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**GAMING
DISORDERS**

5. ENGAGING PARENTS AND GUARDIANS

Online Webinar for Parents



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1. Objectives

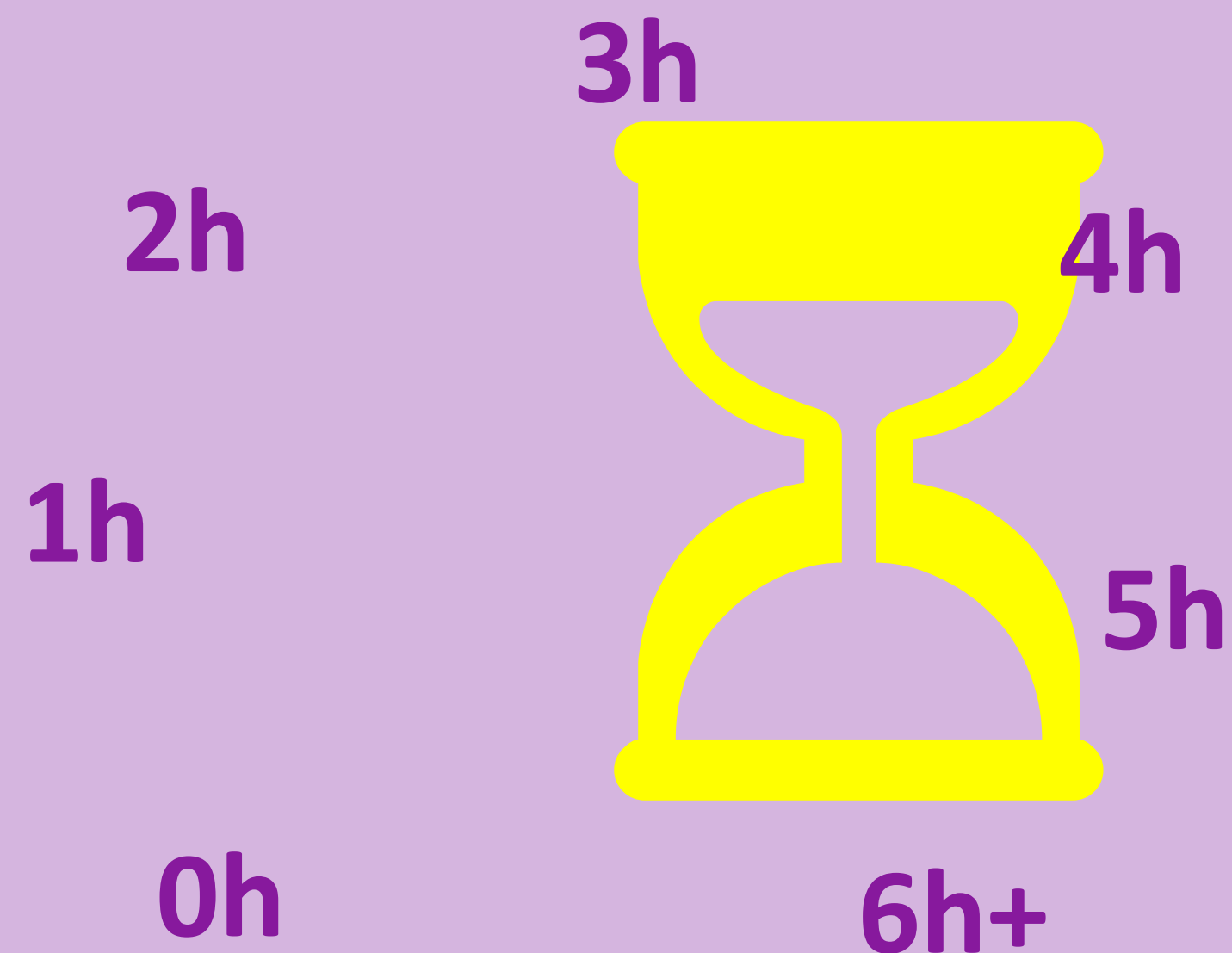
Session Goals and Importance of the Topic



2. How much daily gaming time is too much?

What is a “normal” amount of daily time spent on gaming ...
... and when does addiction start?

What do
you
think?



What is
your daily
gaming
time?

Well, it is difficult to give clear limits of general acceptance ...

... rather common suggestion is the following:



0-2h: Moderate use

Up to 2 hours is generally considered moderate and manageable for most children, especially if balanced with other activities.



3-4h: Concerning use

3-4 hours can be a concern if it starts replacing essential activities like homework, family time, physical activity, or sleep.



5h and more: High-risk use

5-6 hours or more per day could indicate a risk of addiction, especially if gaming interferes with daily responsibilities, mental health, or physical well-being.
Do not forget: **40+ hours per week** gaming the equivalent of a full-time job

Some to think about:

What is “normal”,
“a lot” or “too
much” daily
gaming time is not
easy to determine
and is often very
individual!

Some to think about:

Apart from the
“quantity”, the
“quality” of the
gaming time is
also of great
importance ...

Some to think about:

... as well as the extent to which social interactions and activities are maintained in the analogue world!

**Generally, the
good news is:**

Real addiction is rare!

Gaming disorder is not something that happens to every child who enjoys video games. It affects a tiny proportion and usually takes a long while to develop into a full blown addiction, giving parents ample time to take mitigating action.

However, it is important to be aware of possible signs:

As parents in an era of omnipresent tech and toxic social media, we have much to be vigilant about and – in many cases – much to learn. To find out more about how to prevent gaming disorder before it develops, some support is giving in the next chapter!

3. When to worry about whether a child is at risk of gaming disorder?

Exercise:

- Please complete in paper, digitally or online
https://docs.google.com/forms/d/19hikFlomOvO6Cj_xMO2DmMhLKCIHYPH0zRPR9VHnJ7A/preview
- Afterwards, let's compare individual and overall results and discuss within the group:
 - If you combine your values by drawing a line, are they more left or on the right side of the list?
 - Are some of the items more important than others? Which ones?
 - What would be your limits to taking action?
 - Would you seek for professional help?
 - Would you also involve your child's school? Why? Why not?

4. How to involve the children?

Before confronting or scolding children about their possible gambling addiction, please ...

- Fill in the check list (attachment) regarding your own online behaviour ... the results often help to raise awareness of this issue and put your own behaviour into perspective!
- Bear in mind that digital media use and online activities are now pretty much the norm, and the standards and limits of online time are probably different from those of your own youth! This may also help you to understand your children's point of view!
- Discuss the issue with your children (and other family members, friends, etc.) and try to find solutions together that are acceptable to all! This will increase the sense of 'ownership' of the process and dramatically increase the chances of success!

As the right communication plays a very important role ...

... please note that young people **don't like it** when their parents ...



do not recognize the ways in which gaming is helping, and instead approach the conversation as if gaming is “bad” at all!



minimise or dismiss the fact that gaming is important to them!



focus on the fact that the time spent gaming could be spent on schoolwork, rather than also thinking about other interests they might enjoy



ban gaming instead of looking for a compromise, without recognising that this can cut them off from their friends

As the right communication plays a very important role ...

... please note that young people **would like** it when their parents ...



start by finding out what their experience and knowhow is, rather than assuming gaming is “bad” at all!



ask them what they enjoy about gaming and what they get out of it, and show interest in what they have to say!



recognise that gaming is a social thing they do with their friends!



think about ways to make gaming more sociable if they are worried about because their child spends lots of time gaming alone!



try to find out what else is going on that might be causing them to game so much, rather than assuming gaming is the problem!



look for a compromise!

**5. Anyway, how free are we to
decide what we do?**

There is a long debate in psychology about how conscious we are of our behaviour and, consequently, how much responsibility we bear for it...

Let's watch a video from the Wall Street Journal about the connection between gaming and brain activity ...

(don't forget to activate the subtitle feature for your language!)



(The Wall Street Journal: This Is your Child's Brain on Videogames - https://www.youtube.com/watch?v=fi6596_RUNQ)

Discuss the following questions:

- What was new for you in the video?
- Would this change the way you approach this issue with your children and if yes, how?
- Where do you think the line is between conscious (responsible) and unconscious (irresponsible) behaviour, and why?

6. Evaluation of the activity

<https://docs.google.com/forms/d/1vQJ4jeznXxq9tl347zkT2nKQ9xKY6saDQac0qAoT3zY/preview>





Thank you



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Game On or Game Over?

Early Gaming Disorders Check for Parents

Before you start:

- Please note that this is **not a psychological test** and the results are not very reliable. This checklist is only intended to help you look at some of the known indicators¹ of gaming disorders with regard to your child's behaviour, to gain a basic insight and to raise awareness for everyone involved!
- While a single behaviour may not indicate a gaming disorder, a combination of persistent signs may indicate necessary further actions. In such case, please **consultation with a specialist!**
- Answer the statements below to what extent they apply to your child. Please select a value from 1 (not applicable) to 10 (very applicable) for each statement. Please be **as honest as possible** - otherwise it makes no sense!
- All data can be entered anonymously and treated confidentially!

The following applies to my child:	Not applicable at all				Fully applicable			I don't know
	1	2	3	4	5	6	7	
Concerning amounts of daily time gaming (3h or more)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constantly talking or thinking about gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced participation in hobbies, sports, or social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preferring online gaming "friends" over in-person relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequently neglecting family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequently neglecting homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noticeable drop in grades or lack of interest in schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaming late into the night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neglecting basic needs like eating, hygienic or cleanness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming defensive or angry when questioned about gaming habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lying about the amount of time spent gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing frustration or anger when gaming is interrupted/limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing headaches, eye strain, or other health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional highs and lows linked to success/failure in gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular conflicts with parents or siblings about gaming habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing signs of anxiety, depression, or irritability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive expenditure on in-game purchases, subscriptions etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaming in inappropriate settings (at school, during meals etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Struggling to engage with real-life activities after gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving feedback from friends, teachers etc. that child might be at risk of gaming disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ This checklist was inspired on the *International Classification of Diseases (ICD-11)* by the World Health Organization and American Psychiatric Association (APA) *Criteria for Internet Gaming Disorder*. It is also a result of the desk research conducted by the Gaming Disorders project (<https://gamingdisorders.eu/>). The present document was prepared by the project consortium and aims to help educators identify potential risks of Gaming Disorders. It does not substitute any medical and psychological diagnostic procedures.

Family Reflection Worksheet

“Why Stopping the Game Feels So Hard”

STEP 1 – Watch and React

After watching the video, write down:

1. What surprised you the most?

2. What part of the video reminded you of your own child/family?

STEP 2 – Reflect & Discuss

With another parent, share your thoughts:

1. Why do children get upset when asked to stop playing?

2. What strategies have you tried to end gaming sessions?

3. Which worked well? Which didn't?

STEP 3 – KEY TAKEAWAYS

Write down 1–2 insights you want to remember from today's discussion:

Facilitator's tips

- Many games lack natural pause points – stopping suddenly feels like losing progress.
- Children may also be connected to friends online – quitting feels like “leaving the party early.”
- Frustration is normal, but constant battles may signal unhealthy gaming patterns.



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GAMING DISORDERS

Evaluation Form

Engaging Parents - Webinar



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Thank you for taking the time to participate in this evaluation questionnaire for the Gaming Disorders project. Your feedback is crucial to ensure that the resources and activities we have developed effectively meet their intended goals.

The purpose of this evaluation is to gather a broad overview of the materials and activities available within the project. This is not a test of your knowledge on the topic of gaming disorders; instead, we are keen to understand your perspective on the usability and effectiveness of the resources. Specifically, we are looking for your evaluation of:

- The ease of use of the materials
- Whether their structure, length, and depth align with the objectives of the activity

Your honest opinions and suggestions will help us refine and improve the materials to better serve the needs of our target audiences. We truly value your input and appreciate your time!

1. I am

- Teacher
 Parent
 Student

2. Country of Residence

- Austria
 Cyprus
 Ireland
 Germany
 Portugal
 Spain

3. School

SECTION 1: ACTIVITY

1.1. Did the activity cover the content that you were expecting? (If yes, proceed to Q3)

- Yes
 No

1.2. What further material were you expecting, or would have liked included, that were not covered?



1.3. Rate your understanding of the activity structure.

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.4. Was the activity arranged in a clear and logical way?

- Yes
- No

1.5. How relevant was the subject matter?

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.6. How would you rate the amount of material covered?

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.7. Rate the quality of the examples provided.

- 1 - Poor
- 2
- 3
- 4 – Excellent

1.8. What are the strengths and weaknesses of this activity? Please explain.

SECTION 2: MATERIALS/RESOURCES

2.1. How consistent were the resources with the activity objectives?

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.2. Did the material adequately explain the knowledge, skills, and concepts it presented?

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.3. Did any of the examples/activities/videos/quizzes help you gain a clearer understanding of the activity?

- Yes
- No

2.4. How would you rate the ease of navigation of the material presented?

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.5. Rate the amount of multimedia (audio and video) used in the course.

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.6. Rate the contribution of multimedia (audio and video) to the understanding of the activity.

- 1 - Poor
- 2
- 3
- 4 – Excellent

2.7. Are there any comments you would like to make on ways to improve the activity material?

SECTION 3: FEEDBACK AND IMPACT

3.1. Which impact did this activity have on the way you perceive Gaming Disorders?



3.2. Has this training changed how you view your role in supporting students affected by gaming-related issues?

- 1 – Not at all
- 2
- 3
- 4
- 5 – Completely changed my perspective

3.3. Do you feel more empowered or better equipped to address gaming-related challenges at home?

- Yes
- No

3.4. Do you have suggestions for improving this training in future sessions?

SECTION 4: FINAL REMARKS

4.1. Rate the overall aesthetic of the activity content and materials.

- 1 - Poor
- 2
- 3
- 4 – Excellent

4.2. Based on this experience, would you recommend the activity and associated material? Why or why not?

Thank you for your feedback!