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**GAMING
DISORDERS**

CREATING SAFE SPACES

“Talk about it”- Circles

“A safe space to share and learn about gaming & digital life”



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Session Goals and Importance of the Topic

Share your
thoughts on
gaming & online
life

Learn from each
other

Discover new ways
to stay balanced

Circle Rules

Listen 

Respect 

Confidentiality 

Share if you want (no
pressure!)

Icebreaker

“Two Truths & a Wish”

Share 2 true things about your digital life

Share 1 wish (something you'd like to change about screen time or gaming)

Let's Talk

What's the best part of gaming/online life?

Has it ever stressed you out?


How do you know it's time to unplug?

What helps you stay in control?

Peer Sharing

Your tips matter!

Share
hacks &
ideas

Try time-
tracking
apps 

Set tech-
free hours



Make
offline
time fun



Creative Moment

Journaling activity



Gaming makes me feel...

Creative Moment

Group brainstorming

Digital Balance Toolkit

Everybody
adds an
idea

Discussion

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

Activity

Materials: **Student Worksheet: Gaming Reflection**

- **Discussion (25 min.)**
- How does gaming feel to you emotionally and physically?
- How do you balance gaming with school, family, and social activities?
- Have you ever felt pressured to play longer than planned? Why?
- Have you noticed changes in your mood, sleep, or stress levels due to gaming?
- How do in-game purchases (toolboxes, skins, premium content) affect your gaming experience?

Promote respectful listening and peer feedback.

Activity Evaluation

Evaluation Form



Thank you



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Interview and activity day

Date:

Start:

Participation: Small group work (approximately 10 participants per block hour)

Program items:

- Kahoot game:
 - A repetition of the interactive quiz game with iPads and smartboards – thematically adapted to online behaviour and gaming habits.
- Preparing for the interviews
 - Evaluation and feedback on the questionnaires
 - Use of signal words as a thematic introduction to the interviews

Interview questions:

1. How do you rate your own online usage behaviour?
2. Does it help you to talk to others about your digital behaviour? If so, with whom?

Closing

- Thank you speech and conclusion by the project team
- Presentation of the project homepage with a brief explanation of the contents
- Ceremonial certificate presentation to the participants
- group photo

Talk about In-Circles: Gaming Habits & Digital Use

Facilitator Guide

Objective:

Provide a safe, non-judgmental space for students (ages 14-18) to discuss gaming habits, digital use, and related concerns, fostering peer support and self-reflection.

Introduction (10 min)

- Welcome students and establish a judgment-free zone.
- Explain the purpose: open discussion on gaming habits and digital well-being.
- Icebreaker: “One Word about Gaming” – Each student shares one word that describes their gaming experience.

Discussion (25 min)

Use the following guiding questions:

- What role does gaming play in your daily routine?
- What are some challenges you face when trying to limit screen time?
- How do you handle disagreements with parents or friends about gaming?
- Have you ever skipped responsibilities (homework, chores, and sleep) due to gaming?
- What strategies have you seen others use to balance gaming and life?

Encourage respectful listening and peer feedback.

Activity (15 min)

- Gaming Reflection Worksheet
- Healthy vs. Unhealthy Gaming Habits (students brainstorm behaviours that indicate a balanced vs. problematic gaming habit, followed by discussion)

Closing Reflection (10 min)

- Students share one insight or personal goal from the discussion.
- Introduce the Mindful Gaming Pledge (students create personal commitments for a healthy gaming balance).
- Provide resources for further support (counsellor contacts, helplines, and websites on digital wellness).

Alternative Student Worksheet: Gaming Self-Assessment

1. Understanding My Gaming Habits:

- What types of games do I enjoy the most? Why? _____
- When do I usually play games? (Before/after school, late at night, weekends, etc.)

- What emotions do I feel while gaming? (Excited, relaxed, frustrated, competitive, etc.) _____
- What is one challenge I face related to gaming? _____

2. Gaming & Daily Life Balance:

- Do I ever delay responsibilities (homework, chores, and social activities) to continue gaming? Yes / No
- How do I feel when I have to stop playing a game unexpectedly?

- How often do I take breaks while gaming? (Every 30 minutes, every hour, rarely, etc.)

- How does gaming affect my sleep or energy levels? _____

3. Reflecting on Positive and Negative Aspects:

- What is one positive impact gaming has had on my life? _____
- What is one negative impact gaming has had on my life?

- How can I improve my gaming habits for a healthier balance?

- Whom can I talk to if I need help managing my gaming habits?

'Talk about it ' – Worksheet

Fill in the blanks.

1. Understanding my gaming habits:

- What kind of games do I enjoy the most? Why? _____
- When do I usually play? (Before/after school, late at night, on weekends, etc.)

- What emotions do I feel while gaming? (Excited, relaxed, frustrated, competitive, etc.)

- What challenges do I face related to gaming? _____

2. Gaming & Balance in Everyday Life:

- Do I sometimes neglect responsibilities (homework, housework, social activities) to continue playing? Yes/No
- How do I feel when I have to stop playing unexpectedly?

- How often do I take breaks while gaming? (every 30 minutes, every hour, rarely, etc.)

- How does gaming affect my sleep or energy levels?

3. Reflection on positive and negative aspects:

- What positive impact has gaming had on my life? _____
- What negative impact has gaming had on my life? _____
- How can I improve my gaming habits to achieve a healthier balance?

- Who can I talk to if I need help managing my gaming habits?



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Talk About It - Circles



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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?

- 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!