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**GAMING
DISORDERS**

CREATING LONG-TERM IMPACT AND SUSTAINABILITY

Escape Room Design Workshop

Educational program for Digital Detox in teenagers



Escola Profissional de Cortegaça
OVARFORMA - Ensino e Formação Lda.

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1. Objectives

Program Objectives

- General objective: To raise awareness among students about the risks of video game and screen abuse, and to develop digital wellness habits that integrate healthy leisure time.
- Specific objectives:
 - ✓ Recognize risk signs and differentiate them from healthy habits: decreased performance, loss of control, social/family interference, sleep disturbances, emotional distress, persistence despite consequences.
 - ✓ Distinguish recreational and problematic use using everyday examples and guiding thresholds.
 - ✓ Explain the short- to medium-term academic, emotional, social, and health impacts, especially on sleep and attention.
 - ✓ Reflect on and design a personal SMART plan (three goals, indicators, and supports) for the next two weeks.
 - ✓ Practice assertive communication and the 3Rs (Recognize-Respond-Refer) to ask for/offer help without stigma.
 - ✓ Collaborate effectively in teams with rotating roles, managing time and problem-solving under pressure in the Escape Room.
 - ✓ Identify support resources within the center (tutoring, guidance, etc.) and in the community (local services, helplines).

2. Target Group and and Key Competencies

Target Group

Students: Age Group: Secondary school students (12–18 years old).

Teachers and School Staff: Role: Facilitators in the activity guiding students.



Key Competencies

- Linguistic communication: argues and dialogues as a team; develops plans.
- Digital competence: responsible and reflective use of tools; basic configuration of digital well-being.
- STEM – Mathematics, science, technology, and engineering: logic, timing, problem-solving.
- Personal, social, and learning to learn: self-regulation, emotional management, metacognition.
- Citizenship: respect, coexistence, peer support, and support pathways.
- Entrepreneurial: initiative in designing and agreeing on improvement actions.
- Cultural awareness and expressions: creation of game narratives and materials.

3. Context and Rationale

Context and Rationale

Context

- Gambling pattern with impaired control, increasing priority over other activities, and continuation despite negative consequences. Common indicators:
 - ✓ Academic: decreased performance, delay in tasks, drowsiness.
 - ✓ Emotional: irritability, anxiety, low mood, withdrawal symptoms if the child doesn't play.
 - ✓ Social: isolation, family conflicts, abandonment of hobbies.



Rationale

- The Escape Classroom transforms a complex and sensitive topic into a safe, collaborative, and actionable experience that encourages reflection and behavioural change.
- We apply the School Intervention Framework (3R): Recognize – Respond – Refer
- The Escape Classroom works on these principles outlined in the different rooms that are designed.

4. Initial activation (Ice-breakers)

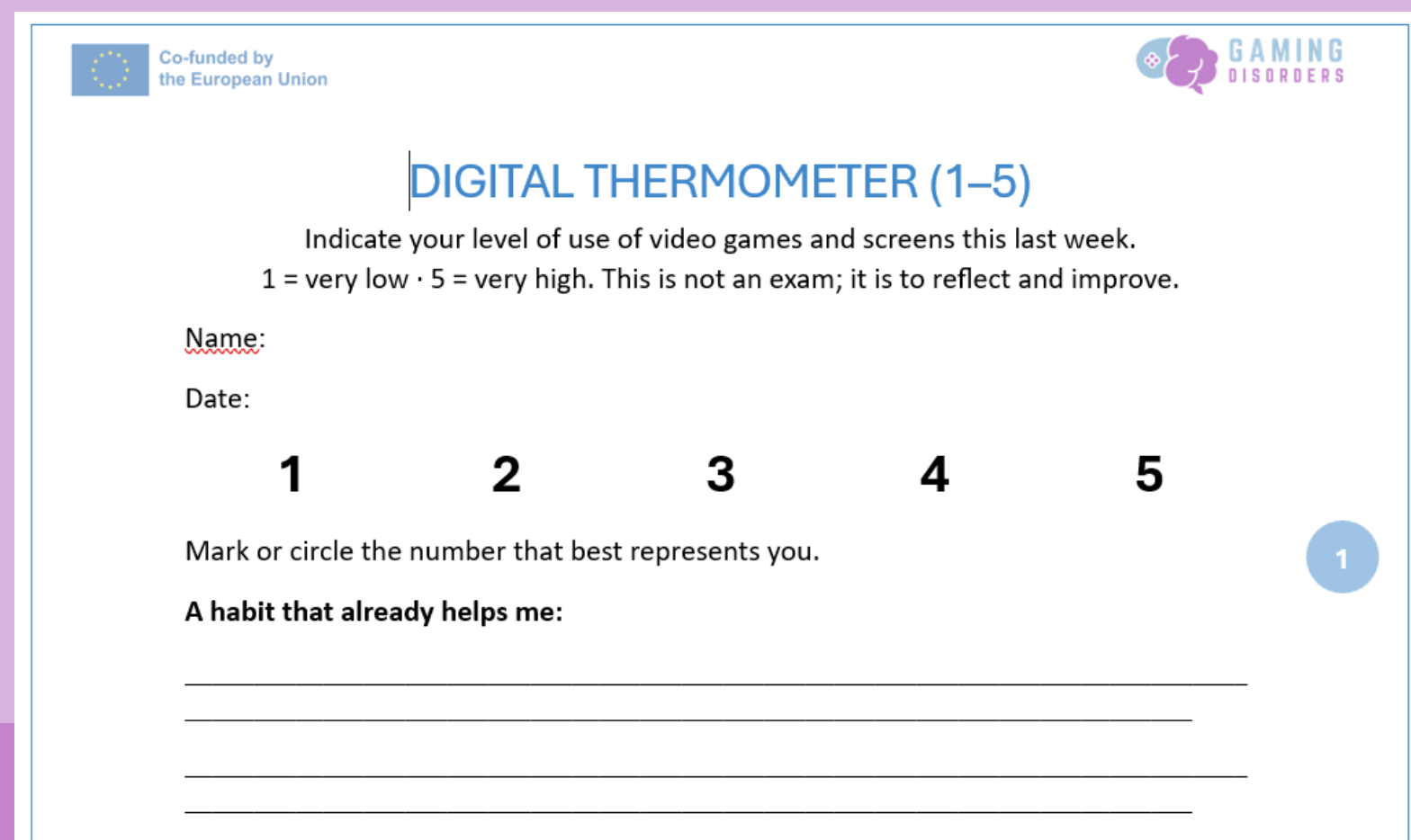
Initial activation (Ice-breakers)

- The dynamics offered by an Escape Room or Educational Breakout allow students to be motivated, engaged, and predisposed to learning. When well organised and executed, it is a powerful tool for achieving teaching objectives. We leverage these dynamics to propose an Escape Classroom format that will allow us to learn, reflect, and address poor habits regarding the use of video games and screens.
- Therefore, an initial activation is proposed to:
 - ✓ Generate a safe and participatory environment, reducing the anxiety of "exposing oneself" and building trust.
 - ✓ Activate motivation and attention, as a transitions from regular classroom sessions to playful dynamics, sparking curiosity and focus.
 - ✓ Build team and role cohesion. This breaks the ice, distributes speaking turns, and facilitates the assumption of each role from the very beginning.
 - ✓ Cognitive activation (priming). This connects prior knowledge with the classroom (cues, impacts, self-regulation), improving subsequent performance.
- We propose two Ice-breaking activities that can be done both or one of the two before the Escape Classroom.

Initial activation (Ice-breakers)

Option A — “Digital Thermometer” (5’):

- Purpose: Each student ranks from 1 (minimal use) to 5 (very high use) and writes a habit that helps them maintain balance. Brief team discussion. Teacher feedback reflects on the results.
- Each student uses the prepared worksheet.
- This information helps the teacher understand the habits of their class.



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DIGITAL THERMOMETER (1-5)

Indicate your level of use of video games and screens this last week.
1 = very low · 5 = very high. This is not an exam; it is to reflect and improve.

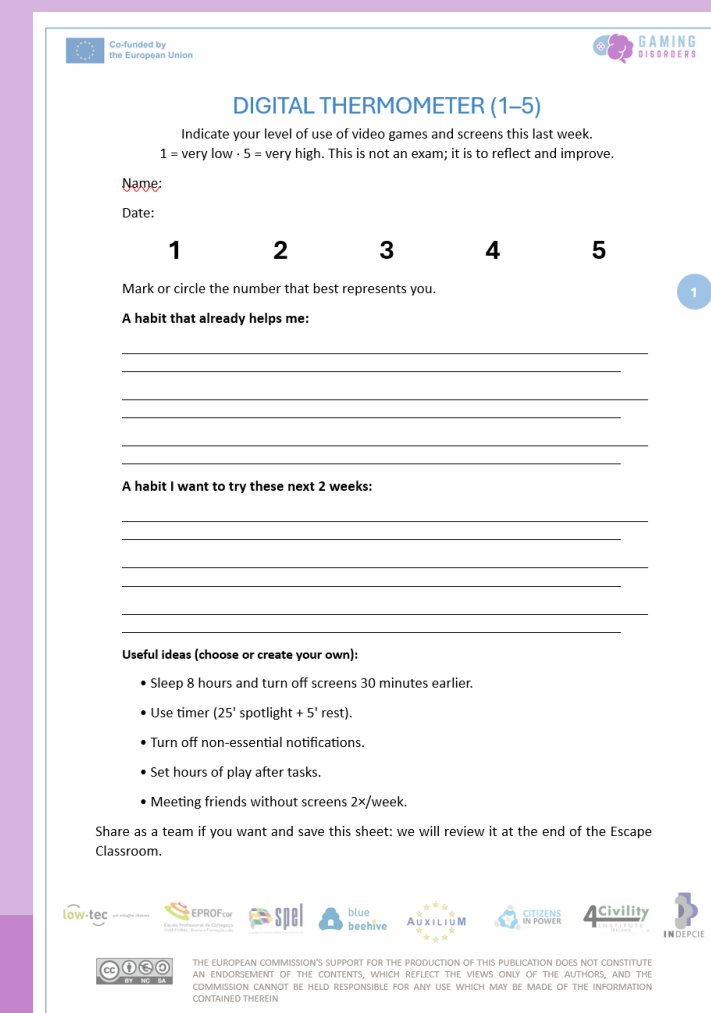
Name: _____

Date: _____

1 2 3 4 5

Mark or circle the number that best represents you.

A habit that already helps me:



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Indicate your level of use of video games and screens this last week.
1 = very low · 5 = very high. This is not an exam; it is to reflect and improve.

Name: _____

Date: _____

1 2 3 4 5

Mark or circle the number that best represents you.

A habit that already helps me:

A habit I want to try these next 2 weeks:

Useful ideas (choose or create your own):

- Sleep 8 hours and turn off screens 30 minutes earlier.
- Use timer (25' spotlight + 5' rest).
- Turn off non-essential notifications.
- Set hours of play after tasks.
- Meeting friends without screens 2x/week.

Share as a team if you want and save this sheet: we will review it at the end of the Escape Classroom.

low-tec EPROF SPJ blue beehive AUXILIUM CITIZENS IN POWER 4Civility INOCEP

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Initial activation (Ice-breakers)

Option B — “Digital Habits Bingo” (7–10’):

- Purpose: Break the ice, normalize the conversation, and map actual classroom habits.
- Materials: 5x5 chart with behaviors (e.g., I activate night mode, turn off notifications in class, take 5-minute breaks every 25 minutes, don't play games late at night, meet with friends without screens). One empty box in the middle
- Dynamic: Students stand up and look for classmates who complete each box; they sign their names. First row/column/diagonal completed = BINGO. Share aloud two boxes they would like to incorporate. One empty box in the middle (FREE) that all students mark at the beginning. Use the materials we have prepared in different formats: 5x5, 4x4, and variations.
- Teacher's closing (1'): Connect findings with the objectives and escape rooms (signs, strategies, SMART plan).- Variations: Seated version (raising hands based on boxes read), or digital version with a form that shows live how many boxes the group checks.

5. Strategies and Benefits

Strategies for effective Escape Classroom:

Escape classrooms are immersive, interactive experiences where players solve puzzles to progress through a storyline and achieve a goal within a set time limit. Effective escape room design balances storytelling, puzzle creation, game flow, and player engagement.

key principles to consider:

- Storytelling & Theme
 - ✓ A strong narrative enhances immersion.
 - ✓ Choose a compelling theme (e.g., mystery, adventure, sci-fi, historical).
 - ✓ Players should feel like active participants in the story.
- Puzzle Design
 - ✓ Puzzles should be varied (logic, pattern recognition, physical tasks, hidden objects).
 - ✓ Ensure a balance between difficulty and accessibility—challenging but solvable.
 - ✓ Use layered puzzles (solving one unlocks the next).
 - ✓ Avoid "bottleneck puzzles" that halt all progress if unsolve



Strategies for effective Escape Classroom:

key principles to consider:

- Game Flow & Structure
 - ✓ Design a non-linear structure when possible (multiple puzzles can be worked on simultaneously).
 - ✓ Create a logical progression—clues should naturally lead to the next step.
 - ✓ Ensure clear player feedback (solving a puzzle should feel rewarding).
- Immersion & Atmosphere
 - ✓ Use props, lighting, sound effects, and physical elements to deepen engagement.
 - ✓ Avoid unnecessary distractions—everything should contribute to the theme.
- Teamwork & Collaboration
 - ✓ Encourage group interaction—design puzzles that require multiple participants.
 - ✓ Ensure all players have meaningful roles to avoid passive players.
- Hints & Guidance
 - ✓ A good hint system keeps players engaged without making puzzles feel too easy.
 - ✓ Consider tiered hints (subtle clues first, more explicit if needed).



Benefits of Escape Classroom:

- The activity proposed combines creativity, problem-solving, and teamwork, encouraging students to think critically about digital habits while developing technical and collaborative skills.
- Screen time management
 - ✓ Control the time of exposure to electronic devices.
 - ✓ Set breaks and limits to avoid digital fatigue.
 - ✓ Use tools such as timers or time tracking apps.
- Mindfulness and conscious use of technology
 - ✓ Encourage self-regulation and intentional use of devices.
 - ✓ Avoid digital multitasking to improve concentration and reduce stress.
 - ✓ Practice 'digital detox' by disconnecting from screens at key times.
- Mental and emotional health
 - ✓ Manage exposure to digital content to avoid anxiety or social comparison.
 - ✓ Develop a critical attitude towards information on social networks.
 - ✓ Promote positive and safe digital interactions



6. Escape Classroom Design (Creating with Genially)

Escape Classroom. Creating with Genially

Steps to create a Escape Classroom:

- ✓ Concept and Theme Development
- ✓ Planning and Layout
- ✓ Puzzle Design and Integration
- ✓ Clue and Hint System
- ✓ Technical and Practical Considerations
- ✓ Playtesting and Iteration
- ✓ Final Setup and Launch



Escape Classroom Design

- **Narrative:**

- ✓ "The Game Loop" has taken over the school. A fictional student, so-called "Gamdis", has been trapped in a series of digital rooms. Each room represents an aspect of the mismatch between play and life. The team must rescue Gamdis by retrieving five "Keys of Balance".
- ✓ Game structure: 5 non-linear rooms (can be opened in parallel), each with 2–3 short tests. Completing all 5 generates the final code.

- **Rules:**

- ✓ Total recommended time: 45–60'.
- ✓ Teams of 4–5 with rotating roles: coordination, clue finding, logic, time control, spokesperson.
- ✓ Max. 3 tracks per room (staggered: subtle → direct).
- ✓ Padlock codes: 3–6 characters, alphanumeric.
- ✓ Respect and fair play; "Brute Force" codes are not valid.

- **Flow:**

- ✓ Briefing (5') → 2) Game (45–60') → 3) Debrief and reflection (20') → 4) Personal/centre plan (15').

Escape Classroom Design

Creating with Genially

- Genially is an online platform that allows you to create interactive and visual content without the need for advanced design or programming skills. It is used for presentations, infographics, games, digital escape rooms, gamification, interactive images and other educational and professional resources.

<https://genially.com/>

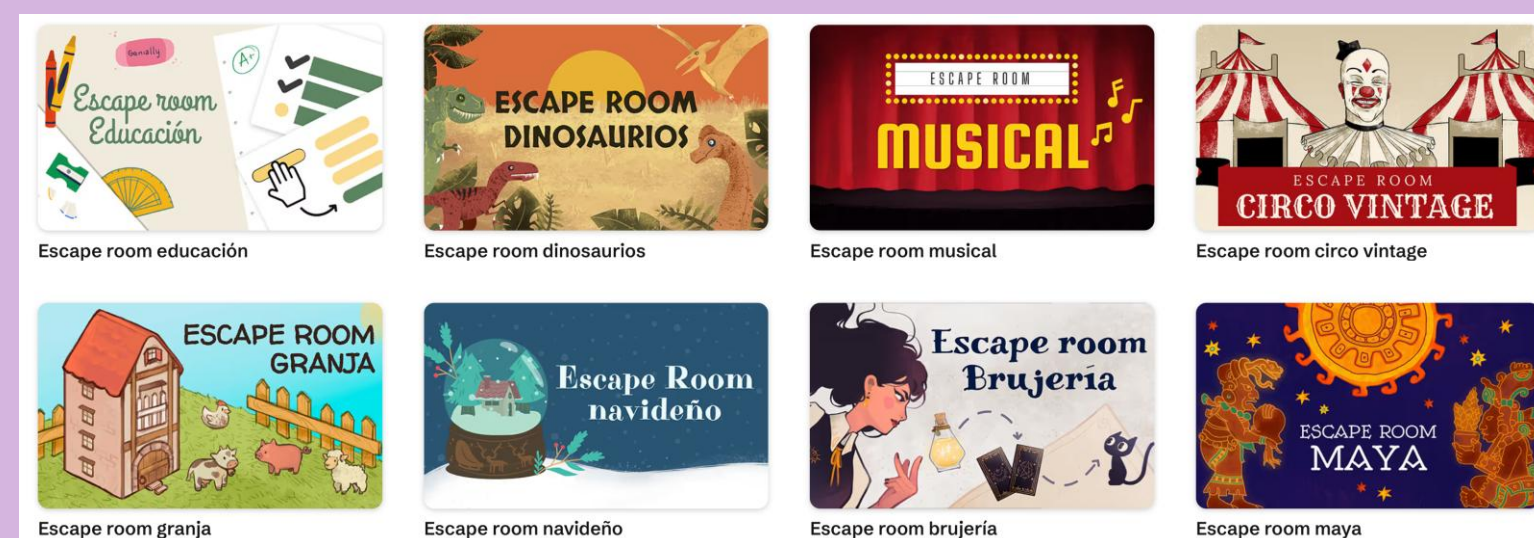
- ✓ The free version allows you to create interactive and animated content and access over 1,000 templates. Presentations with unlimited slides and basic interactions/animations.
- ✓ Publishing via link/embed is allowed; creations carry a watermark on the Free plan. Downloads (interactive PDF, MP4, offline HTML, SCORM) are premium features. Limited storage space. Paid plans are available for teachers and schools. However, for occasional use, the free version is available, as is the case with our Escape Classroom.



Escape Classroom Design

Creating with Genially

- Choose a Genially template or create one.

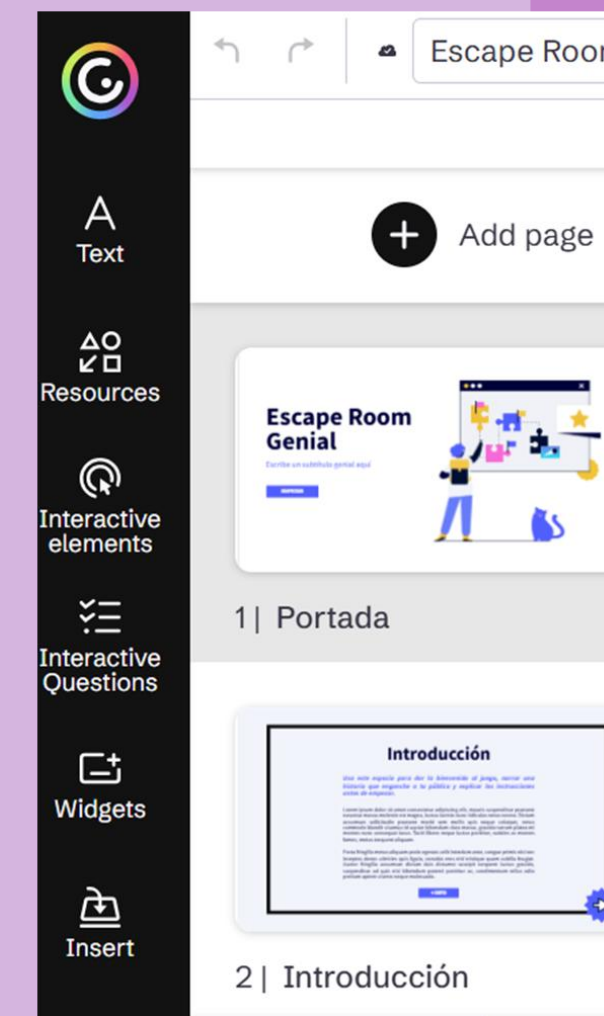


- The Genially ecosystem offers a wealth of templates ready to quickly create escape room experiences, and teachers should explore the options available to use or adapt them to create the learning situations they desire.

Escape Classroom Design

Creating with Genially

- Genially basic tools:
 - ✓ Pages – manage your slides: add, rename, duplicate, delete; switch between list/grid views.
 - ✓ Text / Resources – drop in text boxes and design assets (shapes, lines, icons) and even tables/charts from the resources area.
 - ✓ Insert – bring in media: images, audio, video, and other embeds (maps, web content).
 - ✓ Interactive elements – add hotspots, tooltips, pop-up windows, and link actions (the core of click-to-reveal puzzles).
 - ✓ Interactive questions – built-in quiz types (single choice, short answer, fill-in-the-blanks, etc.).
 - ✓ Widgets – plug-and-play extras (menus, timers, dice, randomizers) to level up navigation or gameplay.
 - ✓ Background – change the Canvas or Base background to set your scene across pages.



Escape Classroom Design

Genially's interactive activity types:

- Interactive elements (click/hover actions)
 - ✓ Tooltip / Hover label: show a short note on mouseover.
 - ✓ Window / Pop-up: open a modal with text, images, video, or even embedded web content.
 - ✓ Link actions: go to page/URL, show info, or trigger navigation from hotspots placed on any object or an invisible area.
- Interactive questions (built-in quizzes & polls)
 - ✓ Multiple choice and Single choice (poll), True/False.
 - ✓ Short answer / Open-ended text.
 - ✓ Fill in the blanks.
 - ✓ Image selection.
 - ✓ Sort/Ordering interactions. Questions can be customized.



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1	<input type="text"/>	A. Lorem ipsum dolor sit amet consectetur adipiscing
2	<input type="text"/>	B. Lorem ipsum dolor sit amet consectetur adipiscing
3	<input type="text"/>	C. Lorem ipsum dolor sit amet consectetur adipiscing
4	<input type="text"/>	D. Lorem ipsum dolor sit amet consectetur adipiscing
5	<input type="text"/>	E. Lorem ipsum dolor sit amet consectetur adipiscing

 **genially**
EDUCATION

SOLUCIÓN **CONTINUAR**

Escape Classroom Design

Genially's interactive activity types:

- Widgets & game mechanics
 - ✓ Timer, Countdown, Stopwatch, plus Dice and Coin flip for chance/randomization; Randomizer and Carousel for varied clues. These are handy for escape-room style pacing and reveals.
- Gamified experiences & templates
 - ✓ Ready-made Escape Room and Breakout templates with locks, hidden keys, animations, and sound; you customize puzzles and flow.
 - ✓ Live games with results and a leaderboard (useful in competitive formats).
- Menus, levels & progress (patterns)
 - ✓ Build menus/homepages, locked levels, and progress indicators (e.g., reveal next challenge after a timer or event). Great for multi-room escapes.
- Bottom line: combine hotspots + pop-ups for clues, widgets for time/chance, and quiz blocks for checks—then stitch it together with menus/levels or the escape templates to get a complete interactive game flow.



7. Learning situations (5 rooms)

Learning situations

- Each room integrates knowledge (signs, criteria, impacts, tools), skills (collaboration, problem-solving), and attitudes (responsible use).

Room 1 — “Recognize the Signs”

- Purpose: Distinguish between warning signs and healthy behaviors.
- Tests:
 - ✓ A1. Sort and unlock. Cards with 16 behaviors (a mix of risk signs and healthy habits). Students should drag them into two columns. Upon completion, the code appears with the initials of four key signs (e.g., DPAS → Declining performance, Loss of interest, Anxiety/irritability, Disturbed sleep).
 - ✓ A2. Microcases (Gamdis, anothers): Choose the appropriate teacher/tutor response (assertive communication, 3R). Each correct response reveals a digit.
- Hints: “Before acting, observe sustained patterns (weeks) and contexts.”
- Example solution: DPAS code.



Learning situations

Room 2 — “Impacts of Excess”

- Purpose: To understand academic, emotional, and social effects.
- Tests:
 - ✓ B1. Cause-effect puzzle. Match 8 causes with 8 effects (e.g., playing late at night → drowsiness and decreased attention). Each correct pairing highlights a segment. Upon completion, “REM” (cue about sleep) appears as the code.
 - ✓ B2. Timeline: Sort Gamdis’ unbalanced week (schedule screenshots) and propose a balanced version (with study blocks, offline leisure time, exercise, and sleep). The recommended schedule reveals the number 2255 (2-25-5 Pomodoro → 25' focus + 5' rest x 2 cycles before a long break).
- Sample solution: Code REM2255 (or two locks: “REM” and “2255”).



Learning situations

Room 3 — “Tools that Help”

- Purpose: Explore apps and regulation habits.
- Tests:
 - ✓ C1. Which app for each goal? Match goals (reduce notifications, block distractions, rest habits, time tracking) with typical features (focus mode, timer, blocker, weekly log).
 - ✓ C2. Quick decisions (quiz): push or pull notifications, night mode, family pacts, etc.
- Hint: “Less is more: set up the basics first.”
- Sample solution: FOCUS Code.



Learning situations

Room 4 — “Responding without stigma”

- Purpose: To practice the 3R approach (Recognize, Respond, Refer) with respectful communication.
- Tests:
 - ✓ D1. Role-cards: Spokespersons read short dialogues (teacher ↔ Gamdis ↔ family). The team chooses micro-sentences that fulfill the 3Rs (validate emotions, propose gradual changes, refer if appropriate).
 - ✓ D2. Decision tree with three endings; only one unlocks the “3R” token.
- Example solution: Code 3R2025 (3R + school year; customizable).



Learning situations

Room 5 — “Action Plan and Agreement”

- Purpose: Close with personal commitments and proposals for the school.
- Evidence:
 - ✓ E1. Mini personal plan (1 page): three SMART habits for 2 weeks (e.g., turning off screens 30 minutes before bedtime; two Pomodoro cycles per afternoon; sports meetup twice a week).
 - ✓ E2. Draft classroom/school measures (e.g., “Screen-Free Fridays,” homework guides with screen time, informing families, referral route). Each measure validates one digit.
- Example solution: SMART Code.
- End of game code: Concatenate the 5 keys (e.g., DPAS-REM2255-FOCO-3R2025-SMART). The “final chest” displays the mission accomplished message and opens the reflection phase.



Learning situations

Genially Escape Classroom link:

<https://view.genially.com/68ac345566462dd7425b0cce/interactive-content-gd-activity-7-escape-classroom>



8. Reflection Questions

Reflection Questions

Warm-up (after ice-breakers):

- What habits help you feel balanced with screens? Which ones don't?
- On a 1–5 scale, how confident are you about recognizing early warning signs of gaming/screen overuse? Why?
- One norm we set today that actually helped our teamwork was... Why?

Room-by-room prompts:

- Room 1 – Recognize the Signs
 - ✓ Which 2 items were hardest to classify as “healthy” vs. “warning”? What made them ambiguous?
 - ✓ What pattern over time would turn a one-off behavior into a concern?
 - ✓ How could you check a friend's experience without labeling them?

Reflection Questions

- Room 2 – Impacts of Excess (sleep & schedule)
 - ✓ Where did time “disappear” in Alex’s week? What was the real trade-off?
 - ✓ Name one small schedule change that would protect 7–9 hours of sleep for teens.
 - ✓ What would be a fair rule at home/school to protect homework and rest?
- Room 3 – Self-Regulation Tools
 - ✓ Which 2 tools/strategies (e.g., Focus modes, timer, notification trim, blockers) fit your own needs? Why?
 - ✓ What’s one trigger that leads you to over-scroll/play, and one counter-move you’ll test?
 - ✓ How will you measure if the tool actually helped?
- Room 4 – Respond without Stigma (3R)
 - ✓ In your best branch, what exact words showed Recognize–Respond–Refer?
 - ✓ Which phrasing could unintentionally stigmatize? Rewrite it to be supportive.
 - ✓ When should a peer refer to a trusted adult, and how can that be done kindly?



Reflection Questions

- Room 5 – SMART Plan / Class Action
 - ✓ Write your SMART goal in one sentence (Specific, Measurable, Achievable, Relevant, Time-bound).
 - ✓ Who is your support person and how will they check in?
 - ✓ What class-level action is doable this month (posters, quiet zone, “notification diet” week)?

Whole-experience debrief (10–12 min):

- What puzzle demanded the best teamwork? What did your team do differently there?
- Name one myth about “gaming disorder” you noticed—and how today’s activity challenged it.
- If your screen time dropped by 20 minutes/day, where would that time go?
- One commitment I’ll keep for 2 weeks is... (and how I’ll track it is...)

9. Teacher Recommendations

Teacher Recommendations

Before the session:

- Clarify goals: awareness > diagnosis. Emphasize patterns and balance, not labels.
- Group roles: timekeeper, navigator, reader, coder/recorder; rotate mid-session.
- Hints policy: up to 3 per room (subtle → direct). Safeguarding: agree on language (“concern/overuse” vs. “addict”), signpost support (school counselor, helplines).
- Accessibility/UDL: high-contrast slides; alt text on icons; provide paper versions; allow think-time and read-aloud.
- Data & privacy: if using forms, keep responses anonymous; no screenshots of faces.

Teacher Recommendations

During facilitation:

- Narrate the why: connect each puzzle to real-life skills (sleep, focus, respectful talk).
- Coach process, not answers: prompt with “What evidence supports this choice?”
- Timeboxing: announce halfway marks; offer a “costed hint” to keep momentum.
- Normalize struggle: praise hypothesis-testing and respectful disagreement.
- Language watch: model non-stigmatizing phrases (“I-statements”, “What’s been hard lately?”).



Teacher Recommendations

Debrief & transfer:

- Structure: 2 min silent jot → 3 min pair share → 5–7 min whole-class synthesis.
- Bridge to action: each student finalizes a SMART micro-goal + a supporter and check-in date.
- Capture evidence: collect exit tickets; note 2–3 class actions for the month.

Differentiation & inclusion:

- Lower floor: fewer options per multiple-choice question, pre-highlight clues, provide word banks.
- Higher ceiling: require justification for each step; add a “no-hint challenge.”
- Support for English learners (ELLs): dual-language key terms; visuals for rules; sentence frames for 3R dialogue.
- Neurodiversity: predictable timers, calm audio, choice of role, and opt-out from competitive elements.

Teacher Recommendations

If a student discloses difficulty:

- Thank + validate: “Thanks for trusting me.”
- No on-the-spot diagnosis; focus on well-being and next steps.
- Offer options: break, speak after class, contact counselor; follow school policy and document.



Tech & logistics (Genially):

- Load testing: open on 2 or 3 devices; preload media or use low-bandwidth resources.
- Five rooms: return to the Learning Center on each success screen.
- Progress indicators: marks or "keys" earned; the final chest opens on 5/5 or with the final code.
- Plan B: Prepare the Escape Classroom manually with printables for offline classrooms or on a single device.

Teacher Recommendations

Assessment & follow-up:

- Use the rubrics (individual + team) and the pre/post mini-survey.
- Schedule a 2-week check-in on the SMART goals; celebrate small wins with your students.
- Share anonymized insights with colleagues and note any cultural adaptations that improved engagement.



10. Evaluation Questionnaire

Evaluation Questionnaire

- Students' post-activity evaluation:



<https://forms.gle/DiJMi28j9utMwzWt8>



Thank you



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Escape Classroom — Pre Questionnaire

Use the PRE survey before starting the Escape Classroom

Scale reference: 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree

Name: _____ Class/Group: _____ Date: _____

Statement	1	2	3	4	5
I can identify warning signs related to excessive gaming/screen use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know at least three strategies to self-regulate my screen time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how sleep is affected by late-night gaming or scrolling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident asking for help without stigma if I struggle with screen time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can collaborate in a team, taking a role and listening to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open questions:

1) One habit that already helps me:

2) One habit I want to try for the next two weeks:

DIGITAL THERMOMETER (1–5)

Indicate your level of use of video games and screens this last week.
1 = very low · 5 = very high. This is not an exam; it is to reflect and improve.

Name:

Date:

1 2 3 4 5

Mark or circle the number that best represents you.

A habit that already helps me:

A habit I want to try these next 2 weeks:

Useful ideas (choose or create your own):

- Sleep 8 hours and turn off screens 30 minutes earlier.
- Use timer (25' spotlight + 5' rest).
- Turn off non-essential notifications.
- Set hours of play after tasks.
- Meeting friends without screens 2x/week.

Share as a team if you want and save this sheet: we will review it at the end of the Escape Classroom.



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DIGITAL HABITS BINGO

Instructions: mark the box if the habit is TRUE for you this week. Complete a row, column, or diagonal to get BINGO.

Be honest! Check the boxes that apply to you.

Name:

Class/Group:

I turn on Night Mode	I silence notifications during class	I take 5-minute breaks every 25 minutes	I don't play late at night	I hang out with friends without screens
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I leave my phone outside the bedroom	I use a timer to study	I keep fixed gaming schedules	I disable auto-play	I exercise twice a week
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have screen-free dinners	I don't take my phone to the bathroom	FREE	I review my weekly screen time	I use Focus mode
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't play before homework	I mute group chats at night	I switch off screens 30' before sleep	I use to-do lists	I keep devices off my study desk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for help if I overplay	I only game with people I know	I respect PEGI age ratings	I follow agreed time limits at home	I have an offline hobby
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip: choose one new habit to try for two weeks.

DIGITAL HABITS BINGO — Variant B

Instructions: mark the box if the habit is TRUE for you this week. Complete a row, column, or diagonal to get BINGO.

Name: _____ Class/Group: _____

I turn on Night Mode	I leave my phone outside the bedroom	I review my weekly screen time	I use Focus mode	I switch off screens 30' before sleep
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan my gaming breaks before starting	I silence notifications during class	I only game with people I know	I keep fixed gaming schedules	I use to-do lists
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take 5-minute breaks every 25 minutes	I hang out with friends without screens	FREE	I don't play before homework	I have an offline hobby
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep devices off my study desk	I use a timer to study	I respect PEGI age ratings	I exercise twice a week	I don't play late at night
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I disable auto-play	I keep my phone out of sight while studying	I ask for help if I overplay	I have screen-free dinners	I don't take my phone to the bathroom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip: choose one new habit to try for two weeks.

DIGITAL HABITS BINGO — Variant C

Instructions: mark the box if the habit is TRUE for you this week. Complete a row, column, or diagonal to get BINGO.

Name: _____ Class/Group: _____

I leave my phone outside the bedroom	I review my weekly screen time	I have screen-free dinners	I have an offline hobby	I disable auto-play
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I turn on Night Mode	I mute group chats at night	I switch off screens 30' before sleep	I don't take my phone to the bathroom	I silence notifications during class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use to-do lists	I plan my gaming breaks before starting	FREE	I only game with people I know	I take 5-minute breaks every 25 minutes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't play before homework	I exercise twice a week	I use a timer to study	I follow agreed time limits at home	I use Focus mode
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep fixed gaming schedules	I ask for help if I overplay	I keep devices off my study desk	I respect PEGI age ratings	I don't play late at night
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip: choose one new habit to try for two weeks.

DIGITAL HABITS BINGO — 4×4

Instructions: mark the box if the habit is TRUE for you this week. Complete a row, column, or diagonal to get BINGO.

Name: _____ Class/Group: _____

I only game with people I know	I plan my gaming breaks before starting	I don't play before homework	I have screen-free dinners
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for help if I overplay	I exercise twice a week	I use Focus mode	I respect PEGI age ratings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use to-do lists	I review my weekly screen time	I use a timer to study	I don't play late at night
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I leave my phone outside the bedroom	I silence notifications during class	I disable auto-play	I keep my phone out of sight while studying
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip: choose one new habit to try for two weeks.

Rubric — Escape Classroom

Teacher scoring sheet aligned to 5 rooms, ice-breakers, and teamwork.

School	Student Name and Surname	Date	Duration
		___ / ___ / ____	____ min
Team	Class/Group	Teacher/Observer	Version (A/B)
			—

Criterion	Weight %	4 — Excellent	3 — Proficient	2 — Developing	1 — Emerging	Score (0-4)
Ice-breakers: participation & objectives	5	Active participation; identifies ≥3 healthy habits and ≥2 warning signs; agrees on 2 norms and timing.	Participates and contributes; identifies ≥2 habits and ≥1 sign; agrees on 2 norms.	Irregular participation; identifies only 1 habit or 1 sign; norms unclear.	Does not participate or blocks; no habits/signs identified; no norms.	
Room 1 — Recognize the signs (DPAS/SIGNS)	10	Clearly distinguishes healthy habits vs. warning signs; justifies with concrete examples.	Distinguishes most items with minor errors; provides some examples.	Confuses several cases; examples vague or unjustified.	Does not distinguish categories; no examples.	
Room 2 — Impacts of excess (REM2255/SLEEP25)	10	Maps causes→effects and proposes a feasible timetable prioritizing sleep (7-9h).	Maps most links and adjusts a reasonable timetable.	Partial links; timetable not very realistic.	No meaningful links; incoherent timetable.	
Room 3 — Self-regulation tools (FOCUS/TOOLS)	10	Selects and justifies ≥3 strategies (Focus, notifications, timer, blockers) and applies them.	Selects ≥2 strategies and applies them with some help.	Mentions strategies but barely applies them.	Does not propose or apply strategies.	
Room 4 — Respond without stigma (3R2025/CARE3R)	10	Uses the 3R approach (Recognize-Respond-Refer) with respectful, inclusive language; appropriate decisions.	Applies 3R with minor doubts; mostly respectful language.	Partial 3R application; language or decisions need improvement.	Does not apply 3R; stigmatizing/inadequate language.	
Room 5 — SMART Action Plan / Class action (SMART/ACTION)	15	Personal plan is specific, measurable and realistic; team proposes a feasible class/whole-school action.	Plan is mostly specific; action is reasonable.	Plan is vague or not measurable; action unclear.	No plan or non-viable action.	
Teamwork & roles	10	Roles rotate fairly; active listening and mutual support;	Roles mostly used effectively; good	Uneven participation; roles partially assumed;	Low participation; interruptions; no role	

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		disagreements managed constructively.	communication.	irregular communication.	assumed.	
Problem-solving & evidence use	10	Generates and tests hypotheses; verifies codes with evidence; needs few hints.	Solves most puzzles with some hints; verifies reasoning.	Frequent dependence on hints; limited verification.	Little progress without extensive hints; no verification.	
Time management & use of hints	5	Adapts time per room; uses ≤3 hints total, strategically.	Acceptable time management; moderate hint use.	Irregular timing or heavy hint use.	Disordered timing; continuous hint requests.	
Digital citizenship & ethics	5	Respects privacy; avoids brute force; non-stigmatizing language; fair play.	Respects rules with occasional reminders.	Some rule-breaking; repeated reminders needed.	Serious violations of rules/respect.	
Reflection & debrief	8	Explains learning and habit changes; sets a realistic 2-week follow-up.	Describes learning; proposes a basic follow-up.	Superficial reflection; unclear follow-up.	No reflection or follow-up.	
Pre/Post questionnaires (evidence)	2	Completes both with care; data useful for improvement.	Completes both with variable quality.	Completes only one or in a rushed manner.	Does not complete instruments.	

Scoring instructions:

- Assign a **0–4 score** per criterion. Weighted note = Score × (Weight/4).
- Sum all weighted notes for the **Total /100**. Use the summary table below.

Weighted total (/100)	Overall level (Excellent / Proficient / Developing / Emerging)	Recommendations & supports
-----------------------	--	----------------------------

Teacher notes:

Signatures: Teacher _____ Team/Spokesperson _____

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Escape Classroom — Assessment Rubric (Extended)

School	Name & Surname	Date	Duration
		___ / ___ / ____	___ min
Team	Class/Group	Teacher/Observer	Version (A/B)
			—

Criterion	Weight %	4 — Exceeds	3 — Meets	2 — Approaches	1 — Emerging	Score (0-4)	Weighted
Understanding the issue	15	Identifies multiple warning signs; clearly distinguishes healthy vs. problematic use with concrete examples; uses correct terminology.	Recognizes key signs and explains differences with some examples.	Recognizes a few signs but confuses some behaviors; examples are vague.	Limited understanding; confuses terms; no examples.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /15
Self-regulation strategies	15	Selects and justifies 3+ strategies (Pomodoro, Focus, notifications, sleep hygiene) and applies them during the session.	Selects at least 2 strategies and applies them during the session.	Mentions strategies but struggles to apply or justify them.	Does not propose or apply strategies.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /15
Problem-solving	15	Generates and tests hypotheses, manages time, and verifies codes with evidence; minimal hints needed.	Solves most puzzles with adequate time management; few hints.	Solves some puzzles with frequent hints; inconsistent time management.	Rarely progresses; extensive hints needed; poor time management.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /15
Collaboration & roles	15	Rotates roles fairly, listens actively, and supports peers; resolves conflicts constructively.	Roles used and communication mostly effective.	Uneven participation; roles partly assumed; off-task moments.	Low participation; interruptions; no role assumed.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /15
Communication & clarity	10	Explains thinking clearly, uses respectful language and evidence; summaries are concise and accurate.	Generally clear explanations; minor gaps.	Explanations are vague or hard to follow.	Explanations are unclear or missing.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /10
Digital citizenship & ethics	10	Models positive behavior, respects privacy, avoids brute force; language is inclusive and non-stigmatizing.	Respects rules and privacy most of the time.	Occasional rule-breaking or insensitive language.	Disregards rules or privacy; stigmatizing language.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /10
Evidence & reflection	10	Uses data from the activity (e.g., time logs, number of hints) and reflects on improvement points.	Reflects on strengths and areas to improve.	Reflection is superficial; little evidence used.	No reflection provided.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /10
Final products	10	SMART Plan is specific, measurable and realistic; team action is feasible and aligned with school context.	Plan is mostly specific; action is reasonable.	Plan is vague or not measurable; action unclear.	Plan/action missing or not actionable.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___ /10

TOTAL (teacher): ___ / 100

Notes:

Signatures: Teacher _____ Team/Spokesperson _____

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Team Scoring Sheet — Escape Classroom

School	Class/Group	Date	Duration
		___ / ___ / ____	___ min
Team	Members	Teacher/Observer	Version (A/B)
			—

Criterion	Weight %	4	3	2	1	Comments
Ice-breakers (participation & norms)	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 1 — Signs	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 2 — Impacts & sleep	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 3 — Self-regulation tools	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 4 — Respond without stigma (3R)	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 5 — SMART Plan / Class action	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teamwork & roles	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem-solving & evidence	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time & hints management	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Digital citizenship & ethics	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflection & debrief	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pre/Post questionnaires	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Estimated total (/100): _____

Notes:

Signatures: Teacher _____ Spokesperson _____

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Escape Classroom — Team Assessment (Extended Rubric)

School	Class/Group	Date	Duration
		___ / ___ / ____	___ min
Team	Members	Assessed by	Version (A/B)
			—

Criterion	Weight %	4 — Exceeds	3 — Meets	2 — Approaches	1 — Emerging	Score (0-4)	Weighted	Comments
Understanding the issue	15	Identifies multiple warning signs; clearly distinguishes healthy vs. problematic use with concrete examples; uses correct terminology.	Recognizes key signs and explains differences with some examples.	Recognizes a few signs but confuses some behaviours; examples are vague.	Limited understanding; confuses terms; no examples.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/15	
Self-regulation strategies	15	Selects and justifies 3+ strategies (Pomodoro, Focus, notifications, sleep hygiene) and applies them during the session.	Selects at least 2 strategies and applies them during the session.	Mentions strategies but struggles to apply or justify them.	Does not propose or apply strategies.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/15	
Problem-solving	15	Generates and tests hypotheses, manages time, and verifies codes with evidence; minimal hints needed.	Solves most puzzles with adequate time management; few hints.	Solves some puzzles with frequent hints; inconsistent time management.	Rarely progresses; extensive hints needed; poor time management.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/15	
Collaboration & roles	15	Rotates roles fairly, listens actively, and supports peers; resolves conflicts constructively.	Roles used and communication mostly effective.	Uneven participation; roles partly assumed; off-task moments.	Low participation; interruptions; no role assumed.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/15	
Communication & clarity	10	Explains thinking clearly, uses respectful language and evidence; summaries are concise and accurate.	Generally clear explanations; minor gaps.	Explanations are vague or hard to follow.	Explanations are unclear or missing.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/10	
Digital citizenship & ethics	10	Models positive behaviour, respects privacy, avoids brute force; language is inclusive and non-stigmatizing.	Respects rules and privacy most of the time.	Occasional rule-breaking or insensitive language.	Disregards rules or privacy; stigmatizing language.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/10	
Evidence & reflection	10	Uses data from the activity (e.g., time logs, number of hints) and reflects on improvement points.	Reflects on strengths and areas to improve.	Reflection is superficial; little evidence used.	No reflection provided.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/10	
Final products	10	SMART Plan is specific, measurable and realistic; team action is feasible and aligned with school context.	Plan is mostly specific; action is reasonable.	Plan is vague or not measurable; action unclear.	Plan/action missing or not actionable.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	___/10	

TOTAL (team): ___ / 100

Signatures: Assessor _____ Team Spokesperson _____

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**GAMING
DISORDERS**

Evaluation Form

Escape Room Design Workshop



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This questionnaire is the evaluation of the activity Escape Room Design Workshop. It aims to collect the experience you have had in the activity. Feedback is essential for further improvement and to gain an overview of the process of planning, organising, and executing the activity.

The key points are:

- Experience in the activity
- Assessment of genially
- Global evaluation of the activity

We welcome your comments and your time.

This questionnaire is part of the Gaming Disorders project, developed by the Erasmus+ programme.

1. I am

- Teacher
 Student
 Family member

2. Country of Residence

- Austria
 Cyprus
 Ireland
 Germany
 Portugal
 Spain

3. Name of the school where you did the activity.

SECTION 1: YOUR EXPERIENCE

1.1. Did you know what an escape room was before the activity?

- Yes
 No

1.2. Was the activity motivating?

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



1.3. Did you have any difficulties in carrying out this activity?

1.4. Do you think that including nature in the activity is positive?

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

1.5. Did you learn about escape rooms in the activity?

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

1.6. The activity had clear instructions.

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

1.7. Did you get assistance during the activity?

- Yes
- No

1.8. Was the activity in nature satisfactory?

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

1.9. If you want, you can make suggestions or comments on the activity.



SECTION 2: USE OF THE GENIALLY TOOL

2.1. Did you know about Genially before the activity?

- Yes
- No

2.2. Did you use Genially before the activity?

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

2.3. Have you had any problems with the Genially application?

- Yes
- No

2.4. Can you explain the problem? *(only if answered yes in the previous question)*

2.5. Did they help you during the activity?

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

2.6. Did you enjoy using the Genially application in the activity?

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

2.7. If you want, you can make suggestions or comments on the activity.



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 home?

- Yes
 No

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

SECTION 4: GLOBAL EVALUATION

4.1. Was the activity satisfactory?

- 1 - Poor
 2
 3
 4
 5 – Excellent

Thank you for your feedback!