You and your students recently attended the play, *Don’t Forget to Like*, which examined bullying through the eyes of four middle school students who had their friendship fractured through an impulsive act of cyberbullying. The repercussions impacted their relationships and the mental health of the characters.

This Post-Performance Resource Guide is designed to provide follow-up activities that encourage students to process the material presented in a creative and hands-on format that is both educational and fun.

For over thirty years Kaiser Permanente’s Educational Theatre Program has been using theatre to engage students and to assist them in making healthy choices. Theatre is effective in using the arts to engage imagination, build empathy and act as a powerful tool to guide students in developing strategies to tackle various issues. It has also been proven to enhance communication, spark imagination and have a positive impact on emotional and social development.

**Don’t Forget to Like Key Concepts**

- Cyberbullying can injure self-worth and create emotional trauma.
- There are steps that can be taken to prevent the spread of cyberbullying.
- Trusted adults can support young people when reporting bullying or navigating a crisis.
- Limiting the use of social media is a form of self-care and protection.
- Having a network of friends that celebrate diversity and tolerance is healthy.
- Having a trusted support group of peers is integral to mental and emotional wellbeing.
- Positive friendships are important in one’s life.
- Students can prevent the spread of gossip and rumors by acting with integrity.
- Talking to one another face-to-face is healthy.
- Taking a pause and not reacting immediately can help prevent cyberbullying.
• 59% of U.S. teens have personally experienced abusive online behaviors.¹

• Teenage victims of cyberbullying report feelings of depression, dissociation and anger.²

• 9% of all high school students in the U.S. report being lesbian, gay or bisexual.³

Don’t Forget to Like

Play Synopsis and Statistics

Don’t Forget to Like follows four best friends as they navigate the waters of a social-media-obsessed middle school. The play begins as our protagonist, Zoe, shares her mixed emotions regarding her parents’ impending divorce and the excitement over her anticipated birthday gift. When Angel snaps a quick birthday photo, he catches an unflattering shot of Zoe that he impulsively sends to other students. The picture quickly goes viral at their middle school. This prank throws Zoe into a downward spiral as she feels her life is unraveling.

Growing up during a time when it seems your worth is measured by the number of followers and “likes” on your social media account, Zoe falls into a state of depression and isolation. She grapples with the potential consequences of retaliating to teach Angel a lesson. Each friend takes sides and is forced to deal with this betrayal and the fallout of cyberbullying. While all this is occurring, Carlos reveals his sexual identity to Kayla creating an opportunity to explore tolerance and the power of empathy between the two teens.

In the end, Kayla convinces Zoe to get help and stresses the importance of reaching out to a trusted adult. Don’t Forget to Like is a lens into the world where many teens feel tied to their device and only a click away from fame or misfortune. The topics of bullying, depression, sexual identity, and friendship are all examined through the lives of these young people as they travel on their social-media-infused journey through adolescence.
This program creates a springboard for discussion between teachers, parents, and students regarding the potential consequences of cyberbullying. It highlights the need for limits and strategies for positive social media use in schools and life in general. This play examines real-life conflict and models how to create boundaries that contribute to greater self-awareness, promote self-care, and encourage an environment where empathy becomes compassionate action. It also focuses on the power of tolerance and celebration of diversity.

References:


Don’t Forget to Like Types of Bullying

Cyberbullying: A form of bullying or harassment that uses electronic technology. This can also be called “online bullying” and has become increasingly more common among teenagers.

Verbal Bullying: A form of bullying that uses verbal language such as teasing and insults. Verbal bullying can be damaging and have long-term psychological effects on the victim.

Physical Bullying: A form of bullying using one’s body to exert power over peers that may include kicking, punching, or other physical harassment. This type of bullying is usually the easiest to spot.

Social Bullying: A form of bullying that hurts one’s reputation or relationships. Often referred to as “relational bullying,” and can be as simple as leaving someone out or creating rumors about someone.

Sexual Bullying: A form of bullying that is in connection with someone’s sex, sexual orientation, or sexual activity. This type of harassment can be physical, verbal, or emotional in nature.
Don’t Forget to Like Follow-up Classroom Activities

Activity 1: Mindfulness Meditation and Journal Writing

Educational Objective: To experience a mindfulness meditation exercise followed by journal writing to explore their feelings and thoughts that arise.

Time: 30 minutes

Materials: Journal/lined paper and pen or pencil

The teacher encourages the students to do a silent mindfulness meditation where students sit for two minutes and focus on their breath. The students should sit with their feet flat on the floor and nothing on their laps or in their hands. A timer can be set for two minutes where the students sit quietly focused on their breath with their eyes closed if comfortable. At the end of the meditation, the students will take out a journal or piece of paper and do a two-minute “brain dump” of any thoughts that flooded their minds during the meditation.

Class Discussion: With our devices constantly at our sides, we are used to never having a moment to daydream or sit without thoughts. What does it feel like to be with your breath? Is it difficult not to pick up your phone to scroll through something? Did you experience any anxiety or peaceful feelings during the short meditation? What does it feel like to breathe?

Challenge: Make a list of all activities outside of social media or watching YouTube that you could do if you had a Device Free Day. Challenge yourself for even an hour or two a day to have completely device free periods. Or even a device-free day!

Activity 2: Tableaux/Image Theatre

Educational Objective: To use non-verbal images to express the themes reflected in the play and to discuss feelings and reactions to this imagery.

Time: 30 – 35 minutes

Materials: No materials necessary

Students will break into groups of four or five under the direction of the teacher. The teacher explains that a “tableau” is a frozen image similar to a sculpture. The students will discuss moments/scenarios from the play and brainstorm how they might represent one moment in a frozen image using their bodies (5 -10 minutes). They will work together and must be able to hold the frozen image for up to five seconds. After brainstorming and getting on their feet to try out their ideas, each group will go in front of the class to present their tableaux (15 minutes). When the teacher says “action,” they will have five seconds to form into their group tableaux, then hold it for up to five seconds as the other students observe in silence. The teacher will announce, “relax” and the students will then be able to take questions from the group. Students will have an opportunity to give impressions in a word or phrase. Discussions
might center on various interpretations of the images. After all of the groups have performed, the teacher will lead the class in a discussion around universal ideas that came through some of the tableaux images (10 minutes).

Possible scenarios from the play to use as tableaux images:
- Zoe discovers Angel has posted her photo on social media.
- Carlos reveals his secret to Paula.
- People laughing at Zoe’s picture.
- Paula comforting Zoe when she comes back to school.
- Zoe reaching out for help.

**Activity 3: Scriptwriting with a Partner**

**Educational Objective:** To use creative writing to explore bullying behavior.

**Time:** 60 minutes

**Materials:** Journal/lined paper and pen or pencil

Students will break into partners and reflect on scenarios from the play. The teacher can lead a quick brainstorming session or create a thinking map to list ideas from the play that might include: how to support a friend through a crisis, how to apologize and move past conflict, or how to express empathy and create connection in your friendships (15 minutes). The students will then work as a pair to write a scene on one of these topics. The scene must include a beginning, middle, and end. It must have at least two characters, a specific setting, conflict, and dialogue (30 minutes). At the end of the writing session, volunteers can read their scenes aloud to the group. They can choose to cast the characters with students from the class or read their scene themselves. After each scene, the class can comment and ask the writers questions about what inspired each scene (15 minutes).

**Activity 4: Freeze Tag Improv**

**Educational Objective:** To use theatre games to explore the themes of empathy, compassion and courage.

**Time:** 30 minutes

**Materials:** Journal/lined paper and pen or pencil

Two or more students will volunteer to perform an improvisation in front of the class. The teacher can explain that improvisation is dialogue and action that is made up on the spot. A student “director” will guide the students into a frozen pose that is inspired by an act of empathy, compassion, or courage. The student director will say “action” and the frozen pose
will come to life. The director will allow the scene to play out for a short period and then say “freeze.” Two new student actors will come up and take the exact places of the former students. When the director says “action,” the scene will activate again with improvised dialogue continuing the former scene or beginning an entirely new scene. After several students perform, the teacher will lead a discussion about what transpired. Some questions might be: “Is this a realistic scenario that could play out at our school?” “What are some alternative solutions that could have been explored?” “How did the characters in the play experience similar or different outcomes?”

California Department of Education Health Education Content Standards supported in

Don’t Forget to Like

Kaiser Permanente’s Adolescent Bullying Awareness program, Don’t Forget to Like, supports the California Department of Education Health Education Content Standards. Don’t Forget to Like presents themes that adolescents face as they navigate the often tumultuous years of middle school.

Sixth Grade Standards:

Mental, Emotional and Social Health

1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.

3.2.M Discuss the importance of getting help from a trusted adult when it is needed.

5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.

7.3.M Practice appropriate ways to respect and include others who are different from oneself.

8.1.M Encourage a school environment that is respectful of individual differences.

8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.

Seventh and Eighth Grade Standards:

Mental, Emotional and Social Health

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.

3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.

8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

**Injury Prevention and Safety**

1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.

3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.

8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.

**Be Mindful and Responsible**

![Image: Am I being...Impulsive? Honest? Fair? Is it...True? Kind? Necessary? Helpful? How would I feel if someone posted this about me?
PAUSE BEFORE YOU POST]

**Don’t Forget to Like Additional Resources**

[https://www.stopbullying.gov/](https://www.stopbullying.gov/): A resource to help kids identify bullying and assist adults to create a community-wide bullying prevention program.

[https://www.edutopia.org/article/bullying-prevention-resources](https://www.edutopia.org/article/bullying-prevention-resources): Resources to fight bullying and harassment at school.


[http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html](http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html): Statistics that support the severity and prevalence of cyberbullying.