.

Their group, BLITZ — Believers Living in True Zeal — meets each Wednesday before school. Wearing Ten Commandments T-shirts, telling fellow students that Jesus loves them and even handing out Bibles, they want students to believe God loves them and hope their efforts will help end violent acts like the fatal school shooting at Colorado's Columbine High School.

Belvidere has not suffered tragedies of that magnitude, but the school has received several serious threats in recent months. This school year, the school board suspended one student for creating a tier of immediate violence

against teachers and students and another student for emailing a bomb threat to a bank from a high school computer.

"There was a hit list made, and it sparked a fire in me to bring the gospel of Jesus Christ into the school," said senior Mike McDermott, who helped organize BLITZ.

Christianity in recent years and its presence in schools and other publicly funded facilities has sparked controversy among politicians, judges and school boards. So BLITZ went to work to answer the call.

A local youth pastor says the student movement is growing.

"We have lots of students who have begun Bible studies in their own high schools and even in junior highs," said the Rev. Shannon Kapp of PowerSource Youth Church. "The kids are feeling an urgency to



John F. Eiders II/Rockford Register Star  
Jesus Duarte (from left), Ashley Schmitt and Michelle Lopez enjoy themselves Thursday night at PowerSource at Faith Center in Rockford.

About 30 Belvidere High School students — many of them freshmen — recently attended a PowerSource service at Faith Center, 4701 S.

more said the group is visiting different youth programs, and he is encouraging members to become active in a youth program where they feel comfortable.

were already PowerSource goers, and Kapp mentions McDermott an hour each week.

Adults in government positions have tried to post the Ten Commandments in public places in recent years. The Harrisburg school board voted in December to take the document off a principal's wall because the American Civil Liberties Union challenged it, citing the constitutional separation of church and state.

McDermott and his group try to work within the system. He had 144 Ten Commandment T-shirts printed to wear to school, and BLITZ plans activities when teachers are not in the classroom.

Wearing a BLITZ T-shirt, freshman Tyler Dudenbostel said he joined because of his friend, Shanu Reid.

"We had already been talking about church and stuff,

joined (BLITZ)," Dudenbostel said. "I just think we're starting something that's really big, not just our high school but many high schools."

Freshman Jesus Duarte said BLITZ can make a difference.

"There are a lot of problems at the high school, like bomb threats and fights," he said. "I like studying about God. I just want to learn his word."

Freshman Sheena Kesler said if students are closer to God, they will have someone to talk to and won't have a reason to do violent things to others.

"A lot of people feel nobody's listening, when God really is," she said.

Kapp said students like those in BLITZ are the future. "I've been saying for six months this generation is going to make the waves, and the rest of the world is going to

Rockford [IL] Register Star, February 24, 2000

# Believers

## Belvidere students' zeal authentic, constitutional

Every time violence, real or threatened, is reported at a public school, we hear the inevitable refrain: If we taught religion in our schools, we wouldn't have these problems.

The theory is no more logical than it is constitutional. A principal reading a canned prayer over the loudspeaker during homeroom is unlikely to change many hearts. For all the hullabaloo that occurs when a teacher hangs a copy of the Ten Commandments on the wall, such incidents attract far more attention from reporters than from students.

If public school students want religion in their daily lives, they will find a meaningful and constitutional way to do it. BLITZ — Believers Living in True Zeal — proves the point.

The group, started by some local high school students, meets every Wednesday before school at Belvidere High School.

They practice what their parents might consider a nontraditional approach to spreading the word. They wear T-shirts printed with the Ten Commandments; they attend teen revivals that resemble rock concerts to the over-40 eye.

Usually at their meetings, there's not an "official" clergyman within earshot. There is certainly no organ music.

Which is just fine with the BLITZers. They formed on their own to share the word of God with their own. The Constitution is no impediment to their zeal. They meet before school and at religious events. They don't proselytize during class time.

But they do get the word out. BLITZ numbers 100 students and is likely to grow. There is little doubt today's young people, like generations before them, are searching for meaning to their lives.

The key is they are not being used by adults who would circumvent the Constitution to satisfy their own political agenda. Rather, they are searching and finding answers among their own ranks — in and out of school.

Rockford [IL] Register Star, December 11, 1999

# Teen-agers plan 'attack'

## BHS students intend to spread Christian message

Lori Gray  
Managing Editor

### Belvidere

A newly-formed Christian group of more than 100 Belvidere High School students plans to bring the Bible and the Ten Commandments back into their school as well as "attack" select causes.

"We realized that there needed to be changes at our school," said BHS senior Michael McDermott, 18.

McDermott founded the group, dubbed "Blitz," on Dec. 1. The group's formation comes in the wake of a BHS student being expelled for allegedly creating a "hit" list.

"People at school are eager to hear about Jesus and it just takes somebody to start it up," McDermott said. "Our motto is 'come be a part of the attack.'"

The group's second meeting last Wednesday was conducted at the school and attracted about 130 students. McDermott said Blitz is a student-run, student-organized activity, but the high school faculty and administration have been supportive.

"This is going to be the biggest thing since Columbine," he added, referring to national attention generated by a shooting rampage at a Littleton, Colo., high school in April. "The group is just going to continue to grow and grow and grow."

"We realized there needed to be changes at our school."

Michael McDermott, 18, BHS

At Wednesday's meeting, the group decided to add an extra book to their usual cargo of scholarly textbooks and notebooks.

"Students will be carrying the Bible," McDermott said.

After the first of the year, members also plan to don T-shirts with the Ten Commandments printed on the back. While Congress may have passed a law making it illegal to post the Ten Commandments in schools, McDermott said this is the group's way of legally bringing the commandments back into school.

"We'll be wearing them on ourselves," he said. "The teachers don't have the power to do it, but the students do."

Blitz's mission, according to McDermott, is the "building of disciples under the authority of Jesus Christ to spread the love peace and joy which is contained in the innermost part of the heart."

The nondenominational, Christian group plans to put its faith in motion.

### Continued from Page 1

"Each week, we have a different mission which will encompass a variety of causes in the school and community," McDermott said.

Anyone in the community seeking to support the new group is asked to pick up an extra Christmas gift of clothing or save cast offs of warm clothing, such as blankets, pillows, coats and hats. The group plans to collect items to help homeless people.

"We want to let the whole town of Belvidere know to get their supplies ready," McDermott said. "The town of Belvidere will be contacted later on where to bring

the items."

Student membership into Blitz is free, but there is one requirement.

"Members have to make a commitment," McDermott said. "They have to be living their lives for Christ."

Blitz meets at 7:30 a.m. Wednesday at the school. Visitors are welcome. For people seeking to join the group, minute newcomers' meetings are held each week at 7:45 on Tuesday mornings.

"There's a lot of kids at school that are going to be making changes in their lives," McDermott said. "Blitz is now the cool thing at school."

SATURDAY

December 11, 1999

Vol. 107, No. 291

APPENDIX H:  
TRAINING EVALUATION

## APPENDIX H

### TRAINING EVALUATION

Please circle the one that best describes the overall impact of the Bully Proof program focused on increasing knowledge about bullying. Please rate the program based on how you feel it impacted those who participated in the program.

1. Overall communication of speaker for the multi-media presentation.  
Excellent                      Good                      Great                      Needs Improvement
2. The relevancy of the materials and stories presented in the multi-media presentation.  
Excellent                      Good                      Great                      Needs Improvement
3. Excellence of images, video, and overall presentation of the multi-media presentation.  
Excellent                      Good                      Great                      Needs Improvement
4. Relevancy of the follow up book *Not In My School* to your generation.  
Excellent                      Good                      Great                      Needs Improvement
5. Quality of the follow up book *Not In My School* for the younger generation.  
Excellent                      Good                      Great                      Needs Improvement
6. Overall level of excellence of the program including but not limited to the multi-media presentation, presenter, tests, surveys, and follow up book.

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ORAL ROBERTS UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

Application for Conduct of the Study

**Check One:**  
 INTERNAL/INSTITUTIONAL  
 Funded  Unfunded  
 EXTERNAL (Institutional) St. Mary Magdalene School  
 Funded  Unfunded  
 FEDERAL  
 Funded  Unfunded

**Check Type:**  New  
Renewal/Continuation #

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by Institutional Review Board

X \_\_\_\_\_   
Vice President for Academic Affairs Date

X \_\_\_\_\_   
IRB Chair Date

X \_\_\_\_\_   
Reviewer Date

X \_\_\_\_\_   
Reviewer Date

Project Title:  
Increasing Knowledge About Bullying Among Students In A Suburban Houston School

Total Projected Period: From November 18, 2015 To December 9, 2015

Nature of Project:  Dissertation  Thesis  Senior Paper  Other Research

Identify the specific sites/agencies to be used as well as approval status. Include copies of approval letters from agencies to be used (required for final approval). If they are not available at the time of IRB review, approval will be contingent upon their receipt.

Has the project had prior review by another IRB? If yes, attach copy of approval and related correspondence.

Principal Investigator(s): NA  
Department: NA  
Mailing Address: NA  
Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_  
Faculty Sponsor(s): NA  
Department: NA

In making this application, I certify that I have read and understand the guidelines and procedures developed by the University for the protection of human subjects, and that I fully intend to comply with the letter and spirit of the University's policies. I further acknowledge my responsibility to report any significant changes in the protocol and to obtain written approval for these changes, in accordance with the procedures, prior to making these changes.

*Michael Johnson*   
Signature(s): Principal Investigator(s) Date Signed

**Approval by Faculty Sponsor (required for all students):** I affirm the accuracy of this application, and I accept responsibility for the conduct of this research and supervision of human subjects as required by law.

## VITA

Michael McDermott

Candidate for the Degree of

Doctor of Ministry

Church Ministries and Leadership

Title: INCREASING KNOWLEDGE ABOUT BULLYING AMONG STUDENTS IN  
A SUBURBAN HOUSTON SCHOOL

### Biographical:

Personal Data: Born in Rockford, IL, June 7, 1981, the son of Michael S. McDermott Sr. and Maryann Torchia-Cotti.

Education: Graduated from Belvidere High Scholl, Belvidere, Illinois. Received an Associates of Practical Theology from Christ for the Nations Institute, Dallas Texas; Completed undergraduate courses necessary from Tidewater Community College, Virginia Beach, Virginia to obtain Advanced Student Placement at Regent University; Received Master of Arts in Church History and Christian Doctrine from Regent University, Virginia Beach Virginia; Received Master of Arts Human Services Counseling from Regent University, Virginia Beach, Virginia; completed the requirements for the Doctor of Ministry Degree at Oral Roberts University, Tulsa, Oklahoma in March 2016.

Professional Experience: Lead Pastor, Missionary, and Evangelist from 1999 to March 2016 at McDermott Ministries. CEO at McDermott Industries 2012 to 2016. Experience has been positively featured on CBN, TBN, Networks of ABC, NBC, CBS, ESPN, Fox Sports, International TV, and many newspaper publications. McDermott Ministries and McDermott Industries has worked with a wide variety of para-church ministries, bible institutes, universities, churches, non-profits, and for-profit companies across the globe.

