



Co-funded by  
the European Union



**GAMING  
DISORDERS**

CREATING LONG-TERM IMPACT AND SUSTAINABILITY

## Training on Digital Wellness and Gaming Disorders



# Table of contents

- 1. Objectives & Ice-breaking activity**
- 2. Understanding Gaming Disorders**
- 3. Digital Wellness in Schools**
- 4. Recognising and Responding**
- 5. Digital Tools and Classroom Integration**
- 6. Action Planning for Schools**

# 1. Objectives

## Session Goals and Importance of the Topic

As technology continues to integrate into every aspect of our lives, we must understand the **impact it has—particularly on our mental health and behaviour.**

**Gaming, while offering educational and social benefits, can also lead to challenges such as addiction, reduced academic performance, and social isolation.**

# Session Goals and Importance of the Topic

Our goals are to:

Deepen your understanding of digital wellness and gaming disorders.

Empower you with strategies to support students and promote balance in their digital use.

Reflect on how your own digital habits influence your interactions and teaching methods.

# Digital Wellness Spectrum

I am:

- **“DIGITAL ENTHUSIAST”** (I am highly reliant on technology and a heavy gamer).
- **“DIGITAL BALANCER”** (I am moderate and mindful of use).
- **“DIGITAL MINIMALIST”** (I prefer minimal technology use).

1. Choose the category that better represents you;
2. Think about your digital habits and how you balance technology.



What do you consider to be your biggest challenges?  
Do you have any personal tips to maintain balance?

# 2. Understanding Gaming Disorders

## What is Gaming Disorder?

*“A pattern of gaming behaviour characterised by impaired control, increased priority given to gaming over other activities, and continued escalation despite negative consequences.”*

World Health Organization (WHO)



Gaming is a significant part of students' digital lives.

Educators are in a unique position to observe and intervene early.

## Gaming Disorder: criteria

Engagement on Internet gaming and games becomes the dominant activity

Symptoms of withdrawal (anxiety, sadness when the game is taken away)

Tolerance (need to spend more time for the game)

Unsuccessful attempts to control the amount of play


Loss of interest in previous hobbies

Continuous use despite problems

Lie to the family about the time spent on the game

Play games to avoid negative mood

Loss of relationship due to game



```
graph LR; A((Impaired Control: Difficulty stopping or reducing gaming despite intentions.)) --> B((Gaming Priority: Gaming becomes the dominant life activity.)); B --> C((Negative Consequences: Persistent gaming despite harm to mental health, education, or social life.))
```

**Impaired Control:**  
Difficulty stopping  
or reducing gaming  
despite intentions.

**Gaming  
Priority:**  
Gaming  
becomes the  
dominant life  
activity.

**Negative  
Consequences:**  
Persistent gaming  
despite harm to  
mental health,  
education, or  
social life.



## Psychological Impacts

Increased anxiety and depression.

Higher risk of addiction due to reward systems in games.

Sleep disturbances from excessive gaming.



## Social Impacts

Reduced face-to-face interactions and communication skills.

Strained relationships with family and peers.

Isolation from non-gaming communities.



## Academic Impacts

Decline in academic performance due to time mismanagement.

Skipping classes or assignments to prioritize gaming.

Reduced attention span and engagement in classroom activities.

# Discussion

## STUDENTS' GAMING HABITS



### Academic and Social Impact

Most students reported minimal academic impact, as 227 students strongly disagreed with missing school due to gaming. However, **for those experiencing compulsive behaviours, there may be a risk of distraction from academic or social responsibilities if gaming time increases.**



### Isolation

While not explicitly reported by students, **high daily gaming hours** for some students (4-6 hours) could correlate with **reduced social interactions in non-gaming environments**, which may be relevant for fostering real-world social skills and relationships.

[WWW.GAMINGDISORDERS.EU](http://WWW.GAMINGDISORDERS.EU)



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

## Discussion

What signs have you observed in students that align with gaming disorder criteria?

How do gaming behaviours impact classroom dynamics?

What challenges do teachers face when addressing gaming-related issues?

# 3. Digital Wellness at Schools

# Activity

**"What strategies can schools and teachers use to promote healthy screen time in students?"**

Share top 3 strategies.

# Case Study

## Case Study: Alex, a 15-Year-Old Student

Alex is a 10th-grade student who has recently been struggling in school. Over the past three months, teachers have noticed a significant decline in Alex's academic performance and class participation. Once an engaged student, Alex now appears tired, distracted, and often skips assignments.

In conversations with peers, it was revealed that Alex spends 6-8 hours daily playing an online multiplayer game. He has started staying up late to play, which disrupts his sleep schedule. His parents have shared their concern about his mood swings, irritability, and withdrawal from family activities.

Alex often justifies his gaming as a way to “escape stress” and claims he feels connected to his online friends. However, he has become increasingly isolated from his school friends and avoids extracurricular activities he once enjoyed, such as playing on the school's basketball team.

## Discussion Questions

What signs in  
Alex's  
behavior  
indicate a  
potential  
problem?

## Discussion Questions

What  
underlying  
issues might be  
contributing to  
Alex's gaming  
behaviour?

## Discussion Questions

What steps  
can teachers  
and the  
school take to  
support Alex?

## Discussion Questions

How can teachers address this issue without stigmatizing gaming?

## UNDERSTANDING GAMING DISORDERS

### 5 PROACTIVE MEASURES FOR SCHOOLS

**01**

#### **Creation of workshops and informational sessions**

to educate on gaming disorders and healthy habits.

**02**

#### **Collaboration with school psychologists**

for accurate assessments and early interventions.

**03**

#### **Use of interactive tools**

e.g., quizzes, relatable language, audiovisual materials - to engage students in discussions on gaming.

**04**

#### **Development of universal approaches**

that educate all students, with tailored interventions for at-risk groups.

**05**

#### **Implementation of early intervention programs**

to prevent gaming addiction, starting in primary school.

## Personal Reflection and Action Planning

Reflect on the session content and answer the prompts below. Your responses will help you implement effective strategies in your school or classroom.

- 1) Identify one strategy you will implement in your class/school to promote digital wellness among students.** *(Example: Introduce "Tech-Free Fridays" where students engage in offline activities.)*
- 1) Describe one way you will support a student who is struggling with gaming-related challenges.** *(Example: Collaborate with the school counsellor to create a balanced daily schedule for the student.)*
- 1) What resources or support do you need to implement these strategies?** *(Example: Training materials, collaboration with parents, or access to mental health resources.)*

# 4. Recognising and Responding

## Warning Signs

### BEHAVIOURAL

- Decline in academic performance, missed assignments, decreased participation, social withdrawal.

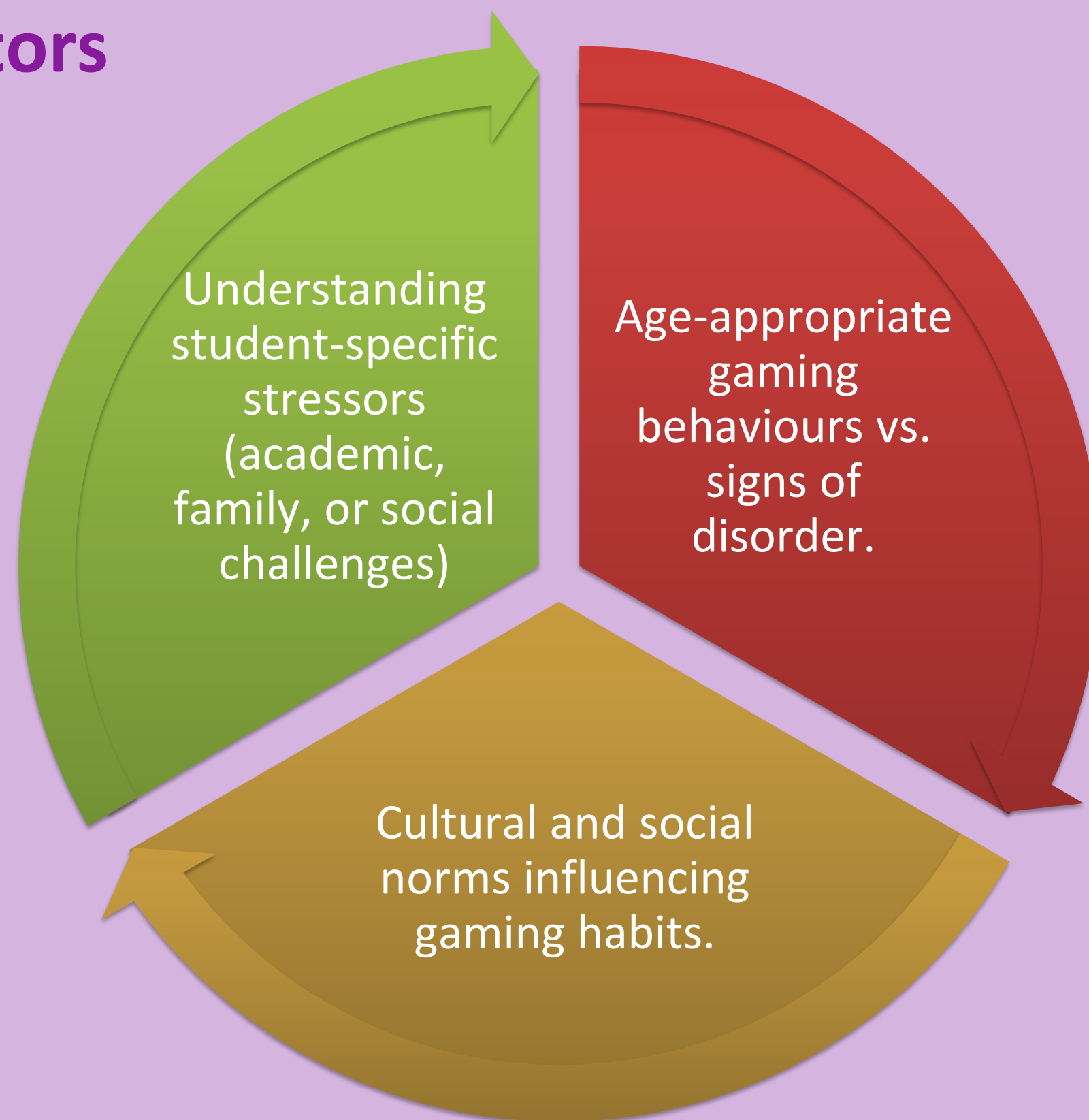
### EMOTIONAL

- Increased irritability, mood swings, anxiety, or depression.

### PHYSICAL

- Fatigue, poor hygiene, or health issues from prolonged gaming (e.g., eye strain).

## Contextual Factors



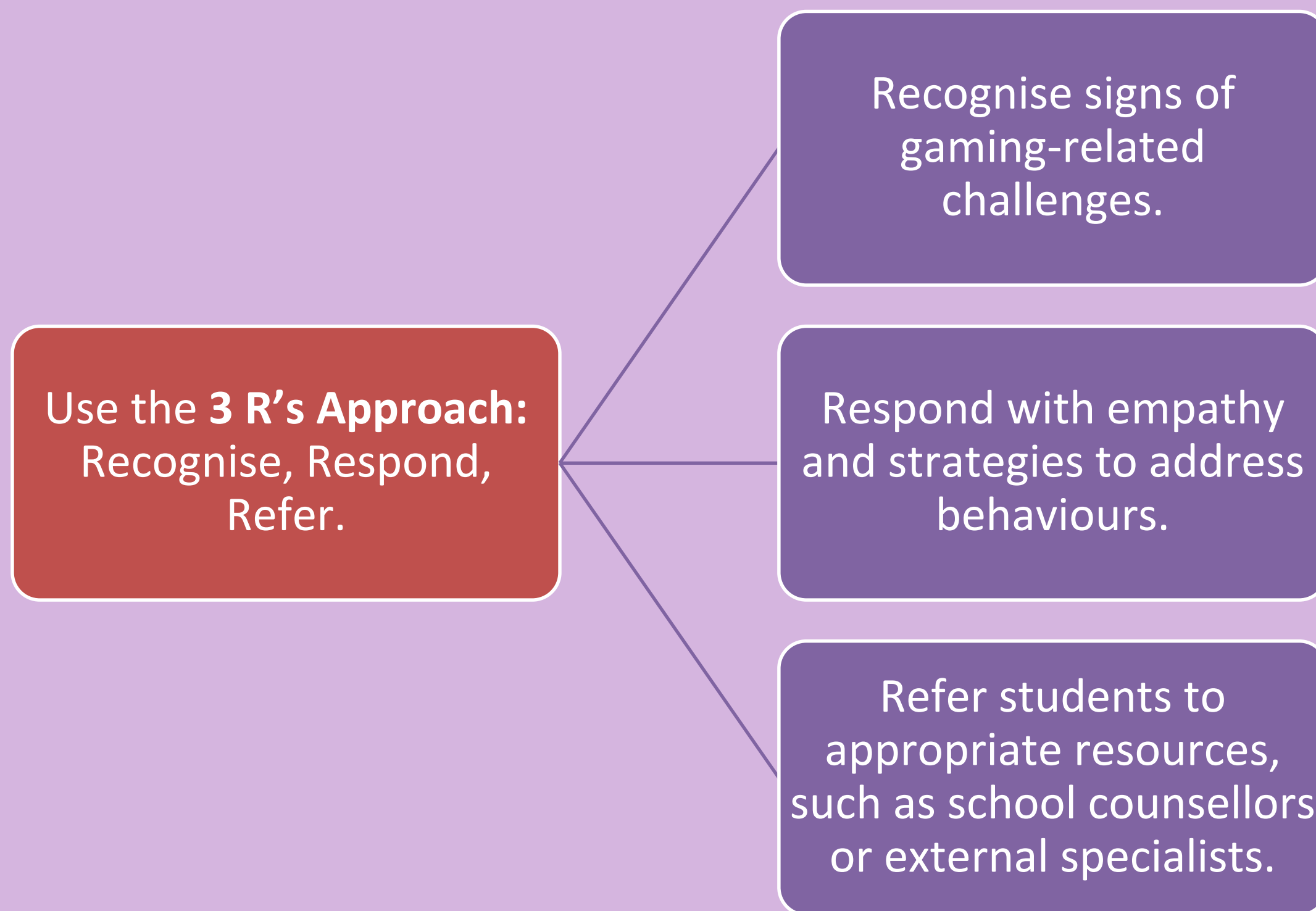
## Observation Tools



Keeping  
behavioural  
records.

Gather feedback  
from peers,  
parents, and other  
staff.

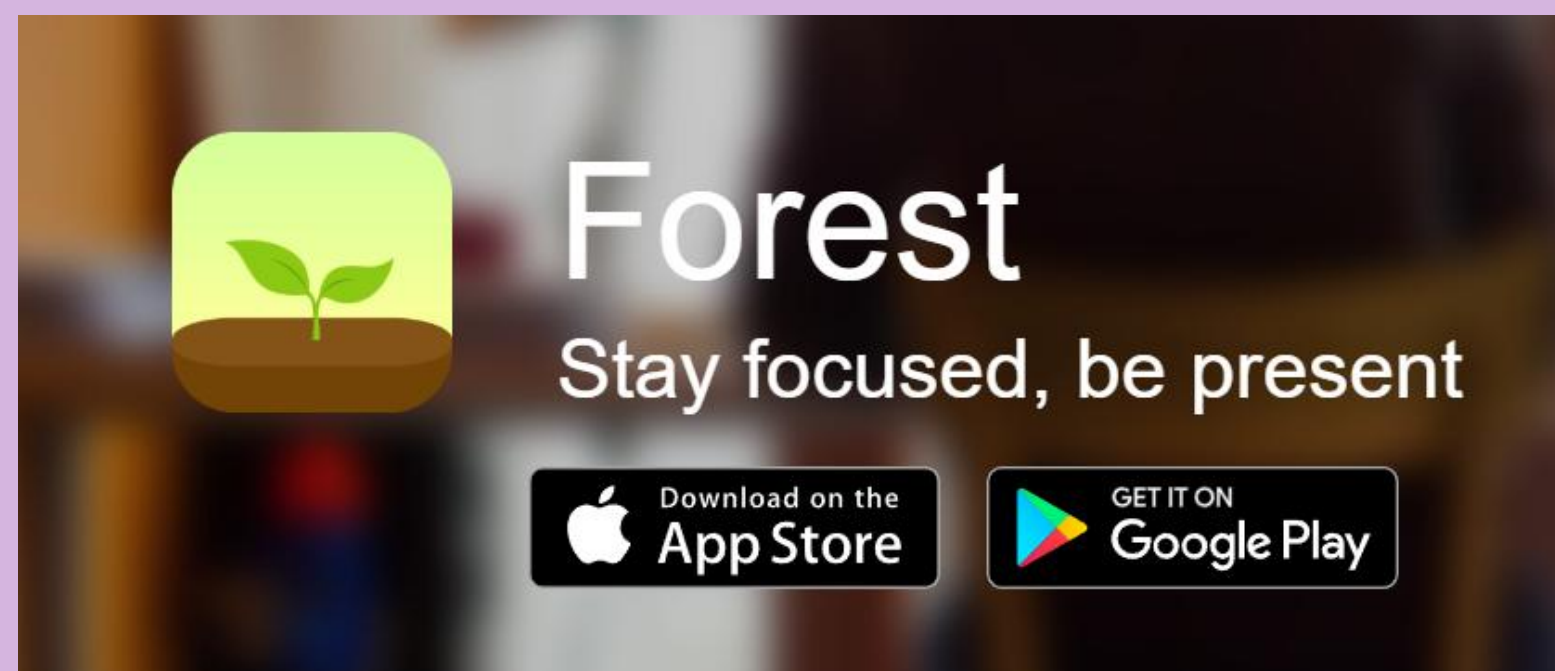
# Intervention Framework



# 5. Digital Tools and Classroom Integration

## Digital Wellness Tools

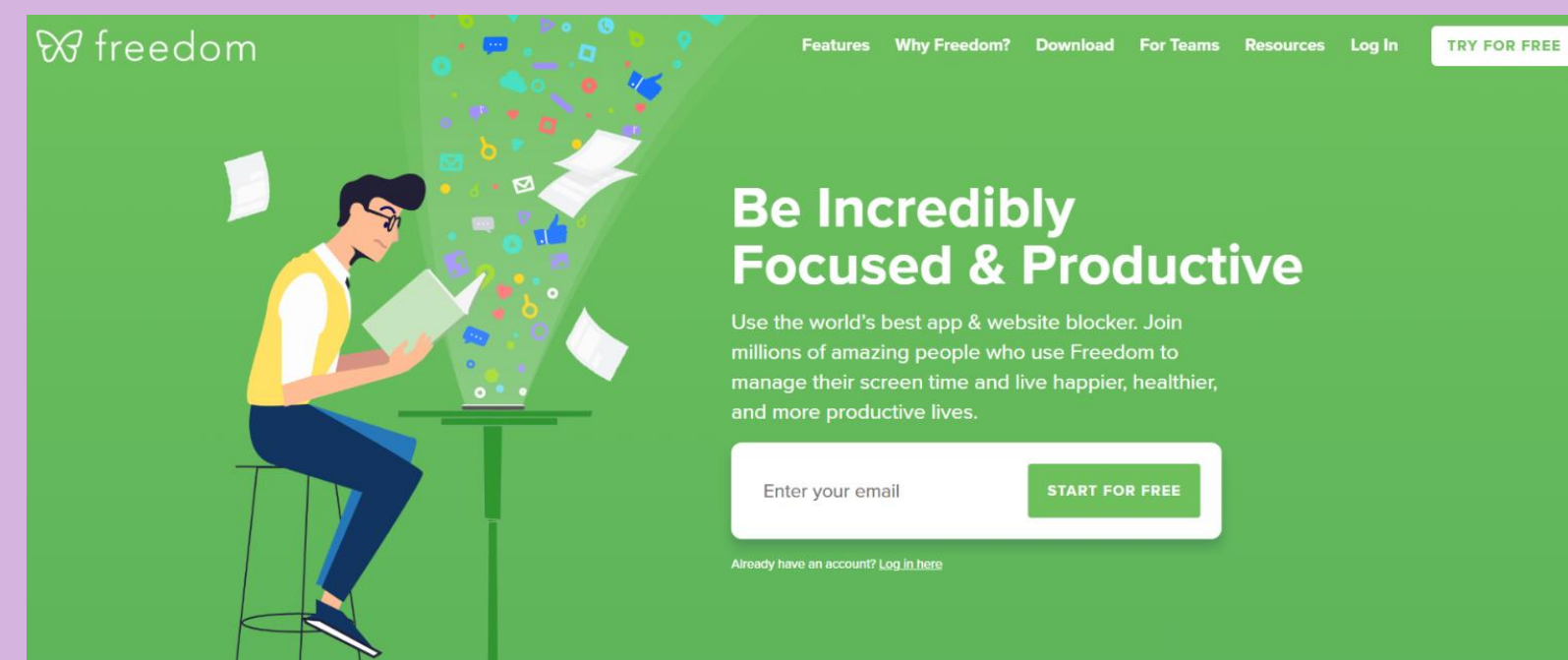
**Screen Time Manager Apps:** Apps like Forest or Freedom help students focus and balance device usage.

An advertisement for the Forest app. It features a green plant icon in a yellow square on the left. To the right, the word "Forest" is written in a large, white, sans-serif font, with the tagline "Stay focused, be present" below it. At the bottom, there are two buttons: "Download on the App Store" with the Apple logo and "GET IT ON Google Play" with the Google Play logo.

**Forest**  
Stay focused, be present

Download on the  
**App Store**

GET IT ON  
**Google Play**

A screenshot of the Freedom app website. The background is green. On the left, an illustration shows a person sitting on a stool, reading a book, with a laptop in front of them. A stream of colorful icons representing various apps and websites is shown flying away from the laptop. The Freedom logo is in the top left corner. The top right navigation bar includes links for "Features", "Why Freedom?", "Download", "For Teams", "Resources", "Log In", and a "TRY FOR FREE" button. The main heading is "Be Incredibly Focused & Productive". Below it is a sub-headline: "Use the world's best app & website blocker. Join millions of amazing people who use Freedom to manage their screen time and live happier, healthier, and more productive lives." At the bottom, there is a form with "Enter your email" and a "START FOR FREE" button. A small link "Already have an account? Log in here" is at the very bottom.

freedom

Features Why Freedom? Download For Teams Resources Log In TRY FOR FREE

### Be Incredibly Focused & Productive

Use the world's best app & website blocker. Join millions of amazing people who use Freedom to manage their screen time and live happier, healthier, and more productive lives.

Enter your email **START FOR FREE**

Already have an account? Log in here

## Digital Wellness Tools

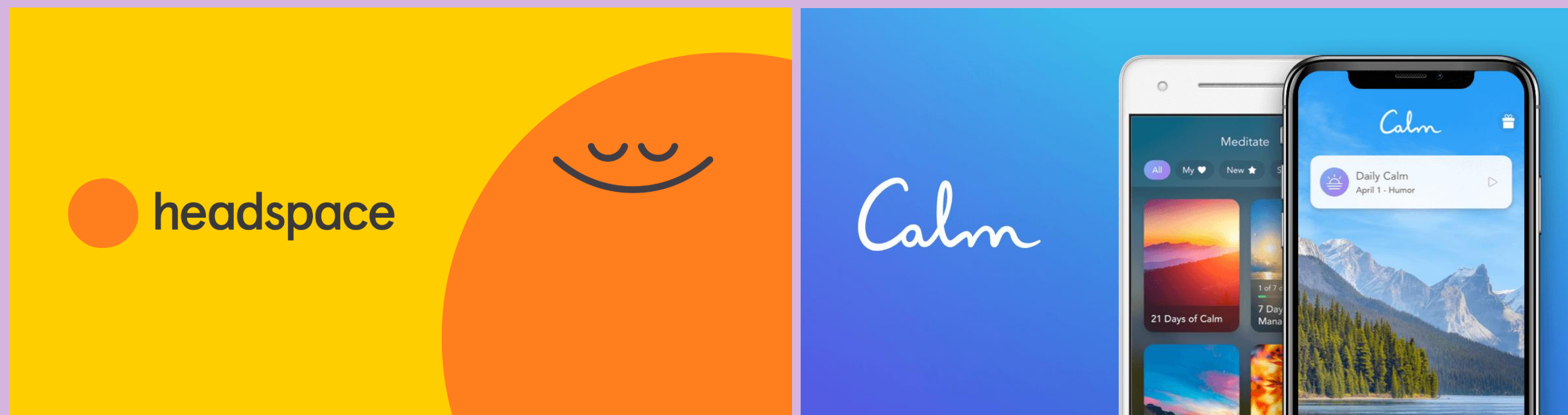
**Digital Wellness Platforms:** Tools like Classcraft gamify classroom management while promoting healthy gaming behaviours.



# Classcraft

## Digital Wellness Tools

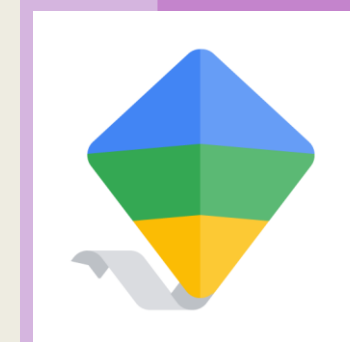
**Mindfulness Apps:** Apps like Headspace or Calm help manage stress and anxiety linked to excessive gaming.



# Practical Classroom Applications

## 1. Screen Time Tracking:

- Apps like Google Family Link or Apple ScreenTime help students track their gaming or social media use.
- Weekly assignments: Have students analyse their app usage data and create personal goals to reduce excessive screen time.



## 2. Daily Digital Wellness Check-In:

- Incorporate a 5-minute class starter where students log their mood in an app like Moodfit or Daylio.
- Discuss correlations between digital habits and mood changes as part of health education.



## Practical Classroom Applications

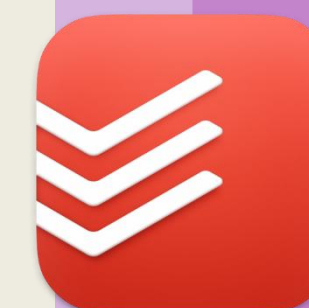
### 3. Pomodoro Timers for Study Breaks:

- Introduce apps like Focus Booster or Forest to teach students how to balance study sessions with breaks.
- Encourage students to reflect on whether these methods improve their productivity and focus.



### 4. Task Scheduling Tools:

- Use apps like Todoist or Microsoft To Do to teach students how to organize their assignments and gaming time.
- Have students set “digital free zones” in their schedules and reflect on their effectiveness.



## Practical Classroom Applications

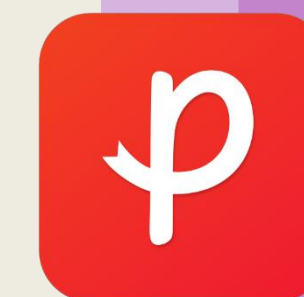
### 5. Gamification of Digital Wellness:

- Use platforms like Classcraft or Kahoot to create quizzes or challenges on digital habits and gaming addiction awareness.
- Reward students with points for completing wellness goals or participating in healthy screen-time challenges.



### 6. Journaling Digital Habits:

- Introduce apps like Penzu or Reflectly for students to document how they use technology each day.
- Weekly reflections: Have students write about how gaming affects their mood, focus, and social interactions.



## Practical Classroom Applications

### 7. Digital Detox Challenges:

- Organize class-wide challenges where students abstain from gaming or social media for a day.
- Follow up with group discussions on the challenges and benefits experienced during the detox.

### 8. Digital Wellness Peer Mentoring:

- Pair students to monitor and encourage each other's healthy screen habits using apps like Habitica.
- Peer mentors can present tips or strategies that have worked for them in class.



## Practical Classroom Applications

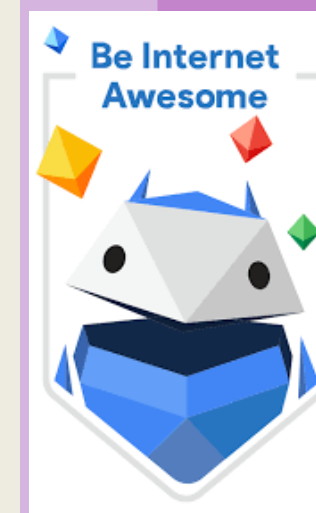
### 9. Mindfulness Apps in Class:

- Start or end lessons with 5-minute guided meditations using apps like Calm or Headspace.
- Focus on themes like reducing gaming-induced anxiety or improving focus during lessons.



### 10. Interactive Gaming Education:

- Use educational games that teach healthy digital habits, such as Digital Compass or Interland.
- Discuss what makes these games engaging and how they compare to potentially addictive games.



## Practical Classroom Applications

### 11. Family Screen Time Plans:

- Assign students to create a family screen-time agreement using templates available in apps like Bark.
- Encourage parent-student discussions on balancing screen use and offline activities.



### 12. Community Wellness Events:

- Collaborate with students to organize a “Digital Wellness Fair,” featuring booths for apps and tools promoting healthier digital habits.
- Students demonstrate how specific apps help them manage gaming or other digital activities.

## Checklist & Scenario Analysis

**Here are fictional student profiles for teachers to analyse using the checklist for early detection of gaming disorders. Each profile includes behavioural, emotional, and social indicators that may point to potential issues with gaming disorders**

In groups:

1. Analyse the fictional student profiles
2. Use the checklist
3. Define an action plan

Resources:

- Handout: Fictional Student Profiles
- Checklist

# 6. Action Planning for Schools

## School Policies and Procedures

**How digital wellness initiatives can be reflected in school policies?**

- Screen time limits during school hours.
- Guidelines for integrating digital tools in classrooms.
- Protocols for identifying and supporting students with gaming-related challenges.

## Brainstorming activity

**Participants are divided into small groups (4–5 members). Each group identifies potential challenges in integrating digital wellness into school policies. Groups brainstorm practical solutions to these challenges.**

Example Challenges:

- Resistance from students or parents.
- Lack of resources or training for teachers.
- Difficulty in enforcing screen time limits.
- Solutions could involve awareness campaigns, workshops for parents, or trial periods for new policies.

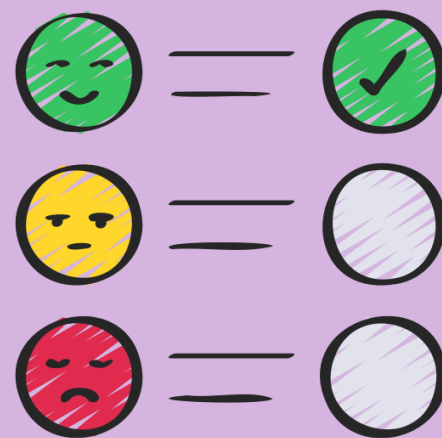
## Drafting an Action Plan Framework

**Groups will think about both short-term (within 3 months) and long-term (within a year) actions.**

Resources:

- Action Plan Framework Template

# 7. Activity Evaluation



**SCAN ME**



<https://tinyurl.com/hmhm8v9y>



# Thank you



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## Action Plan Framework Template

School: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

### 1. Goal

Define the main objective of the action plan. Goals should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound). *Example: Promote digital wellness by reducing excessive screen time during school hours by 20% within six months.*

---



---



---



---



---



---

### 2. Steps / Actions Needed

List the specific steps needed to achieve the goal. Each action should be actionable and clear.

Action	Responsible Person(s)	Timeline	Resources Needed
<i>Example: Introduce screen-free zones in common areas.</i>	<i>School counsellors, teachers</i>	<i>January–March 2025</i>	<i>Posters, designated staff oversight</i>


### 3. Resources

Identify the tools, materials, and support needed to implement the plan effectively.

Physical Resources / Tools	Human Resources
<i>Example: Teachers, IT staff, counselors</i>	<i>Example: Digital tools like monitoring apps, and posters for awareness campaigns.</i>

### 4. Support & Involvement

Describe how teachers, parents, students, and the school board will be involved and kept informed.  
*Example: Host an informational session for parents about the school's digital wellness initiative; Conduct surveys with students to gather feedback on policy changes.*

---



---



---



---



---



---



## 5. Evaluation and Monitoring

Metric	Target	Evaluation Method	Frequency
Example: Reduction in reported screen-time hours.	20% decrease in 6 months.	Surveys, app data.	Quarterly

Evaluation Notes:

---



---



---



---

## 6. Timeline

Milestone	Deadline	Responsible Person(s)
Example: Set up screen-free zones.	End of February 2025.	IT team, school leaders.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

--	--	--

## 7. Sustainability Plan

Describe how the initiative will be maintained over time. *Examples: Regularly review policies and update as needed; Provide ongoing training for staff to stay informed on digital wellness strategies.*

---

---

---

---

---

---

---



# Checklist for Early Detection of Gaming Disorders<sup>1</sup>

**Instructions:** Use this checklist to observe and evaluate students over time. While a single behaviour may not indicate a gaming disorder, a combination of persistent signs may indicate necessary further actions or consultation with a specialist.

Category	Indicators
<b>Behavioural Indicators</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Significant decline in academic performance.</li> <li><input type="checkbox"/> Frequently misses assignments or fails to complete homework.</li> <li><input type="checkbox"/> Regularly talks about or focuses on gaming during class.</li> <li><input type="checkbox"/> Displays agitation or frustration when unable to game.</li> <li><input type="checkbox"/> Avoids participating in non-gaming-related school activities.</li> </ul>
<b>Emotional Indicators</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows irritability or mood swings when not gaming.</li> <li><input type="checkbox"/> Expresses anxiety or distress over in-game failures or progress.</li> <li><input type="checkbox"/> Appears overly preoccupied with gaming achievements or rankings.</li> <li><input type="checkbox"/> Exhibits signs of low self-esteem tied to gaming performance.</li> </ul>
<b>Social Indicators</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Withdraws from social interactions with peers or family.</li> <li><input type="checkbox"/> Prefers online gaming friends over in-person relationships.</li> <li><input type="checkbox"/> Shows difficulty communicating or engaging with others outside gaming contexts.</li> <li><input type="checkbox"/> Has conflicts with peers or teachers over gaming-related issues.</li> </ul>
<b>Physical Indicators</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Displays fatigue or sleepiness during school hours.</li> </ul>

<sup>1</sup> 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.

***Time and Routine  
Indicators***

- Reports frequent headaches, eye strain, or other physical complaints linked to screen time.
- Neglects personal hygiene or physical health.
- Gains or loses weight due to irregular eating habits tied to gaming.

***Academic and  
Cognitive Indicators***

- Spends an excessive amount of time gaming, reported by parents or observed in discussions.
- Frequently arrives late to school or skips classes to game.
- Shows inability to manage time effectively due to gaming.
- Complaints of sleep disruptions linked to late-night gaming sessions.

- Demonstrates reduced concentration or focus during lessons.
- Exhibits lower creativity or engagement in tasks unrelated to gaming.
- Struggles with following instructions or meeting deadlines.
- Shows increased forgetfulness about school-related responsibilities

***Family and Parental  
Feedback***

- Parents report concerns about excessive gaming at home.
- Family members notice behavioural changes tied to gaming.
- Parents struggle to enforce limits on gaming time.

***Follow-Up Action Plan***

If you check multiple boxes across categories:

1. Discuss Observations: Schedule a meeting with the student to understand their perspective.
2. Involve Parents: Share observations with parents to gain insights and address shared concerns.
3. Refer to Specialists: Engage school counsellors, psychologists, or external professionals if needed.
4. Monitor Progress: Reassess using the checklist after implementing interventions.



## Fictional student profiles

### Student Profile 1

### Alex (14 years old)

#### Background:

Alex is a bright student with an interest in technology and gaming. Over the past few months, teachers and parents have noticed some changes in behaviour.

#### Observed Indicators:


- Alex's homework completion rate has dropped from 95% to 60%.
- Frequently mentions achievements in a popular multiplayer game during class discussions.
- Displays frustration when interrupted while using a tablet or phone in school.
- Prefers spending lunchtime alone on their device rather than socializing with friends.
- Recently showed signs of fatigue in the mornings, with reports of staying up late to play games.

#### Parental Feedback:

Alex's parents report difficulty establishing screen time limits. They've noticed Alex skips family dinners to game and becomes irritable when asked to log off.

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

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

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## Fictional student profiles

### Student Profile 2

### Maria (16 years old)

#### Background:

Maria was an active participant in school debates and social clubs. However, her engagement has significantly declined in the past year.

#### Observed Indicators:


- Maria frequently misses assignment deadlines and shows minimal effort in-class participation.
- Appears distracted during lessons and often gazes at her phone.
- Has begun avoiding extracurricular activities and spends most of her free time in the school library watching gaming videos.
- Expresses anxiety about falling behind in her favorite online game when asked about her weekend.
- Friends mention that Maria has become less communicative and prefers online friendships.

#### Parental Feedback:

Maria's parents share that she has become increasingly withdrawn at home. They're worried about her frequent headaches and reduced interest in family outings.

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

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

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## Fictional student profiles

### Student Profile 3

### Liam (13 years old)

#### Background:

Liam is a quiet student who recently transferred to the school. Teachers initially noted enthusiasm for science but have since observed a lack of focus.

#### Observed Indicators:


- Liam often appears tired during morning classes and struggles to stay awake.
- Has submitted incomplete assignments, with excuses involving late-night gaming.
- Rarely engages with peers in person but shares detailed accounts of gaming strategies.
- Seems anxious or upset when discussing in-game losses or issues with online teammates.
- Reports of skipping meals at home due to being immersed in games

#### Parental Feedback:

Liam's guardians admit they're unsure how to regulate his gaming habits, as it's his primary way to connect with others. They've noticed he spends up to 6 hours gaming on school nights.

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

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

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## Fictional student profiles

### Student Profile 4

### Sara (15 years old)

#### Background:

Sara is a high-performing student who has always excelled academically. Recently, teachers and friends have noticed behavioural shifts.

#### Observed Indicators:


- Sara's grades have slipped slightly, and she appears distracted in class.
- Often brings up gaming scenarios during unrelated classroom discussions.
- Seems irritable or defensive when asked about her gaming habits.
- Has been caught using her phone to play games during lessons.
- Avoids group study sessions, claiming they interfere with her gaming schedule.

#### Parental Feedback:

Sara's parents report that she becomes agitated if asked to stop gaming, even to complete homework. They mention arguments over her prioritising gaming over sleep.

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

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

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## Fictional student profiles

### Student Profile 5

### Noah (17 years old)

#### Background:

Noah is a social and athletic student who recently became interested in competitive gaming.

#### Observed Indicators:


- Noah started missing sports practices, citing gaming tournaments as the reason.
- Shows frustration or mood swings when discussing losses in gaming competitions.
- Teachers have observed a noticeable drop in focus during lessons.
- Frequently submits assignments late, often mentioning gaming commitments.
- Has begun isolating himself from his usual friend group, preferring to interact with his gaming teammates online.

#### Parental Feedback:

Noah's parents express concern about his growing dependence on gaming as a source of self-worth. They worry about his declining interest in previously loved activities like sports.

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

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

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by  
the European Union



**GAMING  
DISORDERS**

Evaluation Form

# Training on Digital Wellness and Gaming Disorders



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

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. Country of Residence

- Austria
- Cyprus
- Ireland
- Germany
- Portugal
- Spain

### 2. Subject/discipline you teach

---

### 3. Your School's Name

---

## SECTION 1: GENERAL IMPRESSIONS

### 1.1. On a scale of 1 to 5, how relevant do you consider the topic of Gaming Disorders for your role as an educator?

- 1 – Not Relevant
- 2
- 3
- 4
- 5 – Extremely relevant

### 1.2. How well did the training meet your expectations?

- 1- Did not meet expectations

- 2
- 3
- 4
- 5 – Exceeded expectations

**1.3. Which topic did you find most useful? (select one or more)**

- Understanding Gaming Disorders (criteria, symptoms)
- Digital Wellness in Schools
- Recognising and Responding to warning signs
- Practical Tools and Classroom Applications
- Action Planning for School Implementation

**1.4. Did the webinar work well technically?**

- 1 – Not at all
- 2
- 3
- 4
- 5 – Very much

**SECTION 2: CONTENT EVALUATION**

**2.1. How would you rate the clarity and structure of the session?**

- Very unclear / disorganized
- Somewhat clear
- Clear and well-structured
- Excellent clarity and flow

**2.2. Were the case studies and real-life examples helpful in understanding the issues?**

- Not helpful
- Somewhat helpful
- Helpful
- Very helpful

**2.3. Did the training provide enough practical strategies that you can apply in your school or classroom?**

- No, not at all
- Somewhat
- Yes, sufficiently
- Yes, and I already plan to use some



**2.4. Which of the following do you feel more confident about after the training? (Select all that apply)**

- Identifying early signs of gaming disorders
- Using digital wellness tools and apps
- Supporting students with balanced digital habits
- Collaborating with families and counsellors
- Drafting or contributing to school-wide wellness policies

**SECTION 3: APPLICABILITY TO DAILY PRACTICE**

**3.1. Do you believe the strategies and tools presented are realistically applicable in your teaching environment?**

- Not applicable
- Applicable with significant adaptations
- Mostly applicable
- Fully applicable and ready to implement

**3.2. What barriers do you anticipate in implementing these strategies? (Select all that apply)**

- Lack of time
- Lack of support from school administration
- Resistance from students
- Lack of training or resources
- Parental attitudes

**3.3. What resources or support would help you apply what you learned today?**

---

---

---

---

---

---

**SECTION 4: FEEDBACK AND IMPACT**

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

---

---

---



---

---

---

**4.2. 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

**4.3. Do you feel more empowered or better equipped to address gaming-related challenges in your classroom or school?**

- Yes
- No

**4.4. What is one specific action you plan to take based on this training?**

---

---

---

---

---

---

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

---

---

---

---

---

---

*Thank you for your feedback!*