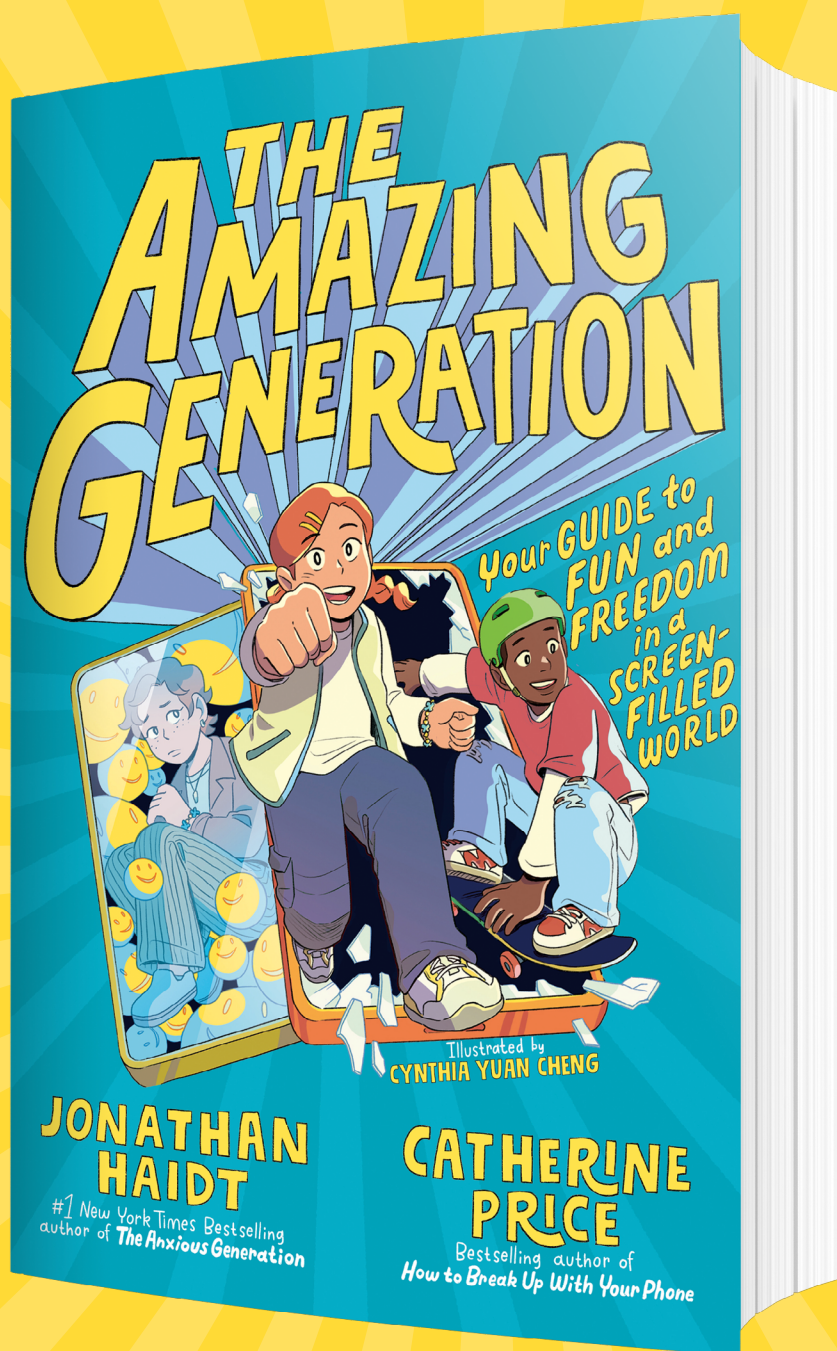


An Educator's Guide to



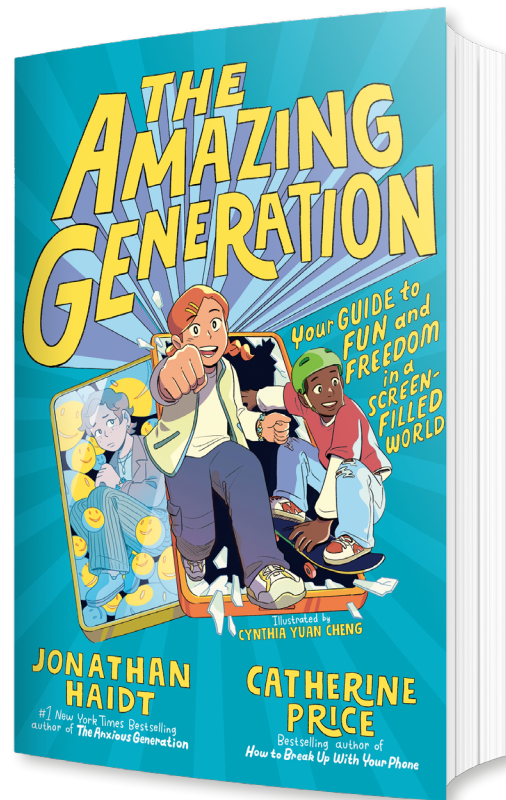
Inspired by the #1 New York Times bestseller
The Anxious Generation, written specifically for kids ages 9–12!



A SCHOOL LIBRARY JOURNAL BEST BOOK OF THE YEAR!

**"WILL INSPIRE
balanced and thoughtful
decision-making."**

—Kirkus Reviews



JONATHAN HAIDT's blockbuster book *The Anxious Generation* has sparked a global conversation about the effects of smartphones and social media on young people's development and has inspired millions of parents, teachers, and leaders to take action. Now, Haidt and **CATHERINE PRICE**, author of the bestselling *How to Break Up with Your Phone*, have joined forces to create a new book that speaks directly to kids and tweens. Their goal? To empower young people to stand up for themselves by choosing a life not dominated by screens.

Written for nine-to-twelve-year-olds and relevant whether or not they already have smartphones or social media accounts—this engaging guide is packed with surprising facts, a graphic novel, interactive challenges, secrets that tech leaders don't want kids to know, and real-life anecdotes from young adults who regret getting smartphones at a young age and want to help the next generation avoid making the same mistakes.

But this isn't just a book about what *not* to do. It's a bold, optimistic, and practical guide to growing into your most authentic, confident, and adventurous self. Readers won't just discover how to avoid becoming the next Anxious Generation. They'll learn how to become *amazing*.

This educator guide was created by Room 228 LLC with school-based occupational therapist, Erin E. Rich MS, OTR/L, as lead educator. Room 228's childhood In-Real-Life biking and fairy house creations have evolved into . . . hiking and supporting a family-run century old farm! We love us some good mud. For more information, visit rm228.com.

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NOTE TO EDUCATOR: Books are meant to be celebrated and shared. Let's get our students' families just as excited about reading *The Amazing Generation* as we are! Before reading, we recommend sending the following (editable) letter home with your students to their parents/caregivers. Several of the suggested activities in this curriculum guide include school-to-home connections. The more engagement students have with the topic in and out of school, the better they will integrate the content into all the spaces they spend their time. And the more enjoyable it will be for all!

Introductory Caregiver Letter

To help introduce this book to the caregivers and parents in your classroom, we've made this form letter for you as an educator to print out/repurpose for a letter or email home to caregivers/parents about your class reading *The Amazing Generation*.

Each class and school is different, so please feel free to use this letter however best fits the needs of your classroom and community.

[CLICK HERE TO DOWNLOAD THE LETTER](#)

Before-Reading Teacher Tips!

1. Some students may have unfettered access to their smartphones/screens outside of school, while others may not yet have access to smartphones or video games. Either group may feel proud of their circumstances or not want others to know. Being mindful of this will help our classrooms become safe and sensitive spaces for all students. Our goal as educators is to create a supportive learning environment where students **feel free from judgment and shame** and are comfortable **exploring concepts and learning from each other and the book**.
2. Engage your students in frequent, brief discussions about the book to **develop strong reasoning and problem-solving skills** around technology and its implementation, while **building resilience**.
3. We recommend your class or group **alternate between whole-class and small-group read-alouds and independent reading** of the book. Alternating between reading methods will boost engagement, improve your students' comprehension, and increase productive discussions to enhance learning. For each of the four main sections of the book, we provide suggested discussion questions and activities to make connections and ensure deeper comprehension.

Important note for pages 2–8: When introducing the book to your students, we suggest taking thirty minutes to complete a whole-class/group read-aloud and discussion of pages 2–8. This includes the books' hook "The Greedy Wizards and the Curse of the Stone" (2, 3) which is best read aloud with flair! Read pages 2–8 together to maximize comprehension, check for understanding, and to help students get a feel for how to navigate the text and text boxes.

- ▶ While reading these pages together, take time to engage students in discussion of key concepts via one to two minute Partner Turn and Talks, where students **share and hear each other's thoughts and ideas** in dyads, or integrate whole-group discussion.

Pre-Reading Activities & Discussions

NOTE TO EDUCATOR: Create some age-appropriate urgency and get your students invested! This book is designed to be entertaining, interactive, relatable, informative, and impactful for your students. Before opening the book, use the following activities and discussion prompts to engage your students and help them understand why you are exploring the concepts in this book, how the book will connect to their lives, and how they can use the book to inspire change around the topic of screen use.

ACCESSIBILITY NOTE: Please bear in mind that some students may not have access to smartphones or devices. Consider this when providing discussion and activities for your students. Use the text of the book, the graphic novel chapters, and real-life testimonials from rebels to help introduce some of these questions and activities in the guide.

Activities

Technology Audit Survey | What's My Usage?

NOTE TO EDUCATOR: To build awareness of their own tech habits, as well as those of their classroom community, students will complete an anonymous [Tech Audit Survey](#) of their own screen usage and compare it to their screen-free fun on both weekdays and weekends. They will also explore their families' current screen rules and what screen rules they would make if they were parent(s)/caregiver(s). This will begin the important conversation about screen use in your community and connect the content to math graphing skills. Completing the survey with an adult at home can be especially helpful in building home-to-school connection around screen use and can effect change as families increase their awareness of the issue.

Directions:

- ★ Students complete [this anonymous survey](#) estimating their current time spent on screens and playing (outside of school).
- ★ Graph the anonymous results and share with the class.
- ★ Project the survey graph results and discuss as a class.

Ask students:

- What is the average amount of time students spend on their screens per day? Is this more or less than you thought? Explain.

- How does it compare to the time spent playing or enjoying life without screens?
- What are the most common responses to caregiver's rules? What themes do we notice?
 - Based on the above conversation, ask students what tech rules *they* would like to set *for parents or caregivers*?
- ★ Consider posting this data on chart paper in the classroom to refer to and to make connections while reading the book.

**SCREEN TIME
CALCULATOR**
THAT YOU CAN USE TO
FREAK PEOPLE OUT

1 HOUR per DAY ≈
15 FULL DAYS PER YEAR

2 HOURS per DAY ≈
1 FULL MONTH PER YEAR

4 HOURS per DAY ≈
2 MONTHS PER YEAR

6 HOURS per DAY ≈
3 MONTHS PER YEAR

Pre-Reading Activities & Discussions

CONTINUED

Emotions Poster | Smartphones and Feelings!

NOTE TO EDUCATOR: Carefully consider the needs of your class to determine if they will respond privately through journaling or share with a classmate via discussion. Authentic, trusted discussion can be a powerful tool but can also make students feel more vulnerable; you know your classroom community best. Write about or discuss the following to help students connect to the book and reflect on their and their caregivers' relationships with smartphones. How might their energy and moods be tied to device use (or non-use)?

Directions:

We have previously reflected in the anonymous survey how much **time** we spend on our device(s). Now let's explore how we **feel** when using our devices.

Using journaling or dyad/small-group discussions, reflect on your and your caregivers' relationship to smartphones, tech devices, and apps using the questions below:

- ★ If discussing, give them three to five minutes for each prompt.
- ★ If journaling privately, give them five to six minutes for each prompt.

Project the following bulleted discussion/reflection questions on digital slides.

TEACHER TIP! We encourage you to project this on an overhead slide rather than having students view it on individual devices. Having the adult manage the visuals maintains students' attention and engagement and ensures students are on-task.

NOTE: Some students may not have access to smartphones or devices so look to the graphic novel chapters and real-life testimonials from rebels in the book to help introduce some of these questions.

- ★ If you have a smart device, how do you feel when you first pick up your smartphone or screen to use? If you don't have a smartphone or screen, how do you feel when the adults in your life pick one up in front of you? Explain.

- ★ If you have a smart device, do you feel calmer or more irritable when you are on your smartphone or screen? Why do you think that it is?
- ★ If you have a smart device, how do you feel after you put your device down? Explain.
- ★ If you've ever lost your smartphone or device or had it taken away, what did you notice about your mood, activities, and energy level in the first few hours without it?
- ★ If you have a smart device (smartphone or other screen), have you ever tried putting it down for a day? How about after being away from technology for more than a day? What do you notice about your mood, activities, and energy level?
- ★ How would you describe your parents'/caregivers' smartphone use?
- ★ How do you feel when you try to talk to an adult (ex. parent, caregiver, coach, teacher, etc.) and they are focused on their smartphone or device?

Create Emotions Poster:

After students talk in their groups or journal, divide the class into groups. Give each group a poster paper.

- ★ Instruct groups to draw a large smartphone.
- ★ Instruct students to draw images and emojis and write words that illustrate the various emotions they feel related to smartphone or screen use (or, if students do not have their own smartphones, words that illustrate the various emotions they feel are related to *other* people's smartphone use).
- ★ Natural discussion of themes and emotions will occur during their brainstorm of images/words.

Wrap Up:

Ask for volunteers from each group to share their Emotions Poster and what they learned through their reflections and their group discussions. Record common themes. Hang the posters around the room as references while reading *The Amazing Generation*.



AMAZING Sections!

Part 1: The Tech Wizards' Rise—And Their Lies (17)

As you read *The Amazing Generation*, there are many great opportunities to engage your students in reflection and discussion. For each section of the book, we provide several discussion questions and multiple curriculum activities to help students develop their critical thinking skills and make deeper text-to-self and text-to-world connections. Choose what works for you and your students! Do some or do all of the activities!

NOTE TO EDUCATOR: In this section, students will explore what childhood was like in the past compared to now, and how the technology industry has impacted children's independence and unsupervised free play—both of which are essential experiences for building resilience.

Educator Hint: If helpful, draw the chart below on the board for students to see. (And feel free to look up the most recent statistics from the CDC.)

Loneliness	2010	2021
Girls	28%	45%
Boys	18%	31%

Discussion Questions

- 1. Comprehension** | In the graphic novel, while Alexis is looking at videos of skateboarding, Jax is discovering how to do the skateboarding trick (23). How do you think Jax feels after doing the trick? Who do you think had more fun—and learned more—and why? Explain.

NOTE TO EDUCATOR: Share an example of something you used to do for independent, non-tech play that launched you into Discover Mode. (Example: I remember riding my bike to my best friend's house and together we'd create complex fairy houses in the park next to her house out of pine cones, chestnuts, leaves, sticks and stones. Then we'd hide and watch people discover them. We loved listening to her neighbors' excited comments on our creations!).

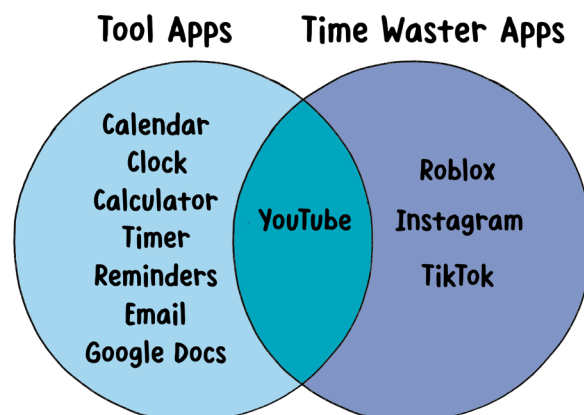
- ★ Next have your students turn and talk to a peer: What's something fun you do that puts you in Discover Mode?

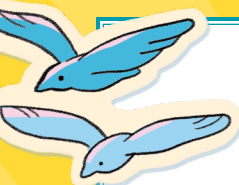
- 2. Analyze** | Look at the statistics on page 35 and the graph on page 36. On page 36, how many boys and girls reported loneliness in 2010 vs. 2021 (eleven-year span). What do you notice? Why do you think there is such a change? What do you estimate the numbers for loneliness are today? Explain.

- 3. Compare and Contrast** | In the book, we learn that some technology apps are tools, some are time wasters, and some are *both*! In small groups or as a whole class, create a simple **Venn Diagram**.

Brainstorm: Draw two overlapping circles. In one circle, list Tool Apps and in the other circle, Time Waster Apps. In the middle, where the circles overlap, list apps that can be both tools and time wasters (33). Discuss how a tool app can slowly slip into a time waster app and brainstorm ways to deal with apps that fall into the middle, overlapping category of apps that are tools but *also* potential time-wasters.

Example:





AMAZING Sections!

Part 1: The Tech Wizards' Rise—And Their Lies (17)

CONTINUED

4. Reflect and Text-to-Self | With a partner, look at the chart on page 41. Reflect on the experiences of people you know who use a lot of social media (or on your own experiences if you use it). Provide examples of how social media can put people into Defend Mode, and how unstructured, free play can help put us into Discover Mode. What is “The Great Rewiring of Childhood” (25)? How does reading about that concept make you feel? Explain.

5. Brainstorm | How would you define being a “rebel” as described in the book? What qualities or characteristics make someone a rebel (46)? How might being a rebel by reducing your use of technology, benefit you—and/or make life more fun?

guess what they are depicting from the scene. Be prepared . . . laughter may ensue.

- ★ *Follow-up questions for students:* Why might this experience have been fun for your grandma/uncle/etc. . . . ? What could have gone wrong? How could they have responded if that went wrong? What might they have learned from that experience? How could it help them grow?

Text-to-Self | Draw and Write:

NOTE TO EDUCATOR: Continue helping students connect to the book and the concept of reducing screen time. In this activity, students are encouraged to use the information they learned from the book (25–28) and their interviews to reflect on what they think life without so many screens would be like for them.

Activities

Text-to-Others | Family/Friend Tech Interview

NOTE TO EDUCATOR: To help connect students to the concept of more screen-free fun (25–28), this multi-generational interview bridges historical references with students' lives and illustrates how free play can lead to more knowledge and growth. Students will interview a trusted adult about their screen-free childhood experiences.

Directions:

Task 1 | Homework: Students interview a trusted adult (ex. parent/guardian, grandparent, aunt/uncle, coach, neighbor, etc.) at home and write down their responses. Check out [this Interview Worksheet](#) with space for students to generate their own questions!

Task 2 | At School:

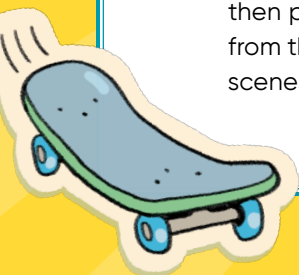
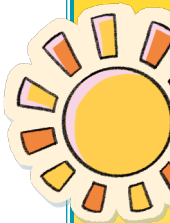
- ★ *Tableaus:* After completing their interviews, students meet in groups and discuss a few of the experiences/thoughts their adults shared. They then pick their favorite screen-free experience from the adult and create tableaus (motionless scenes depicting a story) and the class tries to

Directions:

- ★ **Imagine!** You are a child in 1985 and the only real screen technology is five channels on television. Your favorite show is on TV at 3:30 PM, but if you're late, you miss it! There is no recording, no rewinding, and no on-demand streaming! When you are six years old, you are allowed to go to a friend's house down the street by yourself and by the age of seven or eight, you can independently ride a bike or scooter to the park, to school, or to the local store to buy treats. You might have heard this from your parents' childhood stories, but adults really did use to say to kids: “Don't come back until the streetlights come on!” (And for fun visuals, you might be wearing tube socks!)

In notebooks or on paper:

- ★ **Draw!** On a typical day after school in 1985, what do you think you'd do for fun? Would you choose to be alone or with other people? Would it be a calm activity or a more active one? Draw your scene. Provide rich detail and color your picture.
- ★ **Write!** Write an imagery-filled sentence or a short script with dialogue describing your 1985 adventure-filled, screen-free afternoon.



AMAZING Sections!

Part 2: Secrets of the Tech Wizards (50)

NOTE TO EDUCATOR: In this section, students will explore how some technology companies manipulate young brains to become addicted to their products in order to increase their profits. Topics such as the attention economy, advertising, in-game purchases, persuasive design, and algorithms are explained and discussed.

Discussion Questions

- 1. Text-to-Self and-Others | Critical Thinking:** Why do you think privacy is important, and how can we protect our privacy (64)? What are some risks associated with a lack of privacy for both pre-teens and adults? What do you wish you could change about how your own caregivers share information and photos of you online?
- 2. Comprehension | Text-to-Self:** We learn how screens can impact our sleep (76–77). What did you learn about binge-watching and blue light and their impact on sleep? What are some ways, in regard to screens, that you can improve your sleep?
- 3. Comprehension | Analysis:** What is dopamine? What is a dopamine trigger? What are four triggers that tech wizards use to secretly persuade people to use their screens even more (91)? Do you think this strategy works? Explain.
 - **Analysis:** Watch a quick thirty-second advertisement for a toy (ex. [Tangle](#)). Which of these elements do advertisers use to trigger dopamine? What feelings are expressed in this ad? What feelings are evoked/stimulated? Might a young person want that fidget toy after watching that ad? Explain. What if that same young person was exposed to this same ad thirty to forty times per day? How might that affect their feeling of wanting or needing that toy? Explain.
 - **Extension Questions:** How can you connect our discussion of the toy advertisement with why young people might use their smartphones and other screens when they are stressed, anxious, or upset (95)?
- 4. Analysis |** On page 107, we learn that the former vice president of user growth at Facebook said, “You don’t realize it, but you are being programmed.” What do you think this means? How do you feel about this? How are people’s attention spans affected by consuming short, fast-moving content (ex. TikTok, Instagram, Snapchat)? What is the Good News on page 111? What other ways are people’s bodies affected by screens? If you’re a heavy screen user, what steps can you take to strengthen your attention span and take back control of your body? Why is it ironic that the apps are considered “free”? What is the “cost” of using the apps for hours a day? What are people missing out on when they do this?
- 5. Comprehension | Analysis:** In the Secrets of the Tech Wizards section, we learn about the top five secrets that tech companies don’t want us to know. As a review, make a list of them on the board.
 - Which surprised you the most? Explain. How does knowing this information make you feel? Independently or with a partner, using the pages in this section of the book to help you, define each of the following terms: attention economy, advertising, in-game purchases, persuasive design, and algorithms (51–135).
 - **Extension Activity:** Next, choose one of these strategies and either create a meme (funny picture with a meaningful phrase) or write a letter to your younger self. In your meme or letter:
 - Demonstrate your understanding of how and why tech companies use this strategy.
 - Give your younger self advice on how to be on the lookout (hint: be suspicious and analytical!) for this strategy so you won’t be manipulated by it.



AMAZING Sections!

Part 2: Secrets of the Tech Wizards (50)

CONTINUED

Activities

"Glow-Up Sleep" Campaign

Consider working with your students' PE/Wellness and/or Music Teachers to integrate this activity into their classes (76–77).

NOTE TO EDUCATOR: In this activity, students explore the challenges associated with screens and sleep. They delve deeper into the problems caused by too much screen time, including its impact on their sleep and overall health. They watch a sleep-campaign video and then design and develop a viral marketing campaign or game to help "glow-up" (improve!) sleep while rebelling against Big Tech!

View Video

- ★ Share this [fun iSleepPro Flashmob video](#) on the superiority of screen-free sleep (SSS).
- ★ **Extension Activity:** Partner with the music teacher and have them learn the song in music or partner with a PE/Wellness teacher for a movement activity tied to the song/video.

Discuss the following in groups:

- ★ *Compare and Contrast for Comprehension:*
 - What are some of the common themes in the video that we also read about in the book (76–77)?
 - What surprised you about the impact of screens on your sleep? How much sleep do you get vs. what your body actually needs (pre-teens need nine to ten hours/night)? What do you do to help yourself fall asleep at night? How might you consider improving your sleep habits?
- ★ *Analysis:* What works and doesn't work about this video? What message does it get across? What would you do differently if you were the creator or director of the video?

Collaborate and Create

Work in small groups to brainstorm and create a "Glow-Up Sleep" or "Superior, Screen-Free Sleep" marketing campaign. Be brave and creative! The goal is to make healthy sleep habits go viral!

- *Some potential ideas:* Create a poster campaign, a new song and/or dance, a poetry slam, or a new or modified game that educates others about the importance of sleep and the problems with screens before bed. Maybe even create a series of afternoon announcements to share at dismissal, encouraging older classmates to park their smartphones. Whatever you choose, get ready to share it with the world!

Brain-Hacking in the Wild!

NOTE TO EDUCATOR: This fun and quick homework assignment is a great way to help our students observe how others use technology and how it may be impacting their health and attention (which consequently affects how they view their own usage!).

Directions

Reread "Try This!" on page 98.

- ★ **Collect Data:** Over the next 24 hours, use a sticky note that is separated into two columns. Label the left side "Brain-Hacked" and the other side "Tallies." On the left side, list the examples you see of people being Brain-Hacked (ex. people carrying their smartphones in their hands while walking, keeping them on the table in front of them while at meals, leaning over to look at their screens, checking their phones while driving, etc. 115). Describe what you notice and, in the right hand column of the sticky note, make a tally mark for each instance.
- ★ **Reflect |** In class, reflect on what you noticed.
 - What observations and inferences can you make about people's safety, concentration, physicality, creativity, and moods when they're using their smartphones?



AMAZING Sections!

Part 2: Secrets of the Tech Wizards (50)

CONTINUED

Activities

Create Your Own Graphic Story!

NOTE TO EDUCATOR: The embedded graphic novel in *The Amazing Generation* is designed to help your students connect to the book's themes through images. Young people can explore visual cues and imagine themselves and their peers making similar decisions as the characters on the page. Graphic stories powerfully enrich the content while differentiating learning and are an essential teaching tool. They engage a variety of learners, including advanced readers, those who benefit from visualization, and others who might struggle with attention and comprehension when there is solely text on the page. Use *The Amazing Generation* as an opportunity to talk about other graphic novels students have read and make thematic and artistic connections to those works.

Task 1 | Read!

Directions

In small groups, reread the entire graphic story from Section 2 (72-73, 80-84, 101-106, 118-120, 130-135).

Discuss:

- What other books have you read that are graphic novels or include graphic stories?
- How do graphic novels help us understand the story differently than when we only read text?
- Define internal conflict. Define external conflict. What internal and external conflicts are the students in the story from Section 2 experiencing? How have some students been Brain-Hacked?
- How does the illustrator use pictures to create the conflict? What do you notice about the drawings of the characters' eyes, mouths, and actions?
- Why does the illustrator choose to make some of the frames larger than others?



Task 2 | Create a Graphic Micro-Story!

Directions

Next, challenge your group to create a short four to six box sketch of a brain-hacking episode. Students use graphics to create their own original micro-story that explores how pre-teens, teens, or adults could get Brain-Hacked (suggest integrating some real-life observations, just as the characters do in the graphic novel in the scene about the science fair!).

TEACHER TIP! Encourage group discussion before they begin sketching:

- ★ Groups brainstorm their conflict. What "problem" will a character have in relation to their smartphone?
- ★ Who are the characters?
- ★ How does the conflict get bigger?
- ★ How do the details in our artistic choices show how the characters are feeling?
- ★ Which part of the story will each box tell? Which group member(s) will draw which boxes?

Suggested verbal example of a 5-panel graphic micro-story:

1. Kid lying in bed scrolling on device.
2. Parent calls them for dinner. Kid says, "One minute!" but keeps scrolling.
3. Parent calls again. Kid grunts.
4. Parent gets mad and yells loudly.
5. When kid comes to dinner, parent is insulted and dinner is tense. Kid is annoyed at parent. Everyone looks unhappy.

Extension Activity | Share and Reflect: Have groups share their micro-stories with at least two other groups. Encourage them to discuss why they chose their particular stories to tell and how each story might be different if screens weren't involved. How might the two groups suggest the conflict in the micro-story could be resolved? What artistic choices did the artists make and, how do the graphics enhance the story? Consider having students share with younger classes to teach a mini-lesson on healthy smartphone and screen use.

AMAZING Sections!

Part 3: How to Be A Rebel (136)

NOTE TO EDUCATOR: In this section, students will delve deeper into how some tech companies manipulate the users of their products. We want them to begin to think more critically about The Rebels' Code (138)—how to rebel against tech as toys and move towards using tech as a tool for productivity, while engaging in more real-life discovery! This section is designed to empower and provide alternatives to screen time.

Discussion Questions

1. **Reflect** | Define *rebel* in your own words. Give one example of a true rebel, when it comes to screens, smartphones, and social media. What qualities do they have? Either through written reflection or partner-pair/whole-class discussion, consider the following scenario: How do you think life at your school/town might be different if 25% of kids in your grade rebelled against the social media companies and did not open accounts until they were at least sixteen (141)? How about 50% of the kids? What percentage do you think would be necessary in order to make having social media as a young teenager be seen as odd, instead of normal?

- **Extension Activity** | Be a rebel and go analog! Take two minutes to write a friendly, kind, or thank you note to someone.

TEACHER TIP! Go vintage and [show your students](#) how to fold notes 80's style. Give your students permission to pass it to someone during or between classes, just like we did when we were kids! Creating opportunities for our young humans to interact face to face (or paper to paper!) in positive ways really grows classroom and school culture.

2. **Compare and Contrast** | What are some of the benefits of technology tools that we use in school? What are some of the pitfalls? Do you wish your school used more technology in school

or less? Why? How do we know if an app or tool is tricking or manipulating us? What questions can we ask ourselves to help us recognize if the app is helping us or harming us—that they are “tools not temptations” (159–162)?

- **Extension Questions** | What is “Internet Gaming Disorder”? What are some ways you can help yourself or others who struggle with this disorder?

3. **Brainstorm** | What are some great ways to reduce the “slot-machine” effect and reduce your use of video reels (on YouTube, Instagram TikTok, etc.)? How can you protect yourself from online creeps (168–169)?

4. **Brainstorm | Reflection: “Be a Rebel!” Worksheet & Experiment** Have students complete this fun, screen-free activities [worksheet](#). Part 2 of this worksheet is an optional challenge for you and your students. (Yes! What a role model you would be if you participated in the pledge experiment!)

- How might our physical and mental health be different over time with and without screen use?

NOTE TO EDUCATOR: This activity builds toward the bulletin board/community posters project at the end of the book (177) and guide.

THE REBELS' CODE

- Use **TECHNOLOGY** as a **TOOL**—**DON'T LET technology use YOU**
- **FILL your LIFE with REAL FRIENDSHIP, FREEDOM, and FUN**

AMAZING Sections!

Part 3: How to Be A Rebel (136)

CONTINUED

Discussion Questions, continued

5. Compare | Contrast | In book groups or dyads, consider what is “real fun” vs. “fake fun” (188–195). On white boards (preferably while standing to activate our brains . . . yay kinesthetic learning!) compare and contrast examples of real fun vs. fake fun from the book and in their own lives.

NOTE TO EDUCATOR: Encourage students to share some memories/experiences of real fun and see if they have common real fun interests within their group. Discuss some of their unique experiences. They might be inspired to try a new adventure they hadn’t thought of (ex. Dig for night crawlers at midnight to go fishing the next day! Make mud faces on trees! Build a slackline at a local park!)

➤ *Alternative Kinesthetic Activity:* Keep the movement going! Groups turn their lists into a game of charades for other groups to guess what examples of real fun they are depicting!

6. Discuss | Turn and Talk! Let’s dig deeper into the importance of privacy while using smartphones (214). Specifically, why might it be important to ask permission before photographing/recording someone? What about posting people’s photos? Do you like it if someone posts a photo of you without your permission? Explain why or why not. Do photos you delete or remove online truly disappear? If not, where might they be or where are they stored? If you’re not sure, do some research as a class.



AMAZING Sections!

Part 3: How to Be A Rebel (136)

CONTINUED

Activities

Rebels' Code | Tech-Free Fun! Bulletin-Board/Community-Poster

As a class, talk about some of the real-life rebels profiled in *The Amazing Generation* and then research and discuss some historical and current trailblazers (aka rebels!!) These are people who have gone against the norm and changed society in some way (ex. Greta Thunberg, Mahatma Gandhi, Rosa Parks). Use texts in your classroom or tech tools to research—and see if you can come up with examples of rebels from your own lives.

Discuss:

- What do they have in common?
- What steps did they take to develop and reveal their own Rebel's Code?
- How did they use creativity, curiosity, failure and Discover Mode to move their movement forward (196)?

Create:

Next, plan and create a hallway "Tech-Free Fun!" bulletin board (or a poster for your community) celebrating tech-free fun that exhibits young people living screen-free and enjoying IRL activities!

- Begin by brainstorming ways to rebel against the tech companies and add more real fun to your life. What did you learn from the real-life rebels profiled in the book and the historical figures you researched?
- What are your personal "fun magnets"? Fun magnets are the people, activities, and set-

tings that tend to attract the most fun for you personally. Draw a picture of a magnet surrounded by your personal collection of fun magnets and share it with your classmates. What fun magnets do you share? Which are different? How could you make more time for them?

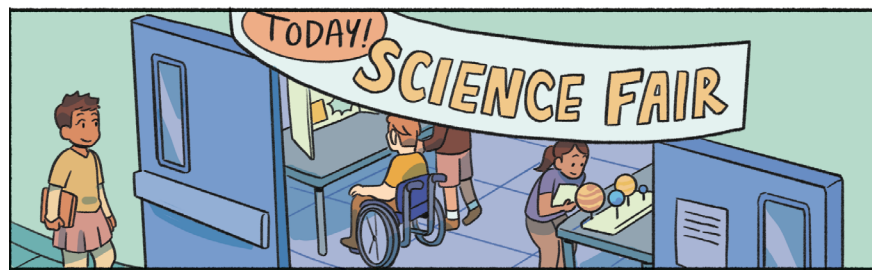
- Brainstorm ideas in small groups and then come together as a larger group to share ideas.
- Get creative: Draw, cut out photos from magazines, or take pictures of people engaging in these fun activities.
- Be creative with your title! Some ideas: "Rewiring Your Brain for You!"; "Be a Rebel and Play for Real!"; "Tech-Free Fun!"; "Try This!"; "Rebel Reset!"; "More Social. Less Media."; "Less Phone. More Fun."; "Scroll Less. Live More."; etc.
- Consider including a picture on the board of a screen with a big red slash through it!

Present:

Plan a bulletin board or poster reveal and invite members of your school or local community to spread The Rebel Code message!

STEM Connection!

Add some scientific research and experiments about the effects of screens on our bodies and present the poster at your school's next science fair! Your school doesn't hold a science fair? Start one!



AMAZING Sections!

Part 3: How to Be A Rebel (136)

CONTINUED

Activities

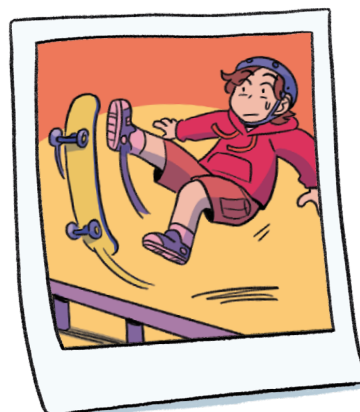
Text-to-Self Reflections and Connections | Persuasive Writing | Letter to Caregiver

NOTE TO EDUCATOR: To help your students “flip their brain” into Discover Mode, they will need their parents’/caregivers’ engagement and permission to discover new experiences. This activity connects to that purpose while also helping students develop their persuasive writing skills. Students will write a persuasive letter or create a persuasive argument for a slide show presentation to build more independence and resilience into their lives. This skill-building activity will also support students’ understanding of persuasive writing for the culminating “The Future is in Your Hands” letter in the Conclusion section of this guide.

Directions:

- ★ Consider using this [four-minute YouTube video](#) on persuasive letter writing as a *useful technology tool*. If using slides or typing the letter, be sure to explain that this is an appropriate use of a technology tool (vs. a tech time-waster!).
- ★ **Watch:** Have students watch the persuasive letter video.
- ★ **Ask:**
 - What does each letter writer include in their letter (i.e., a greeting to someone specific, a creative hook or opening line, a statement of what they want changed, concrete examples and explanations, a conclusion)
- ★ **Write:** Next, each student writes a persuasive letter or persuasive slide presentation to their caregiver/parent asking for a new, reasonable Let Grow Experience (201-206). Include:
 - a hook
 - a statement of what they are requesting
 - at least three reasons why this experience will be beneficial for them and

- at least one way the student will keep themselves safe.
 - a conclusion
- ★ **Follow-up Reflection:** After students have shared their letter/presentation with their caregiver(s), give them the opportunity to discuss or journal (if they prefer privacy):
- Was your persuasive letter successful? If yes, why do you think so? If not, why not?
 - If it was successful and you participated in the new experience, describe the experience. What did you learn from it? How did you grow?



AMAZING Sections!

Conclusion: Your Future is in Your Hands (225)

NOTE TO EDUCATOR: In this part of the book, the authors summarize how students can take charge of technology and **create an amazing, meaningful, life filled with real friendship, freedom, and fun.** Your students now know how technology has changed our world and how to effectively use tech tools and enjoy real-life fun and adventure! Reread pages 226 and 228–229 aloud as a class. And now Let's Grow together!

Discussion Questions

1. Discuss | Moving Brainstorms | Welcome students to the front of the room to write down their thoughts and answers to the following questions on the board. No hand raising, just the freedom to move when they're ready!

- How can we fill our lives with "real friendship, real freedom, and real fun" (226)?
- Summarize: How can we as a whole class "Spread the Rebellion" against the tech companies that are stealing our lives from us—literally from beneath our noses (228)?

2. Text-to-Self | Accountability and Reflection |

Think about the class brainstorm above and review pages 228–229. Which one of these "Spread the Rebellion" action items inspires you to do something to stand up to the tech wizards? Tell a partner. Grab a buddy! Make a plan! Follow through! You may just inspire another rebellion!

Final Fun & Freedom Activity!

The Future is in Your Hands Letter (229)

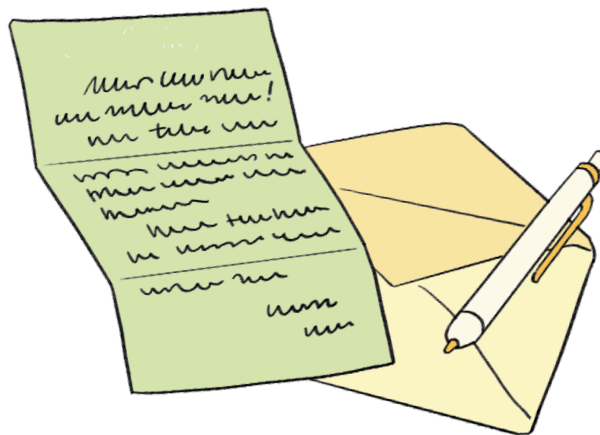
NOTE TO EDUCATOR: Part 3, Activity 3 of this educator guide included the opportunity to write a persuasive letter to parents/caregivers. Building on those learned skills, students will now write a more formal persuasive letter to a local community or industry leader to convince them to support healthy and safe screen use and real-life play and experiences so our youth can grow, learn, and thrive! Review the [YouTube Video](#) on persuasive letter writing to teach/remind students of the elements of writing an effective persuasive letter.

Directions:

Write a respectful, persuasive letter to the CEO of a tech company, a politician, or an educational leader (ex. superintendent, principal, member of the school board) highlighting some of the key points in *The Amazing Generation* and asking for their support in keeping young people safe from addictive tech and harmful online content so that kids can have real fun and freedom again. Before beginning, think about 1) which leader you'd like to write to and 2) how that specific leader could help.

TEACHER TIP! Have students use your favorite graphic organizer, mind map, or outline to walk them through the writing process. We provide two possible scaffolds below based on your students' grade levels.

- ★ Prewrite | graphic organizer, brainstorm, outline
- ★ Draft
- ★ Peer Read
- ★ Revise
- ★ Edit
- ★ Publish | Send your letter to its recipient and be proud of yourself and your Rebels' Code! You may just be creating change! High five!



AMAZING Sections!

Conclusion : Your Future is in Your Hands (225)

CONTINUED

Suggested Scaffold for 4–5th Graders:

In your persuasive letter, include:

1. Paragraph 1

- **Opening Hook** | A sentence that really captures the reader's attention
- **Fact** | One tech fact about yourself
- **Your "Ask"/Thesis** | One sentence that tells what you are asking for (Think: Why are you writing this letter? What would you like from the recipient? What can the recipient of your letter do to make a difference in promoting healthy technology use and create more opportunities for IRL experiences for students your age?)

Example: *Please stop marketing social media and smartphones to kids under sixteen because our bodies and brains need real, not virtual, fun!*

2. Paragraph 2

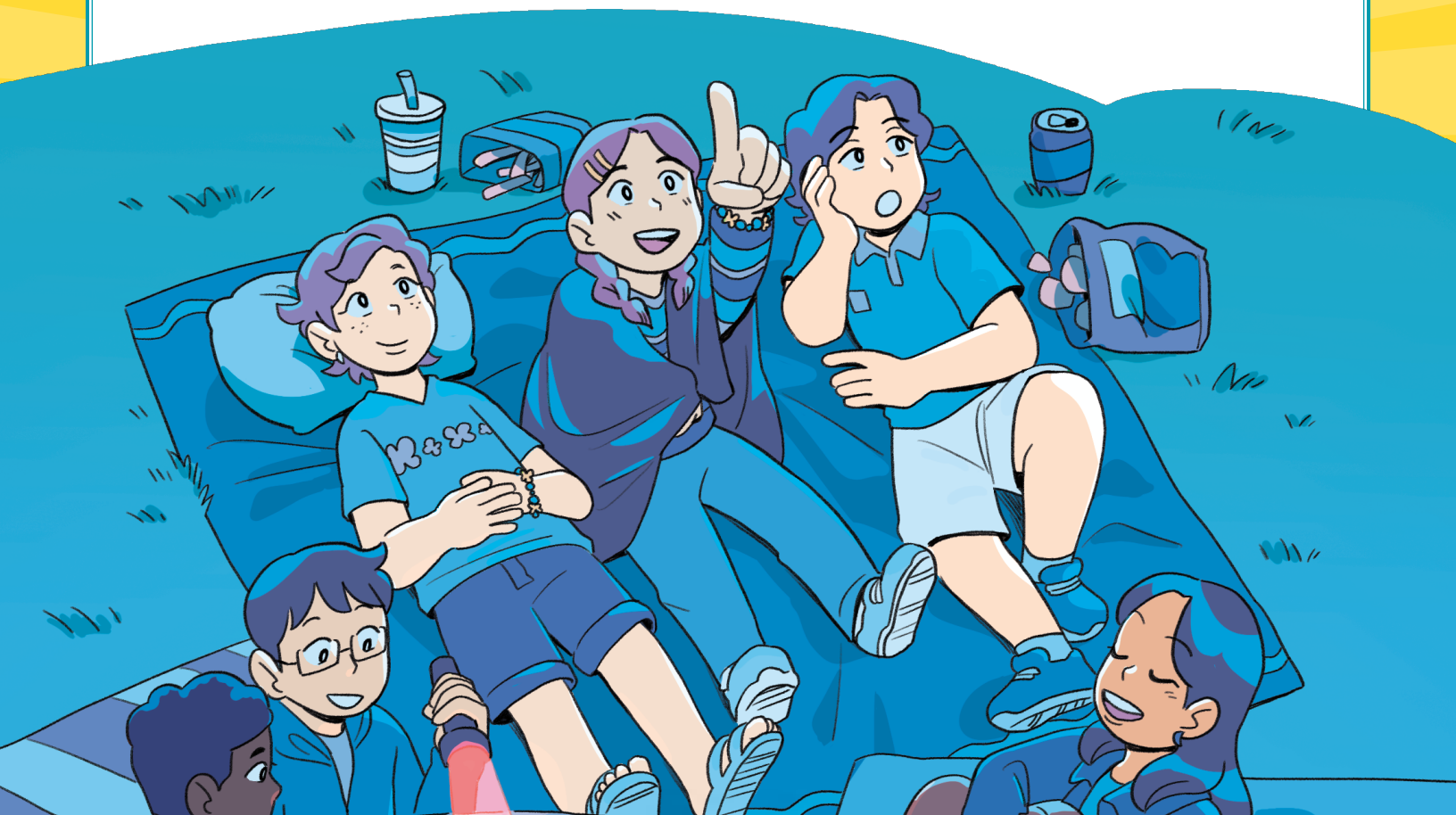
- **Reasons** | Describe two main reasons that your "ask"/thesis is a good idea or worth supporting.

3. Paragraph 3

- **Evidence** | Describe two facts from *The Amazing Generation* that support your two main reasons above. Remember to cite the pages.

4. Paragraph 4

- **Conclusion** | Remind the recipient why you are writing. Review your two main reasons briefly. Add an interesting final thought or connection to your life (ex. What did I learn from the family tech audits, or consider a personal story about the problems with overuse of screens. Think: How does this final thought help convince the recipient to support your "ask"?).
- **Closing** | Thank you and goodbye



AMAZING Sections!

Conclusion : Your Future is in Your Hands (225)

CONTINUED

Suggested Scaffold for 6–8th Graders:

In your persuasive letter, include:

1. Paragraph 1

- **Opening Hook** | A sentence that really captures the reader's attention
- **Fact** | One tech fact about yourself
- **Your "Ask"/Thesis** | One sentence that tells what you are asking for (Think: Why are you writing this letter? What would you like from the recipient? What can the recipient of your letter do to make a difference in promoting healthy technology use and create more opportunity for IRL experiences for students your age?)
- Example: *Given the proliferation and dangers of social media, I respectfully ask your company to change its algorithms and include protections so that unhealthy (insert your choice: violent, body-shaming, bullying, etc.) social media content is not provided to youth under the age of eighteen on your app.*

2. Paragraph 2

- **Reasons** | Describe three main reasons that your "ask"/thesis is a good idea or worth supporting.

Closing Notes to Educator | Wrapping-up

Thank you for engaging your students in this powerful and potentially life-changing journey!

Please check out the AmazingGeneration.com for more information and resources for your community.

- ★ Consider sharing the following closing letter with parents and caregivers. It can be emailed or printed.

3. Paragraph 3

- **Evidence** | Describe three facts from *The Amazing Generation* that support your three main reasons above. Remember to cite the pages.

4. Paragraph 4

- **Counterargument & Rebuttal** | Describe two reasons why someone might not agree with your "ask"/thesis. Then explain why your ideas are stronger.

5. Paragraph 5

- **Conclusion** | Remind the recipient why you are writing. Review your three main reasons briefly. Add an interesting final thought or connection to your life (ex. What did I learn from the family tech audits, tally marks/observations of people carrying smartphones/effects on body/mind, etc. Or a personal story about the problems with overuse of screens. Think: How does this final thought help convince the recipient to support your "ask"?).
- **Closing** | Thank you and goodbye



Closing Letter

As a way to close out the lesson, print out or copy and paste this closing letter to let parents and caregivers know what their student(s) have been learning. This is a great way to keep the conversation going at home.

Every class and school is different so please feel free to use this letter however best fits the needs of your classroom and community.

CLICK HERE TO
DOWNLOAD THE LETTER