

Reading: Part 1 and Part 2 (pages 1 - 110)

The Decline of the Play-Based Childhood

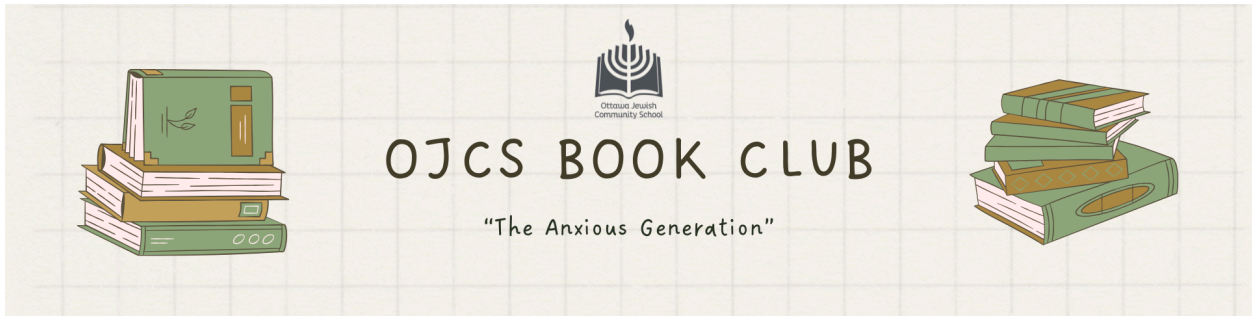
Questions to consider*:

1. What do you remember from your childhood that connects to the description of what childhood should be like in the book? What did your parents trust you to do?
2. Can you think of a time when you were a child and you needed to solve a problem when no adult was around?
3. What benefits did you get from "just playing" as a kid? Do you see any impact from that on your functioning today?

Thoughts/Ideas/Questions you have:

Things we can do/Actions:

*All questions come from, or are inspired by, [The Anxious Generation Thought Starters for Parents](#).



Reading: Part 3 (pages 113 - 218)

The Rise of the Phone-Based Childhood

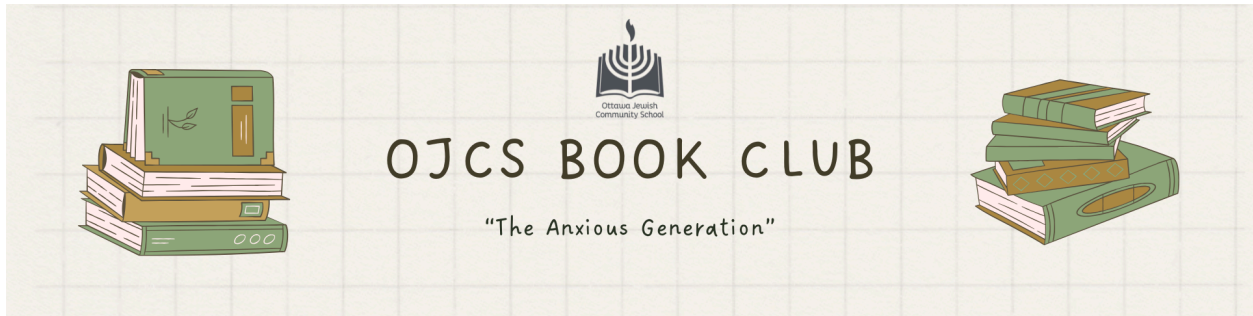
Questions to consider:

1. The book says that today we overprotect children and adolescents in the real world and under-protect them in the virtual world. Do you see this happening? Where?
2. The book says that one problem with a phone-based childhood is that it replaces the hours children would otherwise spend playing in the real world: "Children are, in a sense, deprived of childhood." Do you agree about this for children in general or your own? What exactly are kids missing out on?
3. In what ways can we better prepare our kids to wisely navigate the virtual world?

Thoughts/Ideas/Questions you have:

Things we can do/Actions:

*All questions come from, or are inspired by, [The Anxious Generation Thought Starters for Parents](#).



Reading: Part 4 (pages 221 - 295)

Collective Action For Healthier Childhood

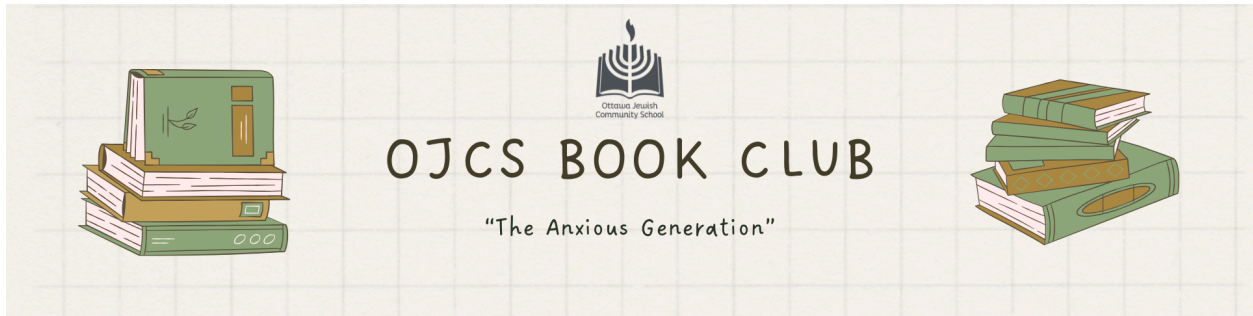
Questions to consider:

1. Do you have any tech rules for yourself? Do they work?
2. Do you have any tech rules in your home? Do they work? Are there some that you have heard of, or would like to try?
3. How might Shabbat - whether traditionally observed or otherwise - serve as a tech break?
4. What are some things you do for your children that they could start doing for themselves?
5. What are some things you do for your family that your children could start doing for you?
6. What actions can you take, on your own and with like-minded parents, to lessen your kids' time spent in the virtual world and increase their opportunities for fun and responsibility in the physical world?
7. "Free play" means playing without adults organizing or even supervising.

Thoughts/Ideas/Questions you have:

Things we can do/Actions:

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POSSIBLE ACTIONS, AS RECOMMENDED BY JONATHAN HAIDT (and OJCS)

Technology:

1. Partner up with a few other families to delay giving your child a smartphone until high school. Give them a flip phone instead.
2. Partner up with a few other families to delay giving your child access to social media until age sixteen.
3. Partner up with a few other parents to ask your school to go phone-free so you can give your kids seven hours of attention and in-person socialization.
4. Set tech boundaries in your household. For example, no screens during mealtime or before bed. Consider leaving phones in the kitchen overnight. (Buy an alarm clock!)

Play:

5. Keep weekend afternoons free for neighborhood play.
6. Partner up with a few other parents and ask your school to start a phone-free, mixed-age Let Grow Play Club before or after school.
7. On your block, arrange for one parent to sit outside each afternoon so the kids can play outside together.
8. Use Shabbat and/or holidays as sacred time for play. Spend time with the community, mixed-age children, and friends in shul or in people's homes so children don't get "bored".

Independence

8. Ask your kids to start doing one thing inside the home (and let them!), without your assistance, that will help you.
9. Ask your kids to start doing one thing outside the home (and let them!), without your supervision, that will help you.
10. Have coffee with a friend and send your kids out together for a specific amount of time without a phone or tracker.
11. Ask your school to assign The Let Grow Experience, a homework assignment that asks kids to start doing something new on their own, with your permission.