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**GAMING
DISORDERS**

CREATING LONG-TERM IMPACT AND SUSTAINABILITY

Student-Run Awareness Campaign



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1. Objective

To empower students to lead and organise a school-wide campaign that promotes digital balance and mental health, emphasising healthy gaming habits and overall well-being.

2. Steps for Implementation

Initial Preparation (2 Weeks Before the Campaign)

Teacher-Student Briefing

- Host a session to explain the campaign's purpose, expected outcomes, and available resources.
- Share examples of successful awareness campaigns for inspiration.
- Facilitate brainstorming to generate ideas for the campaign theme, slogan, and activities.
Example themes: "Balance is Power," "Pause to Play," or "Healthy Minds, Happy Screens."

Form Student Committees: divide students into teams with specific roles

- **Design Team:** Create posters, infographics, and visual materials.
- **Event Organisers:** Plan events such as workshops, panel discussions, or school-wide challenges.
- **Social Media Managers:** Design a content calendar and manage online engagement.

2. Campaign Development

Create Campaign Materials:

- Students design posters, banners, and digital content (GIFs, memes, reels) using tools like Canva or Photoshop.
- Develop informational pamphlets highlighting tips for healthy gaming and mental well-being.

Plan Events:

- Workshops on topics like "The Psychology of Gaming" or "Managing Screen Time."
- Peer-led sessions sharing personal experiences with balancing gaming and life.

Prepare Social Media Content:

- Develop a campaign hashtag (e.g., #DigitalBalance2024).
- Plan daily posts, including statistics, quizzes, testimonials, and wellness tips.

3. Campaign Week

Challenges

Organize an assembly or meeting to introduce the campaign theme and activities to the school community.

Host a student-led presentation to introduce the campaign theme and activities.

Challenges (examples/suggestions)

Poster design: Students create posters related to gaming disorders awareness and prevention.

Video campaign: Students develop creative ideas for videos about gaming disorders.

Infographics: Students are encouraged to research gaming disorders and create infographics, flyers or brochures related to the theme to be distributed among peers.

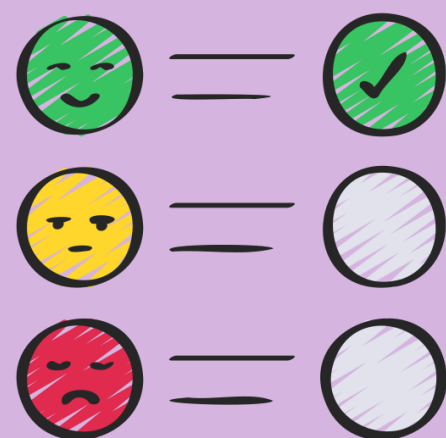
In-class dissemination: Students prepare a short presentation about the theme to be shared in class.

Polls, and quizzes: Students create polls and quizzes for their peers. *Ex. Who can go the longest without checking their phone?*

Lunch digital detox challenge: Students prepare one face-to-face activity to be implemented during lunch time to avoid the use of phones and create more space for physical interaction.

Social media campaign: Students create daily content to be shared on school social media platforms.

Activity Evaluation



<https://tinyurl.com/248bn53r>



Thank you




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TO KNOW MORE ABOUT GAMING DISORDERS

 <https://www.facebook.com/gamingdisorders.erasmus/>

 <https://www.instagram.com/gamingdisorders.erasmus/>

 <http://www.youtube.com/@GamingDisorders.Erasmus>

 <http://www.gamingdisorders.eu/>



Be the voice that inspires a healthier, balanced future for you and your friends!

Unleash your talent to inspire others—design, create, and lead the way.

Make this school year the one where YOU made a difference.

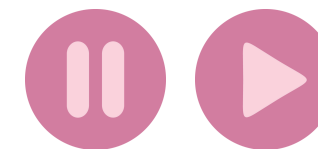


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PAUSE, PLAY, BALANCE

GAMING



SCHOOL CAMPAIGN!



DD/MM/YYYYY

JOIN THE TEAM!

Contact the Responsible teacher: [Name of the teacher]

Deadline to Sign Up: [Insert Date]

Kick-Off Meeting: [Insert Date]

Campaign Launch: [Insert Date]



WHY SHOULD YOU JOIN?

Gaming and online activities can be fun, but they shouldn't control our lives. **It's up to us, the students, to help spread awareness about:**

- Managing Screen Time 🕒
- Staying Healthy While Gaming 🏃
- Mental Health and Digital Balance 🧠
- Knowing When to Unplug 🔌

IS THIS FOR ME?

Being part of this campaign is not just important—it's rewarding! You can:

- ✓ **Develop Leadership Skills** – Become a leader at your school.
- ✓ **Boost Your Creativity** – Create posters, videos, or social media campaigns.
- ✓ **Stand Out** – Add a meaningful achievement to your CV.
- ✓ **Work as a Team** – Collaborate with classmates to drive change.

WHAT IS THIS ABOUT?

The Student-Run Awareness Campaign is your opportunity to take charge and inspire positive change in your school and community!

Together, we'll spread the word about **healthy gaming habits, finding digital balance, and taking care of our mental and physical well-being.**



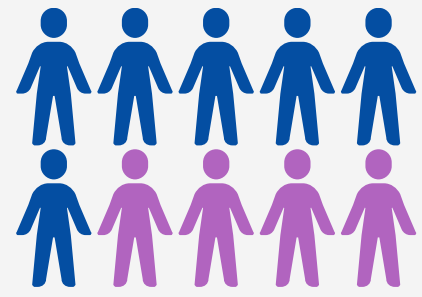
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STUDENTS

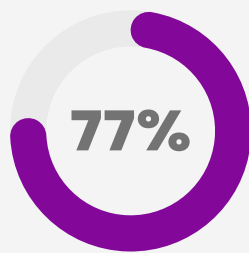
Gaming Habits

WE CONTACTED STUDENTS FROM 6 EUROPEAN COUNTRIES

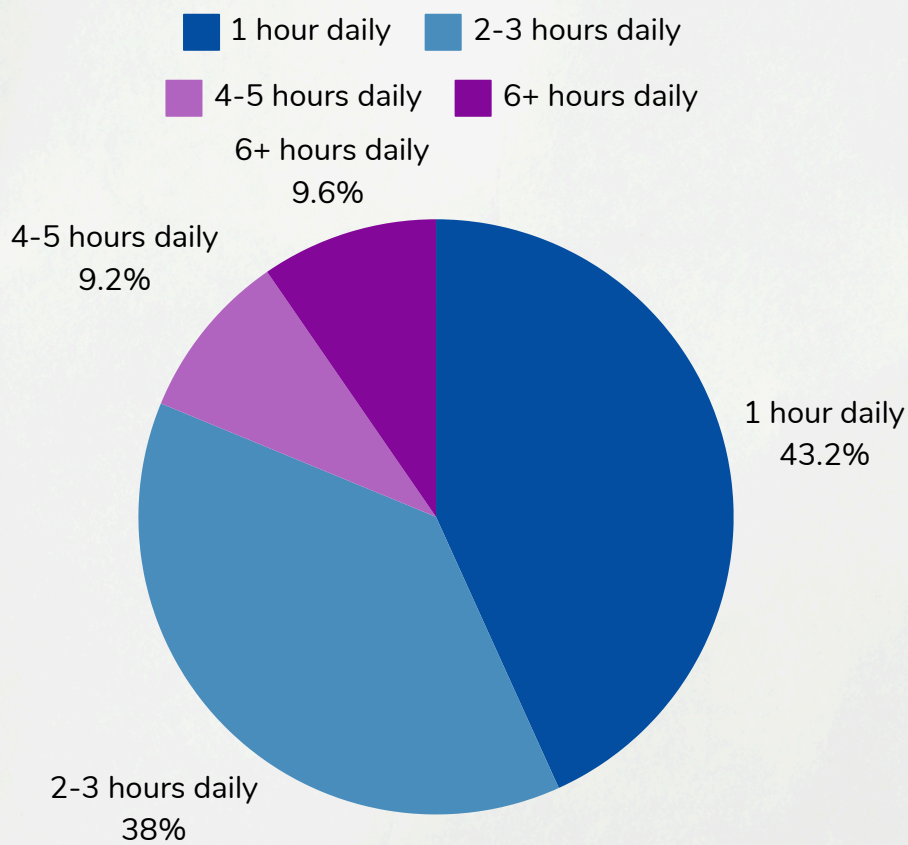
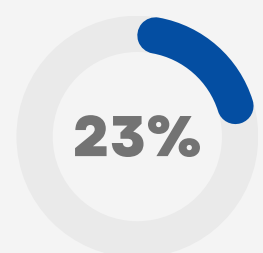
286 students from Germany, Austria, Spain, Portugal, Ireland and Cyprus.



220 students
Play videogames daily



66 students
Do not play at all



"Gaming doesn't affect my studies"

"Sometimes I get angry after losing."



DID YOU KNOW?

High daily gaming hours for some students (4-6 hours) could correlate with reduced social interactions in non-gaming environments.

JOIN THE SCHOOL CAMPAIGN!

PAUSE, PLAY, BALANCE





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VIDEO CONTEST

GAME ON!

SEND YOUR VIDEO
[NAME & EMAIL TEACHER]

TOPIC:

PREVENTION OF GAMING DISORDERS



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**GAMING
DISORDERS**

Evaluation Form

Student-Run Awareness Campaign



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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
 Student
 Parent

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?

- 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
- 5 – 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
- 5 – Excellent

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

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

1.7. Rate the quality of the examples presented.

- 1 – Poor
- 2
- 3
- 4
- 5 – 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
- 5 – Excellent

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

- 1 – Poor
- 2
- 3
- 4
- 5 – 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
- 5 – Excellent

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

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

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

- 1 – Poor
- 2
- 3
- 4
- 5 – 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. Do you feel more empowered or better equipped to address gaming-related challenges at school and at home?

- Yes
 No

3.3. 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
 5 – Excellent

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

Thank you for your feedback!