

# Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

## COLLEGIAL CIRCLE INFORMATION

Title of Circle: The Anxious Generation Standards Area: Special Education  
Facilitator: Reeca Rothbaum School(s): SHS  
Beginning Date: January 2025 Ending Date: April 2025 # of Hours: 6  
*Please submit copies of the following to this report:*

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

## COLLEGIAL CIRCLE DESCRIPTION

### What was the anticipated goal(s) of this Collegial Circle?

- Develop an awareness of the impacts of technology and social media on our students.
- Use the parenting/education section to brainstorm specific ideas to implement in the classroom to mitigate these impacts.

### What grade level(s) and or subject area(s) will benefit from this Circle?

K-12, all subject areas.

### What level of Guskey's Professional Development Evaluation did you select for this Circle?

3 & 4 , Participants' Use of New Knowledge and Skills

## FINAL REFLECTIONS

### Was the goal of your Collegial Circle met? Please explain.

We dedicated one day, every two weeks to share usage time (verbally) and tracking our spent time on phones and use this as a point of discussion around the topic, pros and cons. We also discussed what apps they use regularly as well as what they predominantly use their phones for. Ex: music or IG type apps? We also discussed this with our students and the impact it has on their social connections and schoolwork and have started implementing strategies such as mobile phone pockets and discussion with students to increase awareness of ill effects and ways in which to remedy this.

### How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

We counted, recorded and collected data on increased phone usage and collected data on mobile phone pocket usage. We will continue to be mindful of phone usage and work to provide solutions. See included work samples.

### How did your work impact teaching and learning? [Include student work samples, lesson plans, peer reviews, etc.]

We had thorough and passionate discussions about technology's effect on students and learning. We shared our insights and new knowledge with our students and led discussions with them about this topic. Students had a lot to share on this topic and we plan on continuing these discussions. We started mandatory phone pocket use in some of our classes and monitored use carefully. One thing we learned is we have to stand at door and give multiple daily prompts for students to utilize the phone pockets, even though they know it's a requirement.

**Did your work align with the Level of Evaluation you identified in your proposal? Please explain.**

Yes. We implemented structured interviews with our students and other colleagues regarding the impact of Smartphone use on learning and behavior, we reflected on book's chapters via writing and discussion. We plan to inform stakeholders to try to change phone policy throughout our schools and communicate, educate parents about the negative impact phones are having on development and ways in which we can remedy this. Since this level is about implementation-we will continue to look at and examine if the new learning translates into action in the classroom and/or school wide workplace.

**Please include any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.**

We talked about Hochul's potential legislation and how she put 13 million dollars towards prohibiting smart phone use during school day. We are wondering when this will be implemented and how. We are in support of this!

**COLLEGIAL CIRCLE  
MEETING LOG**

**Date of Meeting: 1/8/2025**

**Time: 3:00-4:30**

**Attendees: Rob Goulet, Karen Dangler, Reeca Rothbaum**

**Topics Discussed:**

**Overview and Chapter 1**

Our notes and discussion:

Sudden rise in major depressive disorders since 2012. Higher in girls than in boys. WHY? Concerning! All see this daily in school/students.

Period Haidt calls the "Great Rewiring" is from 2010-2015. Anxiety and depression are also on rise during this time. We are seeing more and more students either labeled on IEP with anxiety or claiming they are anxious – over the years.

2022 study of 37,000 high school students in Wisconsin found an increase in anxiety from 34% in 2012 to 44% in 2018!! HUGE Larger numbers were seen in LGBTQ teen girls.

Another study: Rate of self-harm for young teen girls tripled from 2010-2020, the rate for older girls (15-19) doubled the rate for women over 24 went down during that time!

A note on teen depression – people are more likely to feel depressed when they are socially disconnected – which use of smartphones can lead to. Which we see in classroom all the time.

\*\*Main premise of book: A play-based childhood strengthens friendships and social relationships while a phone-based childhood weakens these relationships/ connections.

RR IDEA: Build social connections in class – find activities that build social connections since many kids have not built this skill. Rob, Karen and I to look for this – **perhaps in HUB?**

Here are some activities for classroom use to build social connections: (Use in Resource or co-taught classes):

<https://mentalhealthcenterkids.com/blogs/articles/social-skills-activities-for-teens>

<https://everydayspeech.com/sel-implementation/promoting-social-connections-engaging-friendship-activities-for-teens/>

<https://adayinourshoes.com/social-skills-games-for-teenagers/>

Additional ideas for classroom to foster play based childhood:

**Implement a phone-free environment:** Create a designated area for students to store their phones during class time – most room at SHS have phone pockets for this. However, Haidt's research suggests it's best for phones to be left outside classroom for full attention – something to think about -how can our school do this? City schools collect phones upon AM arrival. Phones are returned at the end of day. Can we implement that here?

**Digital detox days:** Organize periodic days where students engage in activities without any digital devices

**Tech-free group projects:** Assign collaborative tasks that require face-to-face interaction and problem-solving without relying on technology

**Promote Independence through The Let Grow Experience:** Assign homework that encourages students to do something new on their own, with parental permission

**Encouraging Unstructured Play- Especially at Elementary Level:**

**Play-based learning sessions:** Incorporate periods of unstructured play into the school day, especially for younger students

**Let Grow Play Club:** Organize before or after-school sessions where students can engage in free play without constant adult supervision

**Nature exploration:** Plan outdoor activities that allow students to explore and interact with nature independently

**Building resilience in students is an important step to helping students mature. This can be done in several ways:**

**Growth mindset workshops:** Conduct sessions that teach students about embracing challenges and learning from failures

**Peer support systems:** Establish mentorship programs where older students guide younger ones, foster social connections and support networks.

**Mindfulness exercises:** Introduce short, daily mindfulness practices to help students manage stress and anxiety – can be done in classes

**Enhancing Digital Literacy**

**Social media impact discussions:** Facilitate open conversations about the effects of social media on mental health and well-being  
**Critical thinking exercises:** Develop activities that encourage students to analyze and evaluate online content critically. Perhaps show the Social Dilemma.

**Digital citizenship projects:** Assign tasks that promote responsible and ethical online behavior

By implementing these activities, educators can create a more balanced and supportive learning environment that addresses the concerns raised in "The Anxious Generation" while promoting students' mental health and overall well-being.

**Additional Ideas/Questions:**

How can we incorporate unstructured play into my classroom activities

What are some effective ways to teach digital literacy to students? Can librarians do this for all freshman?

How can we encourage students to take risks and develop resilience?

What are some practical steps to reduce overprotection in schools? Brighton High School allows students to leave campus during any free period. It's an open campus

How can I use Haidt's ideas to create a more supportive school environment

Basic phones useful for communication – text and calls. Smartphones are different since they connect people to the internet 24/7 – for young people that is poisonous.

Time spent on phones:

2015- 2 hours per day on average on social media and 7 hours per day on a leisure – or screen media like Netflix games, You Tube, porn sites.

2022- above DOUBLE!

Avg Daily Screen Time Resource Room Poll (polled in Rob's Karen's and Reeca's RR):

C – 6 hours

Z- 5 hours

M – 8.5 hours

B – 5.5 hours

L- 6.5 hours

M -8

N- 9 + hours

A-4 hours

P-3 hours

V-7 hours

N-6 hours

**COLLEGIAL CIRCLE  
MEETING LOG**

**Date of Meeting: 2/24/2025**

**Time: 3:00-4:30**

**Attendees: Rob Goulet, Karen Dangler, Reeca Rothbaum**

**Topics Discussed:**

**Chapter 2 / 3**

Cell phones decrease sleep and disrupt attention.

We see this in our classrooms / in our students. Since Covid especially – they tend to be very tired, often have difficult time staying awake in classes – could this be due to phone use -perhaps all night?? This is difficult if not impossible to control since it takes place at home.

Ease of bullying – increases with phone use. Smartphones exacerbate bullying behavior.

Fear of missing out also increases with Smartphone use (we see this in our biological children – they have all experienced this. Is anxiety and depression bad because everybody is boasting about how perfect their life is? Probably!

Real world anecdote: Students who don't have phones miss the social connections of others/ they are disconnected and isolated from what popular culture is and what in general is going on.

Rob- the Social Dilemma movie- this book connects. Algorithms are built to keep you thinking there are so many people are like you – but that is false. It's hard to know the truth due to all the mixed messages. Perhaps we can show this movie to our students. Reeca to investigate this.

Avg. age of smartphone use in America is 11.

Research shows the more social media use – the more mental health issues! No play-based childhood – reason for this mental health issue! We must reinstitute play!

Legislation in NYS – no cell phones in school. Good starting place! We need to start having conversations about what this will look like in reality. Will students drop at the door? Not allowed to bring them to school at all. Keep them in phone pockets? One Rochester City High School, Early College, where Reeca's husband works, collects phones upon student entry in the morning and return phones to students at end of day. The advantages they have are metal detectors and security, which students have to pass through upon entering the school building for the day. Therefore, teachers and administrators – can see if students have hidden phones in bags.

Students will feel uncomfortable at first but that is ok. Kids need to feel uncomfortable to grow up. Playing / free time = growing.

Smartphones are all about control – controlling one's mind and behavior. Not good.

Free time today – studies show kids not seeing each other after school as much as 10-20 years ago due to staying home, using phones, alone. Seeing someone on Facetime or online– not the same.

Idea - Activity for Resource: Engage students in discussion about topic above.

Follow up: Reeca initiated a discussion with 4 of the boys in her Resource Room. She was pleasantly surprised how much time these boys spent outside – starting this spring – for fishing. They spoke of their fishing trips they take together – after school, a few times a week, with minimal phone use except to take a picture of the fish they caught. This connection to nature and face-to-face non-phone activity appear to make these boys happy. When they told me their stories – they laughed a lot at the memories they made. This is encouraging!

The girls, Reeca spoke to, described their in-person social time often consisted of shopping, eating or watching tv, but with phones in hand, for most of the time. Not as encouraging.

**COLLEGIAL CIRCLE  
MEETING LOG**

**Date of Meeting: 3/18/2025**

**Time: 3:00-4:30**

**Attendees: Rob Goulet, Karen Dangler, Reeca Rothbaum**

**Topics Discussed:**

**Chapter 4/5/6**

Is allowing this technology intentional? It appears this way since we know (and the stakeholders know) how harmful it is. Researchers know this – why are we still allowing this to continue? Money?

We found the following resources, which include studies and solutions on this topic, are helpful additions to the Haidt's book:

Jonathan Haidt's website – summarizes this book, it's research and solutions:

<https://jonathanhaidt.com/anxious-generation/>

Excellent article by Jonathan Haidt on taking phones out of school:

<https://www.theatlantic.com/ideas/archive/2023/06/ban-smartphones-phone-free-schools-social-media/674304/>

Haidt's research on effects of social media: <https://jonathanhaidt.com/social-media/>

Excellent Resource Haidt co-founded – filled with ideas for schools to administer to help with this issue:

<https://letgrow.org/program/experience/>

**Chapter 4:**

**Blocked Experiences:**

Movement from real world experiences (playing outside in woods, with neighborhood kids, unsupervised, etc) has been replaced by virtual experiences- and the gradual loss of play. Parents were fearful that their children would encounter danger outside while at play – and preferred they play virtually – thinking that was safer – it's not. This is called Safetyism an emphasis on extreme caution (often parents do this), limits children's exposure to challenges necessary for building resilience. Teens need to have a myriad of real-world experiences to mature. Safetyism thwarts this. Consequently, today, preteens/teens playing less in the real world – in activities that normally would help them develop / mature into adults. Maturation is formed by experiences which teens don't get online. Teens have lost this necessary step to help them mature. Virtual play does not mature kids in the same manner. Growth is stunted when most play is online.

Additionally, smartphones block experiences. – Brains need experiences to grow. This is not happening when engaging on social media.

Traditional rituals/rites of passage marking the transition from childhood to adulthood (ex: bar mitzvah, confirmation, @16 you can obtain a driver's license, at 18 you can vote, etc..) have largely disappeared in modern secular societies. Studies indicate this is hindering structured development.

The elimination of rites of passage and unrestricted internet access have disrupted the progression from childhood to adulthood.

The chapter emphasizes the importance of real-world experiences for healthy adolescent development and highlights the need for a more structured approach to help guide youth through the transition to adulthood

Possible Solutions:

Rituals: Communities should establish shared milestones that recognize increased responsibilities as children grow

Celebrating: Implementing celebrations for certain birthdays with designated freedoms and responsibilities

Safe Challenges: Providing children with opportunities to experience challenges in a structured, safe environment

Haidt is big on the social deprivation aspect -the time spent on phone rather than interacting with peers.

Ch 5- four foundational harms- of smartphones:

Social defamation, sleep deprivation, attention fragmentation and addiction. This seems to be most stark at the teen years= who we interact with on a day-to-day basis.

Social deprivation transcends all age groups, but it has longitudinal damage and is most seen among teens.

The app store – the engagement of the apps makes the phones even more addictive/enticing.

There is research – 36 studies found significant associations between high school social media use and poor sleep and between high school social media use and poor mental health outcomes. - We think this is one of the reasons why kids cannot pay attention in school. Children and teens need a lot of sleep to promote healthy brain development as well as attention and mood the next day.

**COLLEGIAL CIRCLE  
MEETING LOG**

**Date of Meeting: 3/31/2025**

**Time: 3:00-4:30**

**Attendees: Rob Goulet, Karen Dangler, Reeca Rothbaum**

**Topics Discussed: Strategies School/Teachers Can Use to Reduce Smartphone/Screen Time Use**

**Create Phone-Free Environments**

Schools should implement phone-free policies to reduce digital distractions and promote face-to-face interactions- best practice is to collect phones upon school arrival however if that is not possible – establish no-phone zones in classroom and have phone pockets to house phones in during class time. We can also limit screen time during class – even laptops. Students can write by hand (unless they have accommodation). Perhaps we can encourage flip-phone usage during school day- parents need to be involved.

**Prioritize Unstructured Play – Elementary Level:**

Educators should advocate for and create opportunities for unstructured play, which is crucial for developing social skills, resilience, and independence. While this is important for all ages it is most applicable to elementary level. Elementary teachers can protect and extend recess time, design playgrounds that encourage children to interact and teachers can incorporate free play into the school day.

**Prioritize Unstructured Play – Middle/High School Level**

Perhaps free play time can be infused into the middle/high school level. There is a great book called *The Laughing Classroom* by Loomans/Kolberg which details activities for incorporating humor and play in the classroom. We can use activities from this to encourage play. Perhaps teachers can take breaks during their lessons to do this. Lunchtime can also be a time when free play can occur. Some of the middle schools (Penfield) have a free play area with equipment to encourage play (ex: cornhole). Last year, the art teachers at our school organized “Funch” with outside activities including a lot of art activities. Teachers encouraged students to go outside and engage in these activities. This is a solid start.

**Educating Parents**

Schools can take an active role in educating parents about the challenges of Smartphone use in school. Strategies such as organizing book discussions on *The Anxious Generation* for parents- in the evening, hosting events with child psychologists to discuss research-validated risks of excessive technology use and providing resources on alternatives to screen-based activities.

**Pittsford Schools is offering a workshop to discuss this:** A positive first step towards open dialogue around cell phone and social media use in school:

“Pittsford Schools are offering this workshop on April 29<sup>th</sup> for parents/guardians:

Please join us on April 29 at 6:30 p.m. in the Calkins Road Middle School Commons to learn about and discuss the impact of cell phone use and social media in our schools. District and building administrators and mental health team members will share statistics, strategies and current practices around cell phone use. Panelists will share strategies for parents and guardians to use outside of school. There will be an opportunity for

participants to share feedback with District administration and Board of Education members around what a distraction-free environment could look like in Pittsford.”

### **Promote Digital Literacy**

Teachers should integrate digital literacy lessons into their curriculum, perhaps asking librarians to help teach how to critically evaluate online content, recognizing misinformation and navigating AI-generated media and demonstrating responsible and purposeful technology use. Brian Regan, the SHS librarian that retired last year, did this often with English classes. He was a cherished resource as he was knowledgeable about this topic. High schools and middle schools should make this common practice.

### **Foster Real-World Connections**

Educators can prioritize face-to-face interactions and hands-on activities to build communication skills and social confidence. Teachers can do this through encouraging group discussions and collaborative projects. Implementing experiential learning opportunities and creating mentorship programs within the school community.

### **Model Healthy Technology Habits**

Teachers and school leaders should demonstrate intentional and balanced technology use.

Ex: using tech tools only when they enhance learning, avoiding unnecessary screen reliance during instruction, showcasing offline activities and hobbies. Earbuds/headphones use should also be limited as students can easily wirelessly connect to their phones across the room or to computers. Think: old school instruction (1970's-90's)

By implementing these strategies, schools and teachers can play a crucial role in addressing the mental health challenges outlined in *The Anxious Generation* and help students develop healthier relationships with technology and their peers.

Op-Ed's in Recent News:

Bloomberg:

<https://www.bloomberg.com/opinion/articles/2025-04-11/social-media-s-big-tobacco-moment-is-coming>

Congressman Eugene Vindman of Virginia has recently introduced the Unplugged Act to support phone-free classrooms. He consulted Jon Haidt when writing this legislation.

**Date of Meeting: 4/24/2025**

**Time: 3:00-4:30**

**Attendees: Rob Goulet, Karen Dangler, Reeca Rothbaum**

**Topics Discussed: Chapter 11**

Playgrounds- free play. Loose parts on playgrounds encourage cooperation when playing helps build relationships, compromise, etc. Can't we do this with high school? PE Class? Incorporate into general ed classes?

Nature also provides an ideal play experience. Lomb woods would provide SHS students with an ideal "natural playground" experience. Playing in natural settings can be connected into any class curriculum- math, English, Social Studies, Science, PE, art.

Research shows how more free play reduces anxiety better than programming and curriculum aiming to reduce anxiety. Interesting! Get rid of the curriculum for this and simply allow students more free time for play. This will serve a multitude of issues.

How can we incorporate play into high school? Again, *The Laughing Classroom* details useful activities.

Boys are lagging in school more than girls. One reason is boys tend to do well with tech classes and vocational training and those programs are limited. We need more programs like this for boys to succeed. Additionally, we need more male teachers- this has a positive impact on boys.

Tech in school-

Some schools have a policy that phones had to stay in backpacks at one school- severe consequence if not. On the other hand – some schools say they ban phones but often students have them in their pockets.

Idea: when teachers take attendance -also should take mobile pocket phone attendance.

Some parents object to removing phones due to "emergencies"

Research suggests there is little evidence that digital tech such as computers – enhance learning.

Personal Experience -difficult to manage in some classes such as Resource where students view this class as a break in the day and less formal than a general education class.

Compared to Waldorf schools- where Tech executives send their kids- where there are no technology allowed including laptops – Public schools are advancing their tech programs trying to give each student their own device. Tech execs are probably right. The Social Dilemma movie highlights this.

## Chapter 12: Parents:

Delay Smartphone usage until high school and social media access until age 16.

Work together with parents in your community to set rules about phone and social media use so children/teens don't feel left out.

Establish phone free zones and phone free time by creating clear expectations/rules for phone free meal and phone free family activities.

Model healthy behavior -parents should limit phone use as well.

Practice letting your kids out of your sight without them having to reach you. Ex: Send them to grocery store to pick up food for you.

Encourage walking to school in a group. – as early as first grade.

Encourage after school – should be free-play. Try not to organize supervised adult activities after school. This helps build social skills and emotional skills.

Go camping -many outdoor activities, there are often other kids there – kids can play with other kids on the street or elsewhere.

Find a sleepaway camp- with no devices allowed. Reeca's children did this. They spent 5-6 weeks every summer from ages 11-15 without phones. This was beyond valuable. They were able to play, outdoors with little supervision, without distraction from phones, all which Jonathan Haidt encourages and highlights in his book, to foster healthy childhood/development.

Organize neighborhood activities. With games for children. Assign only one adult supervisor.

### General Notes:

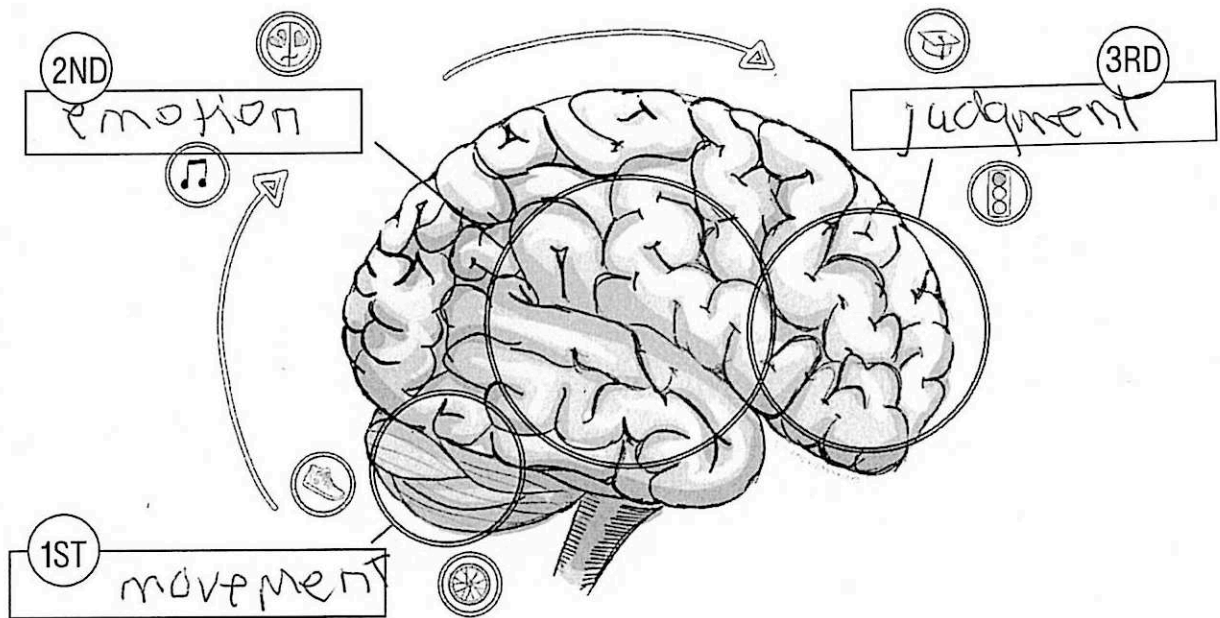
- Jonathan Haidt writes for Substack.
- Jonathan Haidt has written a number of articles for various newspapers/websites.
- Jonathan Haidt articles: [https://open.substack.com/pub/bariweiss/p/taking-back-childhood-from-phones-jonathan-haidt?r=tx7nu&utm\\_medium=ios](https://open.substack.com/pub/bariweiss/p/taking-back-childhood-from-phones-jonathan-haidt?r=tx7nu&utm_medium=ios)
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- Jonathan Haidt – has multiple social media accounts – you can follow him on X, Facebook,

LESSON 1  
**YOUR AMAZING BRAIN**  
DISCUSSION NOTES

**HOW DOES MY BRAIN WORK?**

1. Look at the following image of the brain. Label the image below by putting the following terms in the correct order of development in the brain:

Emotion Center | Judgment Center | Movement Center



2. Our brain direct all of our body movements, our thoughts, and even our feelings.
3. The areas of the brain that drive emotions, movement, and short-term rewards develop before the front lobe, the area that allows us to have good judgment.
4. As teens, we are at a very high growth time of development, but we don't yet have the judgment fully in place to help us out.
5. We are always learning and becoming more \_\_\_\_\_, but growing up and becoming \_\_\_\_\_ isn't something we can force or speed up.

**THE COMMUNICATION NETWORK IN THE BRAIN**

6. All the work in our brains is done by over 86 billion special cells called \_\_\_\_\_, which communicate with our bodies using chemicals called \_\_\_\_\_.
7. \_\_\_\_\_ is a strange word that means our brains can change through adulthood.
8. Over time, the \_\_\_\_\_ we do determine what parts of our brains get developed.
9. \_\_\_\_\_ is when our brains remove unused pathways to increase efficiency, making it easier and faster to get things done.
10. Why should you do a variety of activities?  
\_\_\_\_\_  
\_\_\_\_\_
11. Our brains are not \_\_\_\_\_ when we pave certain highways more than others.

**HOW CAN I MAKE MY BRAIN THE STRONGEST?**

12. List three brain-building activities:  
1. puzzles 2. video game 3. school - art
13. How do you get better at a skill or activity? practice

**EXECUTIVE FUNCTION SKILLS**

14. Think about executive functioning skills. Match the following images using the word bank.

**Word Bank**

- stress tolerance
- ~~planning~~
- problem solving
- focus
- ~~time management~~
- working memory
- awareness
- self-monitoring organization
- perseverance
- self-motivation
- flexibility
- self-control

15. One of our most brilliant and essential brain skills is our ability to do multi task at a time.

16. What kinds of activities will help you develop executive function skills?

using planner      alarm clock  
study plan      schedule

**CAN SCREENS REALLY HURT MY BRAIN?**

17. Scientists have used MRI's to show pictures of the brain, including its structure ("wiring") and how it works.

18. The \_\_\_\_\_ is overstimulated, and the \_\_\_\_\_ is understimulated when using quick media like short TikTok videos and video games.

19. Lower \_\_\_\_\_ and lower \_\_\_\_\_, as well as, changes in the brain's structure were found in kids with excessive screen time in the ABCD Study.

20. With repetition, our brains can be trained. This is called classical \_\_\_\_\_ and it can desensitize us to violence.

**OVERSTIMULATED BRAINS**

21. Screen time disrupts our \_\_\_\_\_ system. We get \_\_\_\_\_ when we are interrupted on our screen.

22. When we text repeatedly, scroll, or are on a video game for a long time, our brain is revved up, and it is hard for us to control our temper and adjust our \_\_\_\_\_ or \_\_\_\_\_.

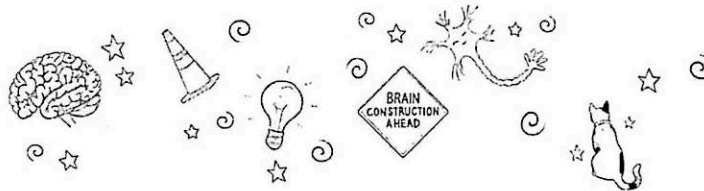
23. It takes about \_\_\_\_\_ years for our judgment center to be fully connected and mature.

**LET'S SAVE OUR BRAINS!**

24. What are six ways we can help our brains?

\_\_\_\_\_

\_\_\_\_\_



— QUIZ —

1. What are the cells called that connect the areas of the brain?

- Connector cells
- Neurons
- Jail cells
- Stem cells

2. When is your brain finished developing?

- After your 5th birthday
- Not until you are in your mid-20s
- When you can finally beat *League of Legends*
- Once you are a grandparent

3. Which of the following will make your brain stronger? Select all that apply.

- Exercising
- Doing art and playing music
- Watching YouTube for two hours
- Getting nine hours of sleep every night

**WHAT CAN YOU DO RIGHT NOW?**

- Make your bed every morning!
- Get a job in your neighborhood. Jobs help you build executive functioning skills. They'll also allow you to make a little extra money, too!
- Plan nontech times to hang out with your friends. Invite them to shoot hoops, play board games, or make pizza together.
- Get outside in nature more. Make plans to meet your friends after school on a playing field or in a nearby park to throw a Frisbee, shoot hoops, or walk together.
- Sign up for music and/or art lessons with a friend.

Puzzles

Drawing

Physical activities

Get Good Sleep

Hydrate

Get Clean

Bad Situations

Train Your Brain

Be Active

Privacy to Contact Home

would not want to use the office or classroom phone

to contact anyone

group use of pocket use



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Rob Gould

Collegial Circle: "The Anxious Generation"

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.		✓			
The amount of time allocated for the Collegial Circle was appropriate.	✓				
Participation in this Collegial Circle fostered collaboration.	✓✓				
The work I did in this Collegial Circle will directly impact my classroom practice.		✓			
The work I did in this Collegial Circle will directly impact student work.		✓			
The work I did in this Collegial Circle is in alignment with district and/or building goals.	✓				
I was able to accurately assess the results of this Collegial Circle.	✓				
The documentation ( <i>samples of implementation strategies or student work sample</i> ) required for a Collegial Circle is appropriate.	✓				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	✓				
I am satisfied with what was accomplished in this Collegial Circle.	✓				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.			✓		
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	✓				
I would recommend this form of professional development to a colleague.	✓				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

This was a timely / appropriate collegial circle.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

No



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Karen Dangler

Collegial Circle: The Anxious Generation

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	✓				
The amount of time allocated for the Collegial Circle was appropriate.	✓				
Participation in this Collegial Circle fostered collaboration.	✓				
The work I did in this Collegial Circle will directly impact my classroom practice.	✓				
The work I did in this Collegial Circle will directly impact student work.	✓				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	✓				
I was able to accurately assess the results of this Collegial Circle.	✓				
The documentation ( <i>samples of implementation strategies or student work sample</i> ) required for a Collegial Circle is appropriate.	✓				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	✓				
I am satisfied with what was accomplished in this Collegial Circle.	✓				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	✓				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	✓				
I would recommend this form of professional development to a colleague.	✓				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

*This book was so informative and should be required reading!!  
 Helpful in discussion with colleagues/students*

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Reeca Rothbaum

Collegial Circle: The Anxious Generation by Jonathan Haidt

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.		X			
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation ( <i>samples of implementation strategies or student work sample</i> ) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.		X			
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

This Collegial Circle was informative and interesting. This was a helpful way to process all the information this book has to offer. The information was helpful in trying to figure out the best way to handle Smartphone use in the classroom. I am interested in Hochul's proposed legislation regarding banning smartphone use in schools and it is my hope this passes as I think it will have a positive and tremendous impact on student learning as highlighted in this book study. Jonathan Haidt's research and reporting on this topic is of the utmost importance for educators to be aware of as well as parents of young children.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

N/A

# PITTSFORD TEACHER CENTER

## Collegial Circle Attendance Log

Collegial Circle Name: The Anxious Generation by Jonathan Haidt  
 Facilitator: Reeca Rothbaum

Meeting Date(s)	1/8	2/24	3/18	3/31	4/24													Number of Hours Completed
Meeting Time(s) *	3-4:30	3-4:30	3-4:30	3-4:30	3-4:30													7.5
Members																		
1. Karen Dangler	✓	✓	✓	✓	✓													
2. Rob Goulet	✓	✓	✓	✓	✓													
3. Reeca Rothbaum	✓	✓	✓	✓	✓													
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		

Approved by  
6 hrs  
mly

\* Elementary Circles may not start before 3:30 pm and Secondary Circles may not start before 3:00 pm