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**GAMING  
DISORDERS**

CREATING LONG-TERM IMPACT AND SUSTAINABILITY

**Guest Expert Talks**

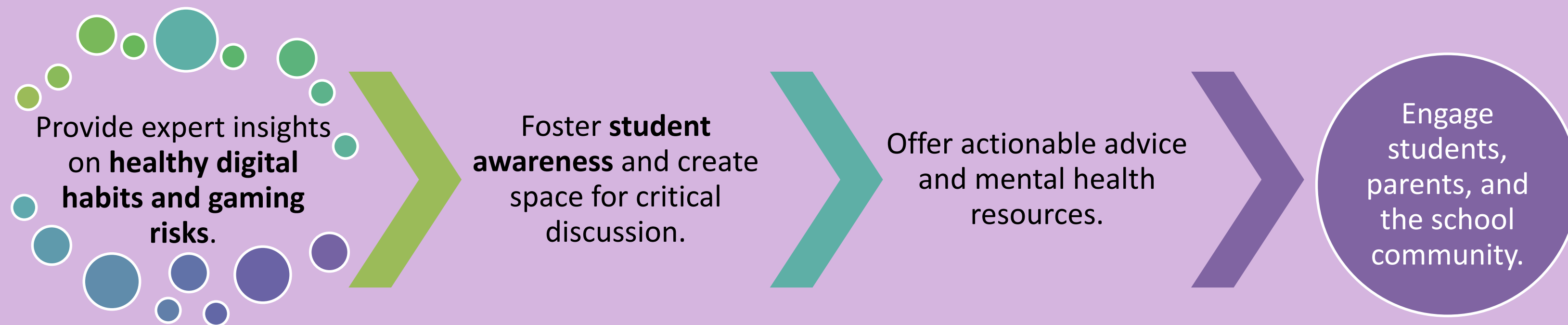


Escola Profissional de Cortegaça  
OVARFORMA - Ensino e Formação Lda.

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# 1. Objective

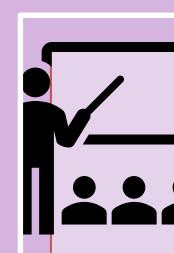


## 2. Topics

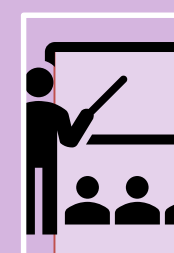
# Themes for the talks (suggestions)



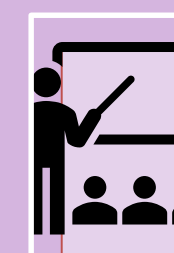
**How Games Are Designed to Keep You Playing:** The psychology behind reward systems and mechanics.



**Balancing Academics and Gaming:** Time management tips for students.



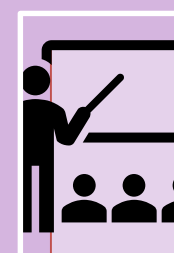
**How Screens Affect Your Sleep:** The science of blue light and its impact on health.



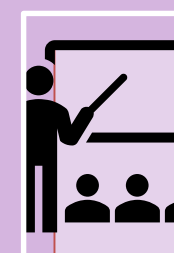
**Stress Relief or Stress Trap?:** Understanding the double-edged sword of gaming.



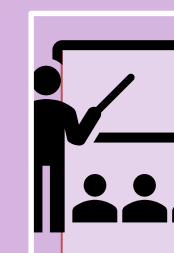
**Gaming Addiction: Signs, Risks, and Solutions:** What to watch out for and how to seek help.



**Mindfulness in a Digital Age:** Strategies to stay present in a hyper-connected world.



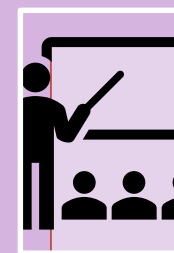
**Gaming and Friendships:** How gaming can build or harm real-life relationships



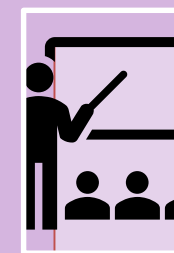
**Creating a Digital Balance:** Prioritising hobbies, social activities, and family time outside of gaming.



**When Fun Becomes Competition:** Navigating healthy participation in online tournaments.



**From Gamer to Creator:** Exploring gaming and tech industry careers.



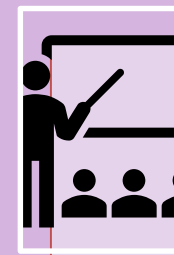
**Problem Solving Through Games:** Games that boost creativity, teamwork, and decision-making skills.



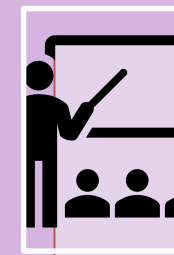
**Esports and Education:** Finding the balance between competitive gaming and school.



**Cybersecurity for Gamers:** Protecting your identity and data online.



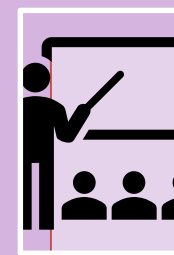
**Toxicity and Bullying in Gaming:** How to identify and deal with negative interactions.



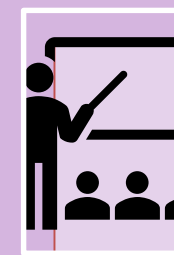
**Gaming and Social Media: A Double Connection:** Managing screen time across platforms.



**How Gaming Affects Culture:** The growing role of games in arts, social movements, and community building.



**Sustainability in Tech and Gaming:** How gaming impacts the environment and what can be done.



**Gaming Around the World:** Differences in habits, games, and perspectives across cultures.

# 3. Steps for Implementation



# Steps for Implementation

## Guest Expert Talks



# 4. Participation Benefits



# 5. Resources & Pedagogical Materials



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# OPTIONAL RESOURCES THAT CAN BE USED



Recorded sessions for later viewing.



Reflection worksheets and activity packs.



Take-home guides for students and families.



Infographics summarizing the topics.



Follow-up quizzes to test understanding of  
core concepts.



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# 6. Roles & Responsibilities

## Teachers

- Assist in follow-up activities, and encourage attendance.

## Students

- Attend, engage actively in Q&As, and complete worksheets.

## Organisers

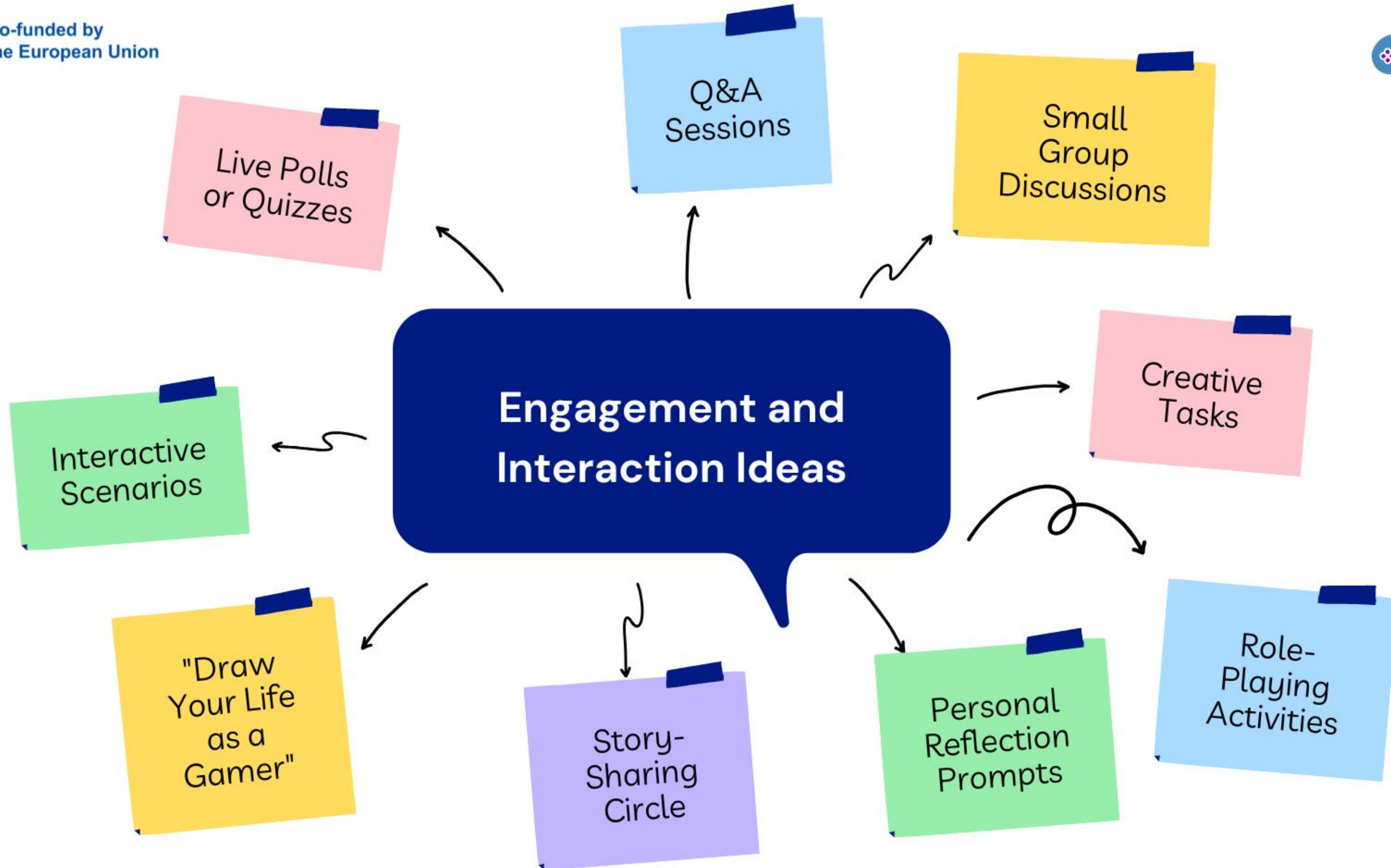
- Facilitate guest talks, distribute resources, and gather feedback.

# 7. Engagement and Interaction

## Ideas



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# 8. Promotional Plan (Dissemination)

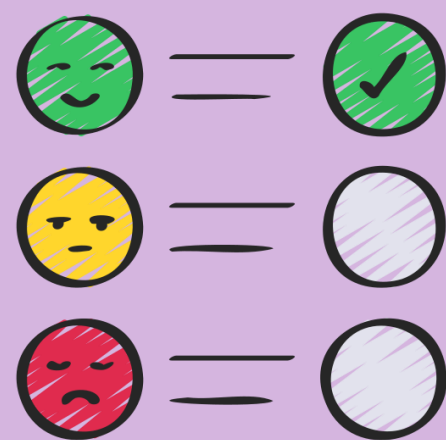
School  
announcements

Posters in  
classrooms

Emails and  
newsletters to  
parents and  
guardians.

Social media  
updates and  
engagement  
campaigns.

# Activity Evaluation



<https://tinyurl.com/3y6bp3m8>



# Thank you



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Self-assessment

# Gaming Habits and Digital Balance



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## SECTION 1: GAMING FREQUENCY AND DURATION

### 1.1. How many days per week do you play games?

- Every day (2)
- 4-6 days (0)
- 1-3 days (0)
- Rarely (0)

### 1.2. On an average day, how much time do you spend gaming?

- Less than 1 hour (0)
- 1-2 hours (0)
- 3-5 hours (0)
- More than 5 hours (2)

### 1.3. How often do you lose track of time while gaming?

- Rarely or never (0)
- Sometimes (0)
- Often (0)
- Almost always (2)

### 1.4. Do you ever game late into the night, affecting your sleep?

- No (0)
- Occasionally (0)
- Frequently (0)
- Every night (2)

## SECTION 2: GAMING AND YOUR RESPONSIBILITIES

### 2.1. Do you finish homework or chores before gaming??

- Yes, always (0)
- Often (0)
- Rarely (0)
- Never (2)

### 2.2. Has gaming ever made you skip important tasks (homework, studying, family time)?

- Never (0)
- Sometimes (0)
- Often (0)
- Very often (2)

### 2.3. Do your parents or teachers say gaming gets in the way of your school success?



- All the time (2)
- Often (0)
- Sometimes (0)
- No, never (0)

#### 2.4. Have you missed hobbies, sports, or time with friends due to gaming?

- Very often (2)
- Often (0)
- A few times (0)
- No, I balance both. (0)

### SECTION 3: SOCIAL AND EMOTIONAL IMPACT

#### 3.1. How often does gaming make you feel anxious, frustrated, or angry?

- Often (2)
- Sometimes (0)
- Rarely (0)
- Never (0)

#### 3.2. Do you use gaming to escape boredom, sadness, or stress?

- Always (2)
- Often (0)
- Sometimes (0)
- No, I don't (0)

**Thank you!**

### RESULTS AND RECOMMENDATIONS

**0 Points: Healthy Habits:** You have a strong balance in your gaming habits. Keep it up!

**2-4 Points: Room for Improvement:** Some of your gaming habits may be worth addressing. Small adjustments can prevent them from growing into bigger challenges.

**6-10 Points: Growing Concern:** Your gaming habits are beginning to interfere with your daily responsibilities and overall well-being. It's important to reflect on these habits and consider making changes. Talk to someone you trust for help.

**12-20 Points: At Risk:** Your gaming behaviours show a high level of imbalance that may significantly affect your academic, social, or emotional well-being. Seek help from a trusted adult or school psychologist to guide you in creating healthier habits.



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**GAMING  
DISORDERS**

## Guest Expert Talks

Wednesday, April 17th, 2:00 PM - 3:30 PM  
| Room B1 or Online Link: xyz.com

# The Psychology Behind Gaming and Reward Systems

DR. ISAAC SMITH

**DISCOVER WHAT MAKES GAMES SO ADDICTIVE—AND HOW TO KEEP YOUR MIND IN CONTROL!**

## Overview

Games are fun, engaging, and even educational, but what keeps us clicking play again even when we're tired or distracted? In this talk, join Dr. Isaac Smith, a psychologist specializing in behavioural science, as we explore how reward systems in games work. Discover how the brain responds to in-game achievements, what strategies developers use to keep players engaged, and how you can set boundaries to maintain a balanced, healthy relationship with gaming. Come learn about how gaming habits impact mental focus and productivity and how you can make smart choices for your digital well-being!



- **UNDERSTAND HOW GAMING TRIGGERS YOUR BRAIN'S REWARD SYSTEM.**
- **LEARN STRATEGIES TO ENJOY GAMES WITHOUT LOSING CONTROL OF YOUR TIME.**
- **HEAR EXPERT INSIGHTS DIRECTLY FROM A LEADING PSYCHOLOGIST.**
- **ASK QUESTIONS, SHARE CHALLENGES, AND FIND ACTIONABLE SOLUTIONS.**

Don't miss this chance to learn what's behind the screen and take control of your digital time.

- <https://www.facebook.com/gamingdisorders.erasmus/>
- <https://www.instagram.com/gamingdisorders.erasmus/>
- <http://www.youtube.com/@GamingDisorders.Erasmus>

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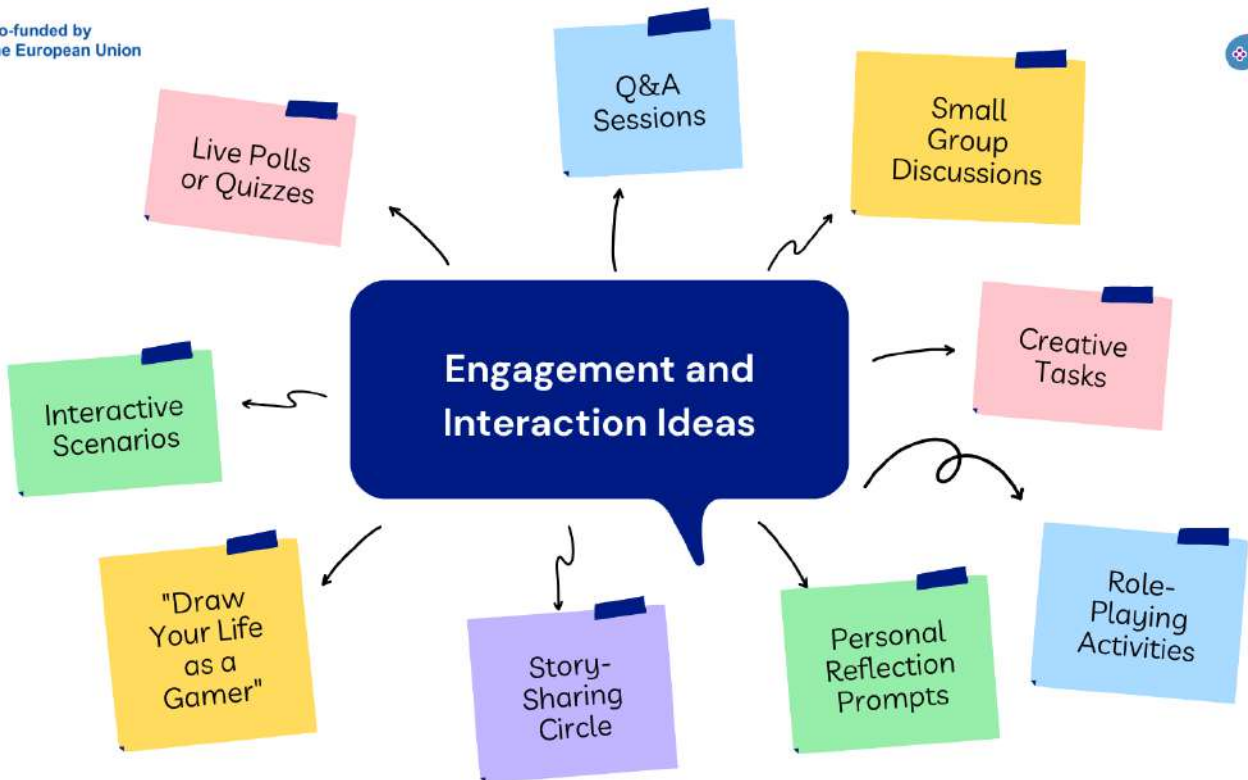


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# Steps for Implementation

## Guest Expert Talks





**SCAN ME**



**SCAN ME**





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**GAMING  
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Evaluation Form

# Guest Expert Talks



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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**

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**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?**

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**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.**

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**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?**

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### SECTION 3: FEEDBACK AND IMPACT

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

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**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?**

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### 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?**

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*Thank you for your feedback!*