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**GAMING
DISORDERS**

CREATING LONG-TERM IMPACT AND SUSTAINABILITY

Annual Digital Wellness Day

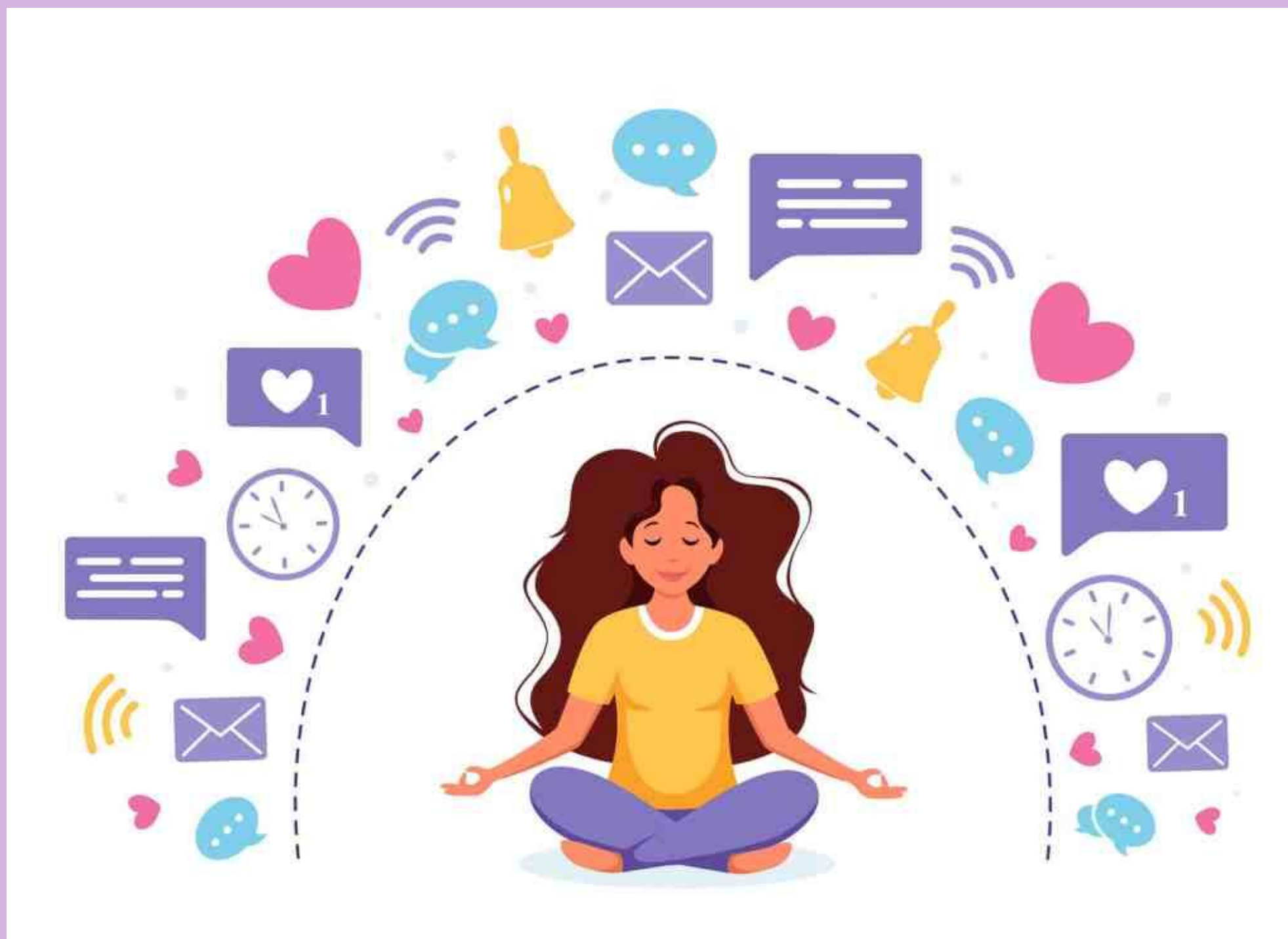


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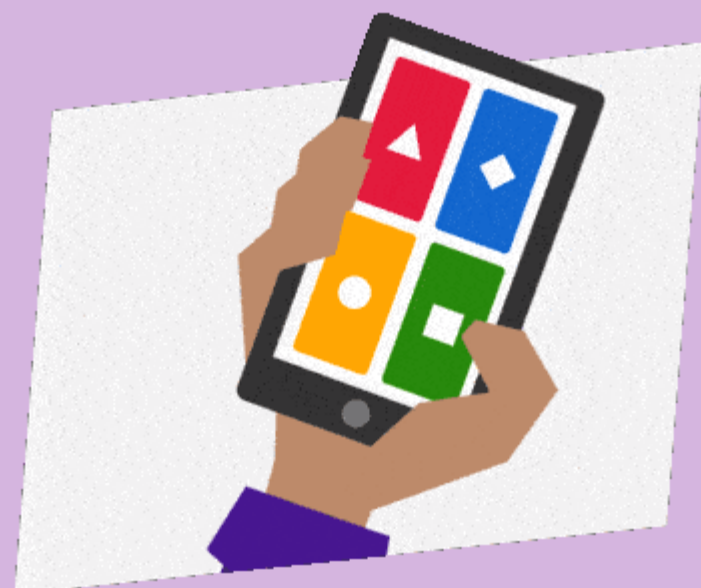
- 1. Keynote Lecture: “Digital Wellness”**
- 2. Workshop: Tools for Balance and Engagement**
- 3. Panel discussion: Gaming, Learning, and Balance**
- 4. Collaborative Activity: Tech-Free Challenges**

1. Key Note Lecture



WHY DIGITAL WELLNESS IS CRITICAL IN TODAY'S WORLD

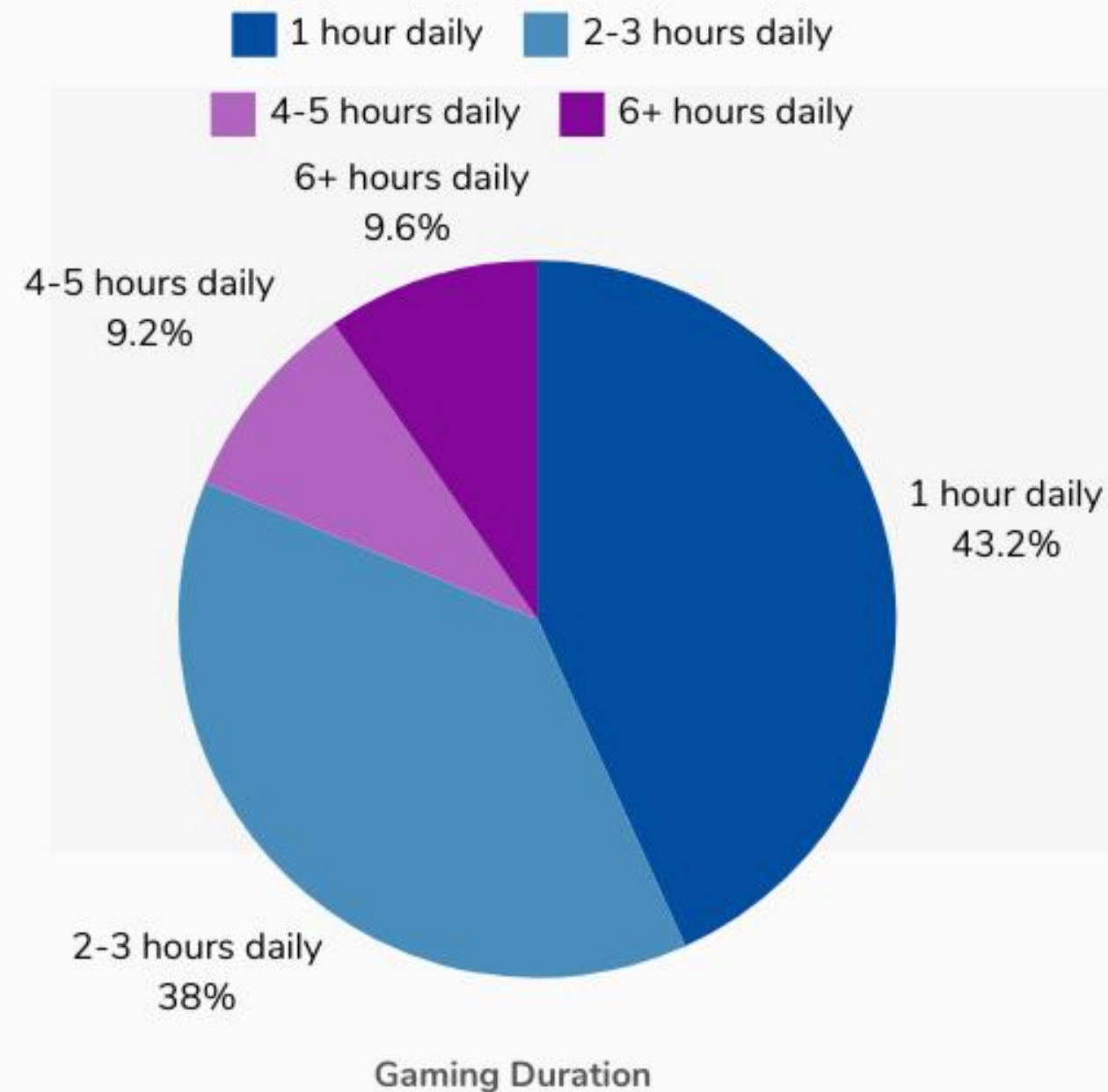
Kahoot 



SCAN ME



STUDENTS' GAMING HABITS



286 STUDENTS FROM GERMANY,
AUSTRIA, SPAIN, PORTUGAL, IRELAND
AND CYPRUS

220 students
Play videogames
daily



66 students
Do not play
at all



Daily Gamers

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What is Digital Wellness?

Balance technology use with mental, physical, and social well-being.

Digital wellness is about using technology in a way that helps you succeed, stay happy, and feel good about yourself.

What is Digital Wellness?

Excessive screen time leads to challenges like:

Poor mental health

Fatigue

Decreased academic performance.

The Science Behind Digital Wellness

Why do apps and games feel so hard to put down?

They're designed to keep your attention using dopamine triggers

Did you know using screens before bed reduces your ability to get deep sleep by up to 40%?

STUDENTS' GAMING HABITS

“

*"Gaming doesn't affect
my studies"*

*"Sometimes I get angry
after losing."*

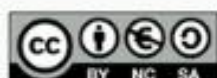
”

Potential for Distraction and Neglect



- A small number of students reported experiencing increased gaming time over the past year (23 students) or feeling the need to game more (16 students).
- **For a few students, gaming might be taking time away from other activities, with 10 students agreeing that they've lost interest in other hobbies.**

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STUDENTS' GAMING HABITS



Gaming as a Coping Mechanism

There is an interesting contradiction between responses: while 150 students strongly disagreed with using gaming to cope, others agreed or strongly agreed that they play to forget about problems or manage difficult emotions. This may reflect that **gaming can serve as a distraction or coping tool, though its potential to replace healthier coping mechanisms for some students is a concern.**



Behavioural or Emotional Impact

A few open-ended responses mentioned anger or frustration, like feeling “pissed off” after losing in a game. This hints at **emotional reactions tied to gaming outcomes, potentially impacting their mood or behaviour outside of gaming sessions.**

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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.

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Practical Strategies for Digital Wellness

SET LIMITS

Use apps to track and reduce screen time.

DIGITAL DIETS

Try one tech-free hour a day to focus on hobbies or relationships.

MINDFUL GAMING

Know when to log off—gaming should be fun, not a stressor.

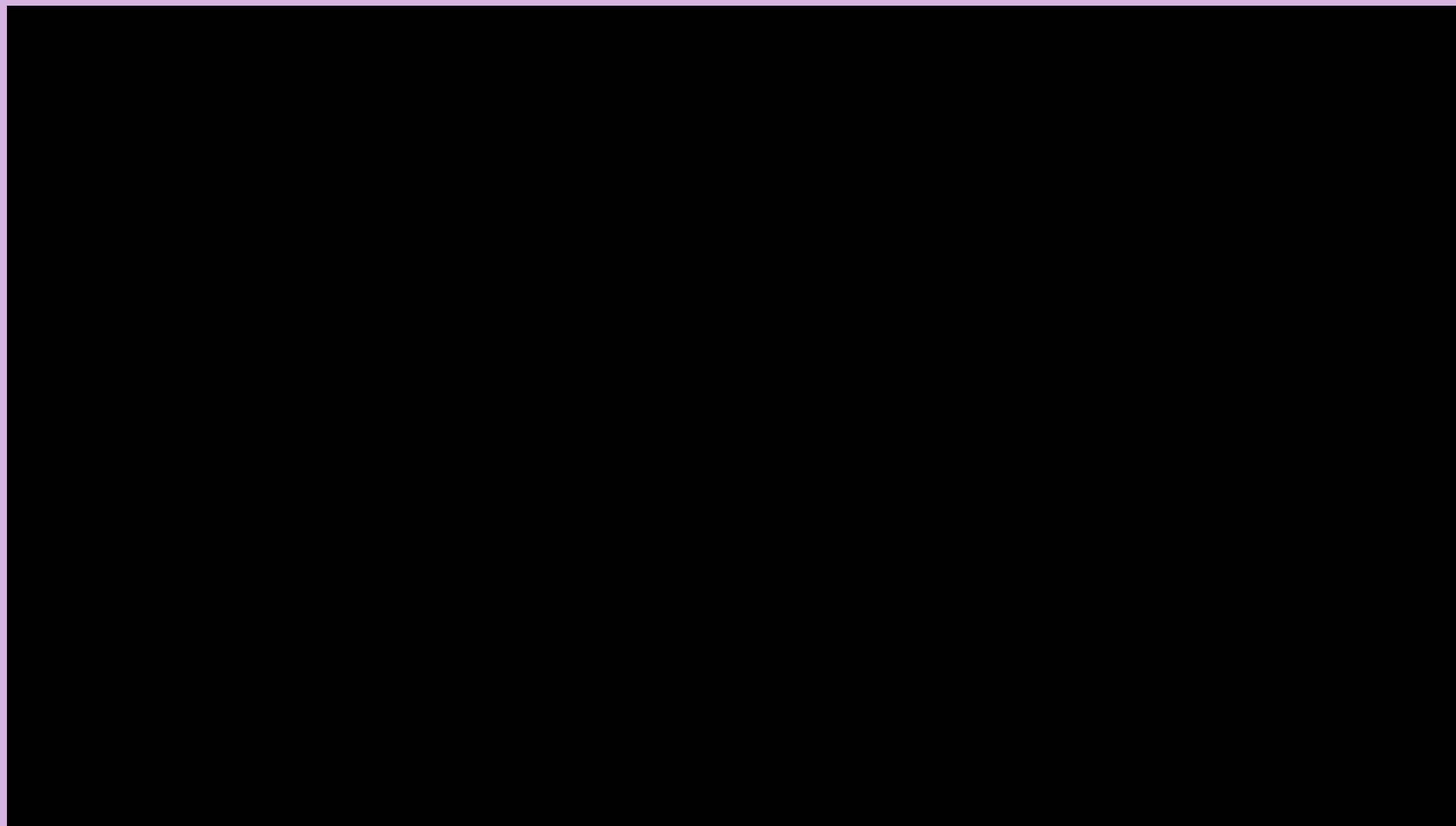
Practical Strategies for Digital Wellness

Digital wellness is not about using less tech—it is about using it in a way that helps you grow, connect, and succeed.

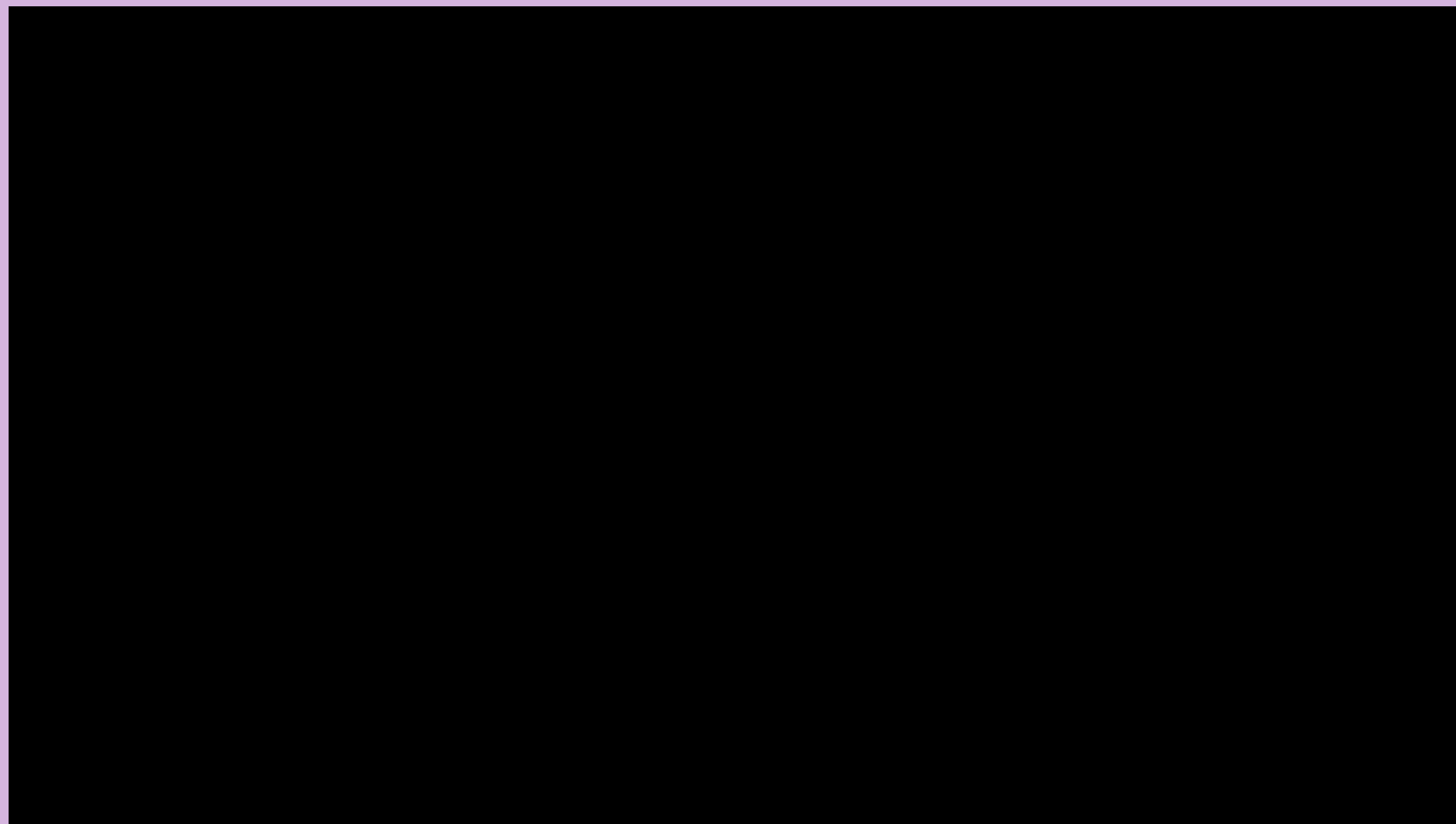
2. Workshop:

Tools for Balance and Engagement

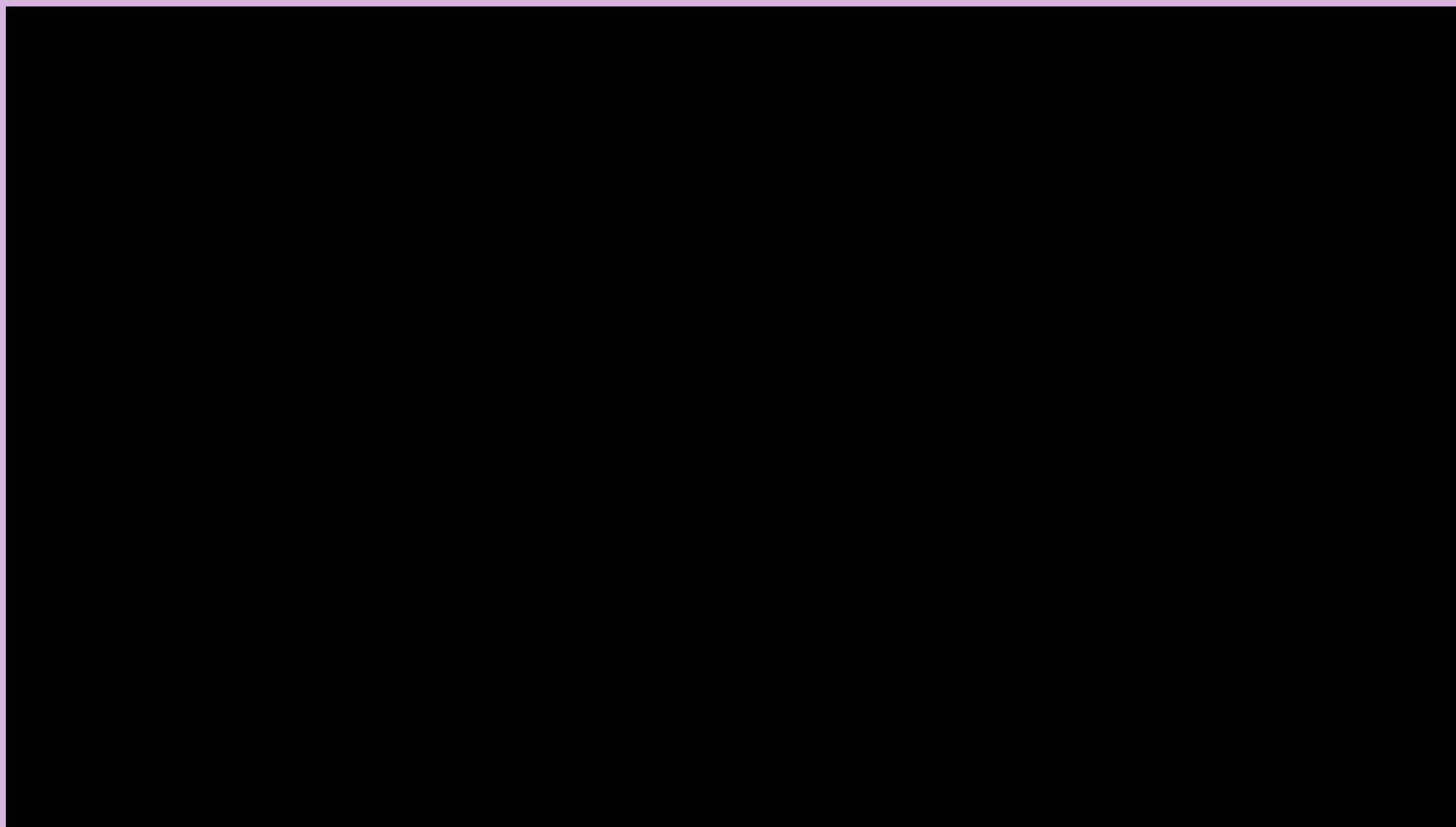
Demonstration of tools like StayFocusd, Forest, and Habitica



Demonstration of tools like StayFocusd, Forest, and Habitica



Demonstration of tools like StayFocusd, Forest, and Habitica



Activity: Create a Personal Digital Wellness Plan

45–60 minutes

Groups of 4–6 students

Each participant will leave with a personalised digital wellness plan addressing their screen time habits, goals, and action steps.

1) Group Brainstorming: Each group creates a list of common digital challenges they face (e.g., excessive social media use, and gaming during study time). For each challenge, brainstorm actionable strategies to address it.

1) Drafting a Personal Plan: Digital Habits Self-Assessment + Goal Setting

Resources:

- Digital Wellness Plan Template

2. Panel discussion:

Gaming, Learning, and Balance

Participants: Gamers/students, psychologists, and teachers.

Topics:

- The benefits and pitfalls of gaming for teens.
- Practical advice for balancing gaming with school and life.



Resources:

- Panel Discussion Guide

4. Free-Tech Challenges

Challenges

Non-Digital Escape Room

Format: Teams solve puzzles and complete tasks to "escape" a fictional room scenario.

Theme: Include a storyline like rescuing a friend from the "Screen Trap."

Materials Needed: Printed puzzles, locks, or simple props.

Challenges

Minute-to-Win-It Challenges

Format: Short, timed games such as stacking cups, balancing objects, or completing simple tasks as fast as possible.

Focus: Quick thinking, coordination, and friendly competition.

Materials Needed: Household or school supplies for challenges.

Challenges

Collaborative Art Project

Format: Teams create a mural or collage with a theme like "Healthy Digital Habits" or "Life Offline."

Focus: Team creativity and expressing the benefits of balance in technology use.

Materials Needed: Large sheets of paper, paints, markers, and decorative materials.

Challenges

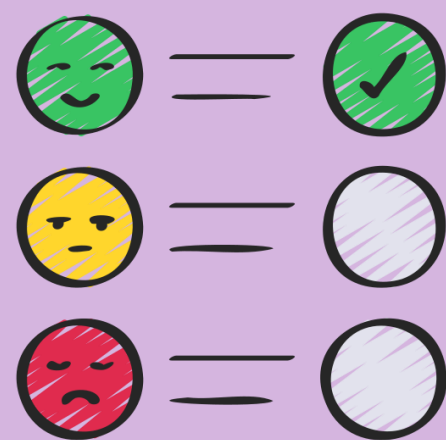
Outdoor Sports Games

Options: Classic team sports like football, volleyball, etc.

Twist: Add challenges like "only teachers can score" or "students must plan the strategy."

Materials Needed: Standard sports equipment.

Activity Evaluation



<https://tinyurl.com/4bkamfmw>



Thank you



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Personal Digital Wellness Plan

Section 1: Digital Habits Self-Assessment

- Daily Screen Time: _____
- Average hours spent online: _____
- Primary activities (e.g., social media, gaming, studying): _____
- Challenges:
 1. _____
 2. _____
 3. _____

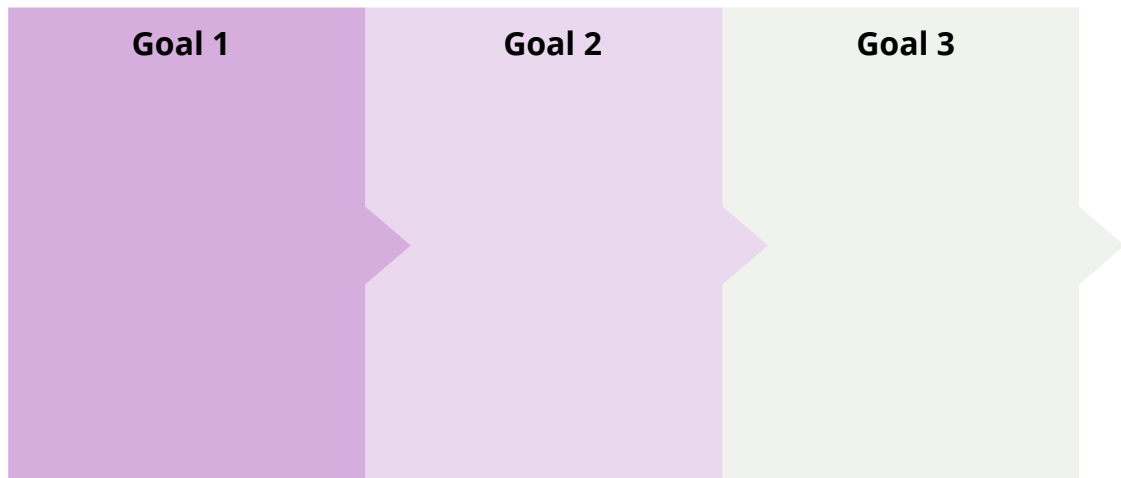
Section 2: Goal Setting

Goal 1: _____

Goal 2: _____

Goal 3: _____

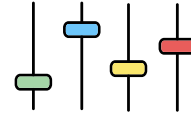
Section 3: Actionable Steps





Personal Digital Wellness Plan

Section 4: Accountability and Tracking



HOW I WILL TRACK MY PROGRESS

Tool or method

- App
- Journal
- Checklist
-
-

WHO WILL SUPPORT ME

Accountability buddy

Role of family or peers

Section 5: Reflection

One Thing I Will Start Doing: _____

One Thing I Will Stop Doing: _____

Section 6: Motivation

Write a short statement about why digital wellness is important to you:



DISCUSSION GUIDE

Panel on Gaming and Balance



Target Audience: Students/Gamers, Teachers, and School Psychologists

Objective: Explore the multifaceted relationship between gaming, learning, and personal well-being.

The Impact of Gaming on Students' Academic and Personal Lives

Students

- What benefits have you personally experienced from gaming?
- Do you find it challenging to balance gaming with school or other responsibilities?

Teachers

- How do you perceive gaming's impact on student engagement and academic performance?
- What challenges do you face when addressing gaming-related concerns in the classroom?

Psychologists

- What mental health or behavioural trends do you notice related to gaming in schools?
- How do gaming habits affect interpersonal relationships and self-esteem?

Recognising the Benefits of Gaming in Learning

Activity

Discuss examples of how gaming can positively impact skills like problem-solving, collaboration, and creativity.

Panelists share success stories of using games or gamified approaches in education.

Addressing the Risks and Challenges of Gaming

Students

- What do you think schools or parents could do to help you balance gaming with real-world responsibilities?

Teachers

- How do you identify when gaming is negatively affecting a student?
- What support do you need to address these challenges effectively?

Psychologists

- What strategies do you recommend for early intervention in gaming-related issues?
- Are there tools to help track and manage excessive gaming habits?

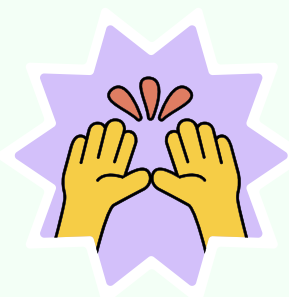
Building Healthy Habits and Digital Wellness

All panelists

- What does a balanced approach to gaming look like?
- What habits or tools do you recommend to maintain digital wellness?

Scenario-Based Problem Solving

Activity



Moderator presents hypothetical scenarios (e.g., a student struggling with homework due to late-night gaming). Panelists collaboratively suggest solutions from their perspectives.

Closing Remarks



Moderator summarises key takeaways: the benefits, risks, and strategies for balance.

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Evaluation Form

Annual Digital Wellness Day



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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 presented.

- 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: IMPACT

3.1. Students *(select all that apply)*

- I became more aware of how digital habits can affect my mental health and daily life.
- The activity helped me understand the concept of digital wellness.
- I learned practical strategies to manage my screen time and gaming habits.
- I feel more confident discussing digital wellness with my peers and family.

3.2. Teachers and Supporting Staff *(select all that apply)*

- The event increased my understanding of digital wellness and gaming-related issues among students.
- I feel more prepared to identify unhealthy digital behaviours in students.
- I gained practical tools or strategies to promote balanced digital habits in my classroom.
- The activity encouraged a stronger school-wide focus on student well-being.

3.3. Educational Psychologists *(select all that apply)*

- The activities were aligned with best practices in mental health and digital well-being.
- I found the collaboration between staff, students, and external experts effective.
- I believe the event had a positive impact on students' awareness and attitudes toward digital wellness.
- The sessions allowed for meaningful discussion and reflection on gaming habits.

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!