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**GAMING  
DISORDERS**

**TAILORING INTERVENTIONS**

**Training on Customized Gaming Education Workshops**



Escola Profissional de Cortegaça  
OVAR FORMA - Ensino e Formação Lda.

# Table of contents

- 1. Objectives**
- 2. Benefits**
- 3. Case studies**
- 4. Relationship with educational and pedagogical trends**
- 5. Other resources**

# 1.Objectives

# Customized Gaming Education Workshops

## What it is?

The “Customized Gaming Education Workshops” activity consists of a series of workshops tailored to students' interests, experiences and needs around video games. These workshops address key topics such as managing gaming time, dealing with social pressure to play, the impact of competitive gaming on emotional well-being, and reconciling gaming with other aspects of life, such as sleep, studies and family relationships.

The workshops are designed to be interactive and participatory, combining practical activities, discussions, multimedia resources and personal reflections. The main objective is to provide practical tools for students to make informed decisions about their relationship with video games, encouraging healthier and more sustainable digital habits.



# 1. Objectives



## 2. Benefits

## 2. Benefits

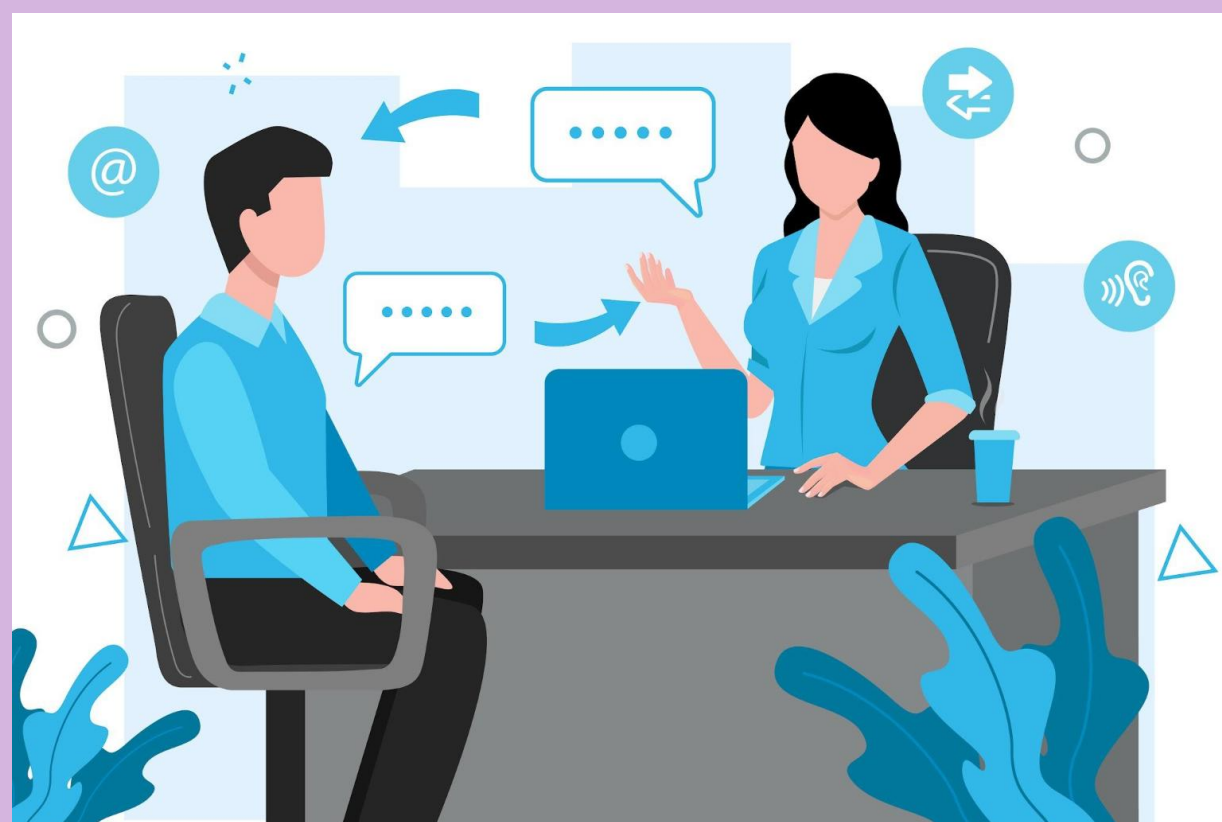
### Personalised Learning and Increased Motivation

Personalised workshops allow content to be tailored to the interests, skills and knowledge levels of participants. By focusing on the types of games they enjoy and the topics that interest them, more meaningful and motivating learning is achieved. This personalisation leads to greater engagement in the activity and more effective learning.



## 2. Benefits

### Transversal Skills Development



Through debates, role-playing and board dynamics, participants improve essential skills such as communication, decision-making, problem-solving and teamwork. In addition, the workshops foster critical thinking and argumentation skills, preparing students for real-life situations.

## 2. Benefits

### Reflection on the Impact of Gaming

Video games are not only a form of entertainment, but also influence habits, emotions and social relationships. Customized Gaming Education Workshops help participants analyse the impact of gaming on their digital well-being, promoting a more conscious and balanced view of its use.



## 2. Benefits



### Practical Application in the Classroom and Beyond

The knowledge and skills acquired in the workshops can be applied in other educational and personal fields.

Participants not only learn about video games, but also acquire tools to critically analyse digital content, improve their self-awareness and develop strategies for a healthy use of technology.

## 2. Benefits

### Inclusion and Adaptability

The flexible design of these workshops allows for the inclusion of participants with different learning styles and levels of knowledge about video games. In addition, they can be adapted to different educational contexts and ages, making the experience accessible to all.



# 3. Case studies

## 3. Case studies

### Debate and Simulation of Ethical Decisions in Videogames

In a US high school, an ethics teacher used video games such as “The Walking Dead” and “Papers, Please” to discuss moral dilemmas.

Students played in teams and analysed the consequences of their decisions in the game, organising debates on issues such as morality, sacrifice and the power of individual decisions. In doing so, participants had to justify their choices and discuss possible alternatives.

Among the results were improved argumentation and critical thinking skills, and an improvement in empathy and the ability to see problems from multiple perspectives. In addition, class participation also increased, especially in introverted students.



## 3. Case studies

### ‘SuperBetter: Videogames and Emotional Wellbeing

The SuperBetter programme, designed by games expert Jane McGonigal, was implemented at a university to improve the mental health and well-being of students.

Participants used the app to set personal goals, such as reducing stress or improving healthy habits. Video game mechanics (missions, rewards and allies) were introduced to gamify the process, and progress was tracked and collaboration between students was encouraged.

The results were a significant reduction in stress and anxiety, as well as increased motivation and sense of achievement in the participants.



## 3. Case studies

### Classcraft: Gamification of the Classroom

A high school teacher in Canada implemented Classcraft, a platform that turns the learning experience into a role-playing game where students advance by completing educational tasks.

Students chose avatars and formed teams to overcome academic challenges, while points were awarded for positive behaviour, participation and task completion. Teachers could customise challenges based on each student's level and learning style.

Greater engagement and motivation developed in students with attention difficulties, and teamwork improved, with the development of skills such as collaboration and decision-making.

### 3. Case studies

#### Minecraft Education Edition: History and Science Education

In Sweden, teachers used Minecraft Education Edition to teach history and science to primary and secondary school students.



To do this, they created historical scenarios (such as the Roman Empire or World War II) where students had to complete quests aligned with the curriculum content. In other fields such as science, they designed experiments within Minecraft to explore concepts such as electricity and ecology.

The results were an increase in interest and knowledge retention compared to traditional methods, as well as the development of problem-solving and critical thinking skills.

# 4. Relationship with educational and pedagogical trends

## 4. Relationship with educational and pedagogical trends

### Game-Based Learning (GBL)

The use of video games as an educational tool has proven to be highly effective in fostering experiential learning and critical thinking. In these workshops, students not only play games, but also participate in interactive activities such as debates, role-playing and game board creation, which reinforces knowledge retention and stimulates active engagement.

## 4. Relationship with educational and pedagogical trends

### Personalised and Adaptive Learning

Personalised workshops allow the content to be adapted to the needs, interests and levels of each student. Instead of homogeneous teaching, different activities are offered according to learning styles (visual, auditory, kinaesthetic) and level of experience with video games. This follows the personalised education approach, which has been driven by digital platforms and the use of data to tailor teaching to each student.

## 4. Relationship with educational and pedagogical trends

### Socio-emotional Education and Soft Skills Development

The games and dynamics used in the workshops address topics such as decision-making, empathy, conflict resolution and teamwork. This connection with social-emotional education reinforces key skills for real life and professional environments. In the current educational context, more and more education systems are integrating social-emotional learning into their programmes.

## 4. Relationship with educational and pedagogical trends

### Project-Based Learning (PBL)

Students do not only receive information passively, but are protagonists in the learning process. The structure of the workshops encourages the creation of final products (such as argumentative debates, simulations or board games), in line with the Project Based Learning approach, which emphasises autonomy and creativity in problem solving.

## 4. Relationship with educational and pedagogical trends

### Gamification and Intrinsic Motivation

The use of game mechanics, such as rewards, challenges and interactive roles, increases student motivation and engagement. According to studies in neuroeducation, gamification activates the brain's reward centres, which encourages continuous learning and reduces school demotivation.

## 4. Relationship with educational and pedagogical trends

### Digital Competences and Digital Citizenship

In a world where digital technologies are fundamental, these workshops help students develop a critical and healthy relationship with video games. In line with the digital education trends promoted by UNESCO and the European Commission, this activity prepares young people to be responsible digital citizens, able to manage their screen time and analyse the impact of video games on society.

# 5. Other resources

# 5. Resources: Debate and reflection in the classroom

## Debate and reflection: What it is?

The debate aims to encourage critical thinking among students regarding the impact of gaming on their daily lives, assessing whether their practice is moderate or excessive. Participants will reflect on topics such as the time spent playing, the emotional and social repercussions of gaming, and the balance with other activities.

Link:

[https://drive.google.com/file/d/1CdfJG24\\_xG4tapyi1LXueb1-jINRAeZ0/view?usp=drive link](https://drive.google.com/file/d/1CdfJG24_xG4tapyi1LXueb1-jINRAeZ0/view?usp=drive_link)

### • Discussion Guide

Arguments in favor of moderate gaming	Arguments against moderate gaming
<ol style="list-style-type: none"> <li>1. What are the benefits of gaming in developing skills, such as problem solving or teamwork?</li> <li>2. How can gaming be a way to socialize and build healthy relationships?</li> <li>3. What strategies allow gamers to keep gaming a balanced activity?</li> <li>4. Are there examples of video games that promote learning or creativity?</li> <li>5. How can video games be a tool to manage stress or emotions?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the signs that gaming has become excessive or addictive?</li> <li>2. How does excessive gaming affect academic performance and physical health?</li> <li>3. What impact can gaming have on family and social relationships?</li> <li>4. How can competitive video games lead to frustration or anxiety?</li> <li>5. What difficulties do people face in setting healthy boundaries when gaming?</li> </ol>

# 5. Resources: Boardgame

## Boardgame: What it is?

This game is designed to teach key concepts about managing digital addictions, exploring their positive and negative effects. It promotes reflection and the development of practical skills for a conscious and balanced use of technology.



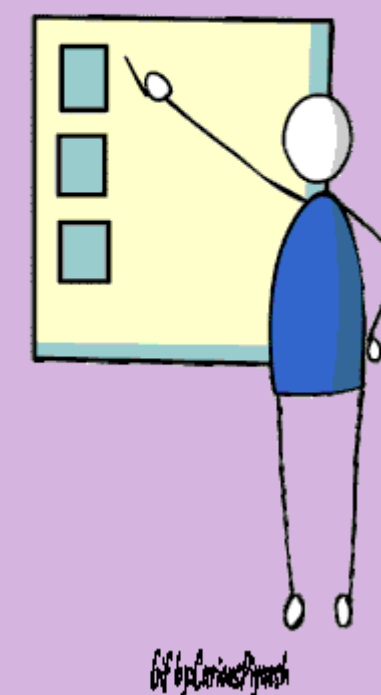
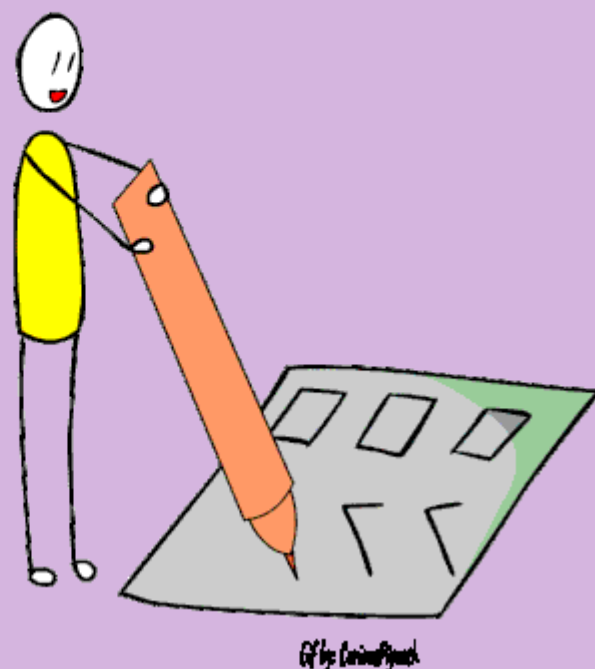
## 5. Resources: Rol Game

### Rol Game: What it is?

This role-playing game is all about diving into the dynamics and challenges that come with gaming and how it affects our daily lives. It's designed to help develop skills like empathy, communication, and critical thinking.



## 5. Resources: Evaluation



<https://docs.google.com/forms/d/1qOVL-GI9fFqIVBva-mLgpT1oi36-eUFUgAxvktYK0eQ/preview>



# Thank you



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**GAMING  
DISORDERS**

Activity

# Healthy Gaming or Hidden Addiction? Debate and Reflection in the Classroom



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## Description of the activity

The debate aims to encourage critical thinking among students regarding the impact of gaming on their daily lives, assessing whether their practice is moderate or excessive. Participants will reflect on topics such as the time spent playing, the emotional and social repercussions of gaming, and the balance with other activities.

This activity also allows students to develop argumentation, effective communication and active listening skills, while exploring diverse perspectives in a respectful environment.

## Prior Preparation

To carry out the activity, divide students into two teams: one that will argue that gaming can be moderate and beneficial, and another that will argue that gaming tends to become an uncontrolled or excessive activity. Before starting, provide students with relevant introductory material, such as short articles that analyse the pros and cons of gaming, studies that address its impacts on health and behaviour, or videos that show gamer experiences from different perspectives. This will allow participants to prepare well-founded arguments and enrich the discussion with concrete data and examples.

## Duration

60-90 minutes.

## Structure of the debate

<b>Introduction</b>	The moderator (teacher or facilitator) introduces the rules and the topic of the debate.	
<b>Rounds of argumentation</b>	Each team presents its opening arguments	3-5 minutes per team
<b>Round of rebuttals</b>	Each team responds to the other's arguments	3 minutes per team
<b>Questions from the audience</b>	Non-active participants can ask questions to both teams	10 minutes
<b>Conclusions</b>	Each team summarizes their main points	2 minutes per team

## Rules of the debate

- Respect speaking turns.
- Argue based on evidence and relevant personal experiences.
- Listen actively without interrupting.
- Maintain a respectful tone at all times.

## Discussion guide

Arguments in favour of moderate gaming	Arguments against moderate gaming
<ol style="list-style-type: none"> <li>1. What are the benefits of gaming in developing skills, such as problem solving or teamwork?</li> <li>2. How can gaming be a way to socialize and build healthy relationships?</li> <li>3. What strategies allow gamers to keep gaming a balanced activity?</li> <li>4. Are there examples of video games that promote learning or creativity?</li> <li>5. How can video games be a tool to manage stress or emotions?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the signs that gaming has become excessive or addictive?</li> <li>2. How does excessive gaming affect academic performance and physical health?</li> <li>3. What impact can gaming have on family and social relationships?</li> <li>4. How can competitive video games lead to frustration or anxiety?</li> <li>5. What difficulties do people face in setting healthy boundaries when gaming?</li> </ol>

# MASTER OF GAMER BALANCE

## Discover, understand and navigate towards a healthy balance with video games

This game is designed to teach key concepts about managing digital addictions, exploring their positive and negative effects. It promotes reflection and the development of practical skills for a conscious and balanced use of technology.





### Instructions



- Place the game board in the center of the table. Each player chooses a token and places it on the start space. Shuffle the Event, Challenge, Bonus, and Action cards and place them in their respective piles next to the board.
- Players take turns rolling the die to advance the corresponding number of spaces, taking a card from the appropriate category.
- Other players can offer suggestions or reflections on the participant's response, helping to explore the topic of gaming from different perspectives.
- The first player to reach the finish square must wait for the others to finish their turns. Once everyone has arrived, a group reflection takes place.



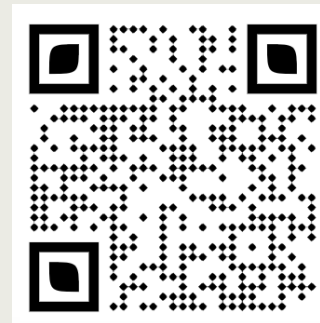
## MEANING OF THE SQUARES

-  Take an 'Event' card
-  Take a 'Challenge' card
-  Take a 'Bonus' card
-  Take an 'Action' card



How much do you know about the benefits and drawbacks of video games? Learn more here:

SCAN



## EVENT

"You found a new educational game. Move forward 2 spaces."



## EVENT

"A friend invited you to play online. Switch places with the nearest player."



## EVENT

"Your gaming team won a prize. Roll the dice again."



## EVENT

"You've figured out how to limit screen time. Switch places with another player."



## EVENT

"You participated in a workshop on balanced gaming. Roll the dice again."



## EVENT

"You have lost several games in a row and you are feeling frustrated. Describe a strategy to calm down before playing again."



## EVENT

"You discover an educational video game that you love. How could you integrate it into your routine without affecting your responsibilities?"



## EVENT

"A friend criticizes your gaming hobby and says it's a waste of time. How would you respond to defend your hobby in a balanced way?"



## CHALLENGE

Answer: How much time do experts recommend spending on gaming every day?



## CHALLENGE

"Complete a quick challenge: Name two video games that teach practical skills."



## CHALLENGE

"You have to convince the group why a video game is useful in education."



## CHALLENGE

"Come up with a slogan about responsible gaming."



## CHALLENGE

"Explains an advantage and a risk of competitive gaming."



## CHALLENGE

"Think of 3 activities outside of gaming that you enjoy or would like to try. You have 30 seconds to name them."



## CHALLENGE

"Make up an argument to convince a friend to play for just 30 minutes a day."



## CHALLENGE

"Mimicking the dynamics of video games, describe a 'level' that represents a balanced day in your life."



## BONUS

"You won a local tournament. Advance to the next Event space and stay there."



## BONUS

"You helped a friend pass a level. Move forward 2 spaces."



## BONUS

"You've set up a healthy schedule for gaming. Skip to square 19 (if you want)."



## BONUS

"You created content about educational games. Move forward 3 spaces."



## BONUS

"You organized a family activity to balance gaming. Move to space 23."



## BONUS

"Explain in 30 seconds how a video game can teach positive values, such as teamwork or creativity. If the group agrees, move forward 1 space."



## BONUS

"Propose an alternative activity to gaming that you could do with your family. If everyone thinks it is feasible, move up 1 space."



## BONUS

"Give a helpful tip for managing the amount of time you spend playing video games. If the group finds it helpful, move up 1 space."



## ACTION

"You forgot to eat while playing. You lose a turn."



## ACTION

"You wasted a whole day playing. Go back 2 spaces."



## ACTION

"You stayed up all night playing. You lose your next turn."



## ACTION

"You bought a console instead of studying. Go back to the nearest 'Action' box."



## ACTION

"Your connection failed during an important match. Please move back 2 spaces."



## ACTION

"A power outage interrupts your favorite game. Go back 2 spaces and share how you would use that free time without video games."



## ACTION

"You realize you have neglected an important task in favor of playing. You lose your next turn."



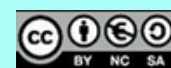
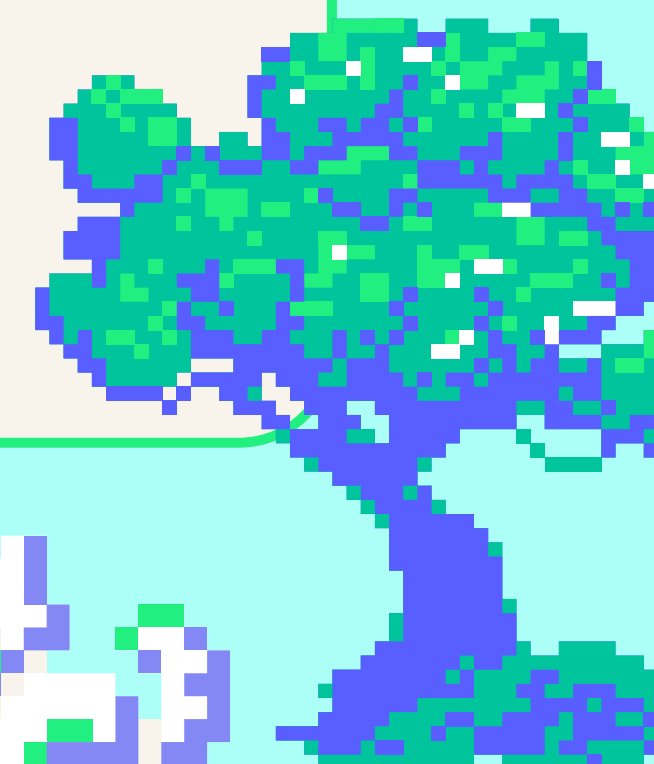
## ACTION

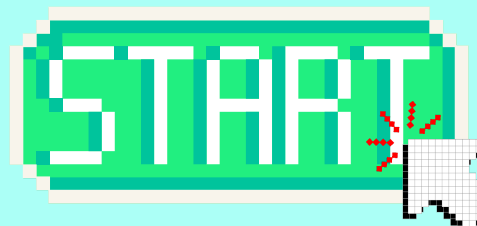
"Share with the group a healthy limit you could implement on your gaming time. If the group approves, you advance 1 extra space on your next turn."



# ROL GAME: REFLECTING ON GAMING

MENU





## GOAL OF THE GAME

This role-playing game is all about diving into the dynamics and challenges that come with gaming and how it affects our daily lives. It's designed to help develop skills like empathy, communication, and critical thinking.

## INSTRUCTIONS

- Every participant will assume a role in the given scenario.
- Take a look at the situation on the card and get ready to see it through your character's eyes.
- Act and react just like the character would in real life.
- The facilitator will lead the activity, making sure everyone gets a chance to share their thoughts.
- We'll create a respectful and constructive atmosphere.

## DURATION

- Each scenario will last about 10 to 15 minutes.
- At the end, we'll have a group chat to think about the interactions and what we've learned.

# THE MARATHON WEEKEND

You've put in over 10 hours gaming this weekend, and your family is starting to worry that you haven't set aside any time for them.



PLAYER

"What would you say to explain how you spent your time in the game?"



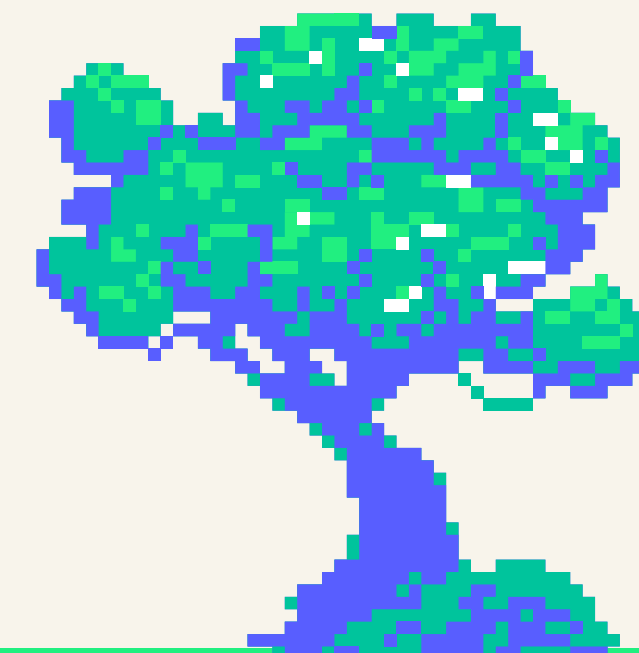
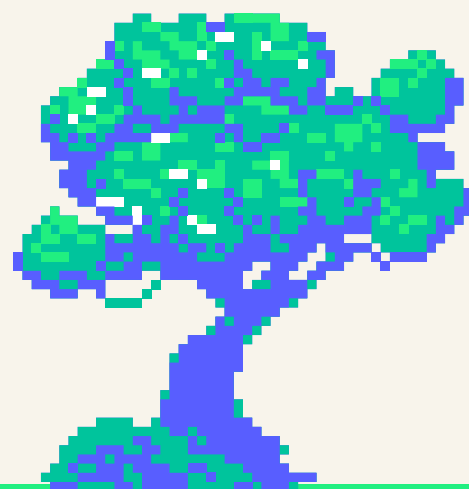
PARENT

"How would you handle the concern without causing any conflict?"



LITTLE BROTHER

"How would you express that you want to spend more time together?"



# GRADES IN RED

Your grades have really taken a hit because you're spending way more time gaming than hitting the books.



STUDENT

"What are your current priorities, and how would you explain them?"



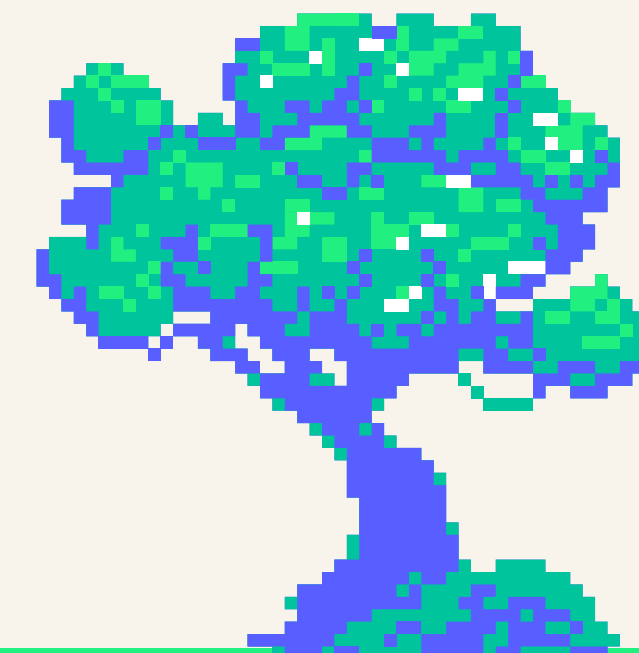
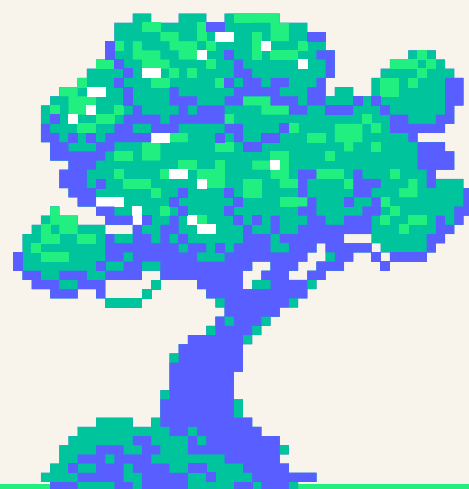
TEACHER

"What tips do you have for managing time effectively?"



CLOSEST FRIEND

"What kind of support can you provide?"



# THE LAST GAME

It's late at night, and you need to wake up early, but you choose to play "just one more game." The next day, you're completely wiped out.



PLAYER

"How do you explain staying awake?"



CLASSMATE

"What would you tell him about not paying attention the next day?"

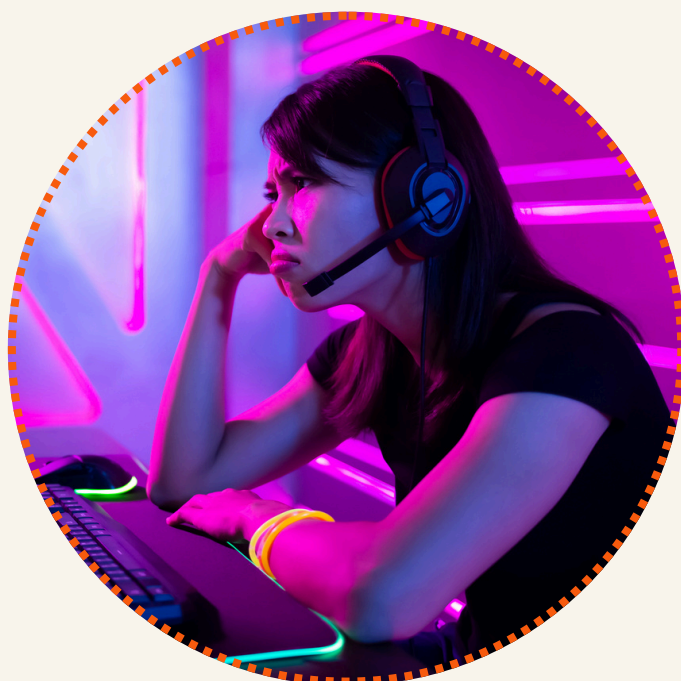


SPORTS COACH

"How would you emphasize the significance of rest?"

# THE UNKEPT PROMISE

You had told your family you'd have dinner together without any electronic devices, but then you got caught up in an intense online game and didn't log out in time.



PLAYER

"How do you justify your choice to keep playing instead of going to the dinner?"



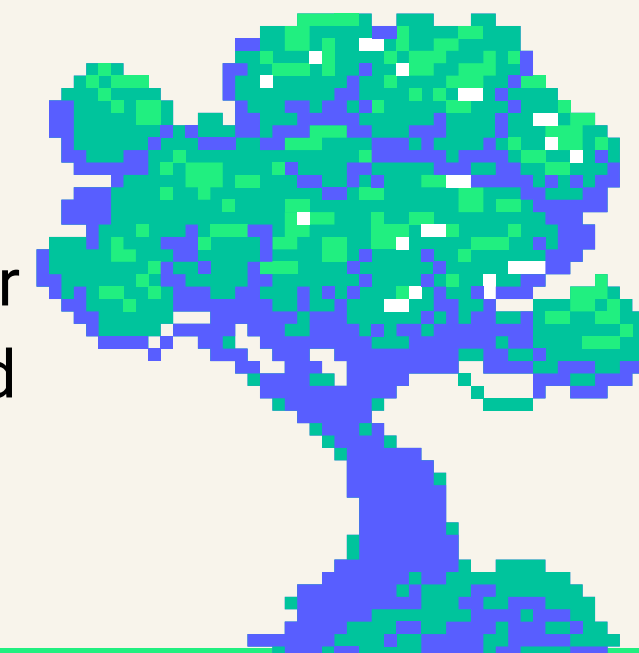
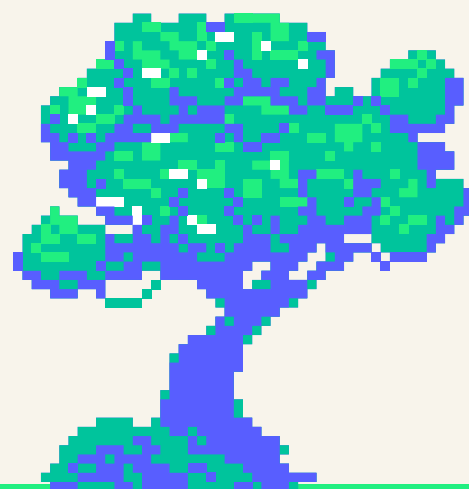
PROGENITOR

"How would you express your frustration while also highlighting how important family commitment is?"



SISTER

"Encourage your brother or sister to get more involved in family activities."



# THE UNBEATABLE RUN

You've been playing all day since you're on a winning streak, and you think stopping now might ruin your luck. But your friends are eager for you to join them at the park.



PLAYER

"How do you explain your choice to keep playing instead of spending time with your friends?"



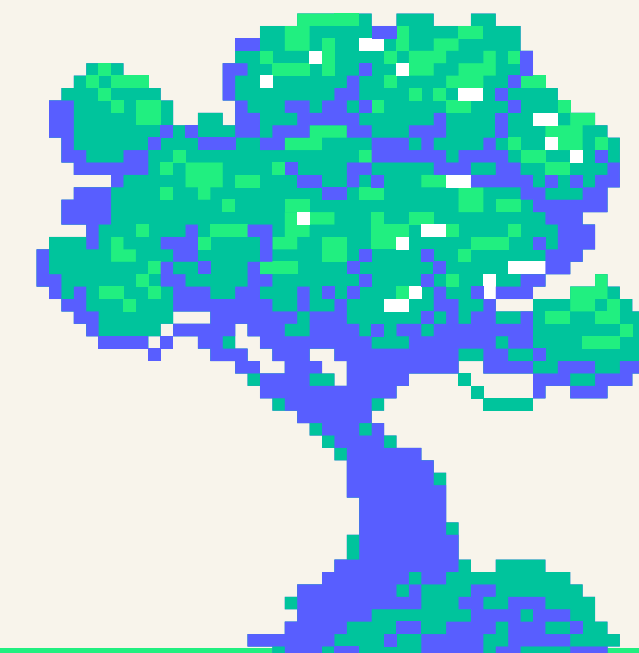
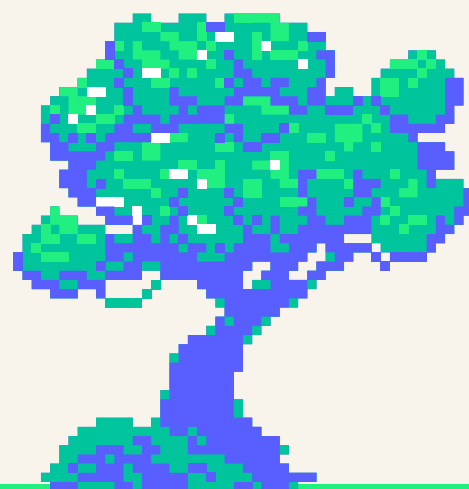
FRIEND

"How would you persuade the player to get involved in the outdoor activity?"



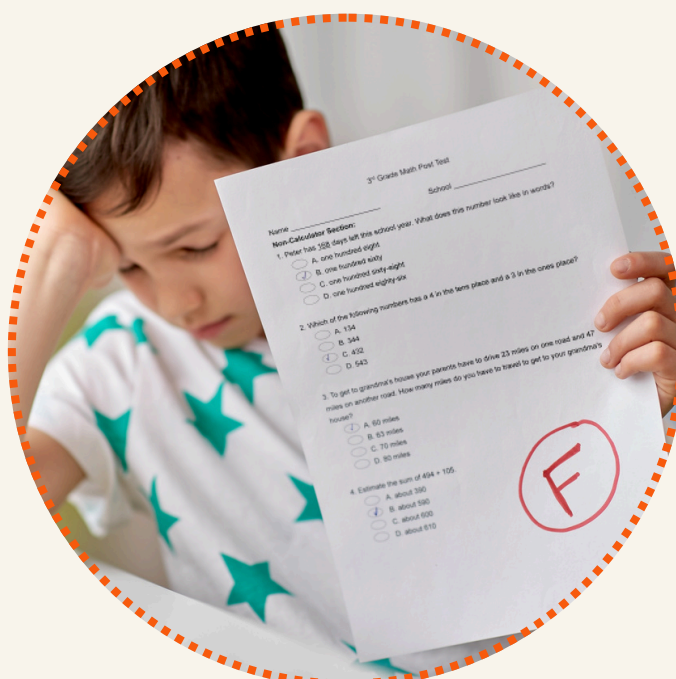
MEDIATOR

"What would you say about finding a balance between enjoying digital activities and spending time outside?"



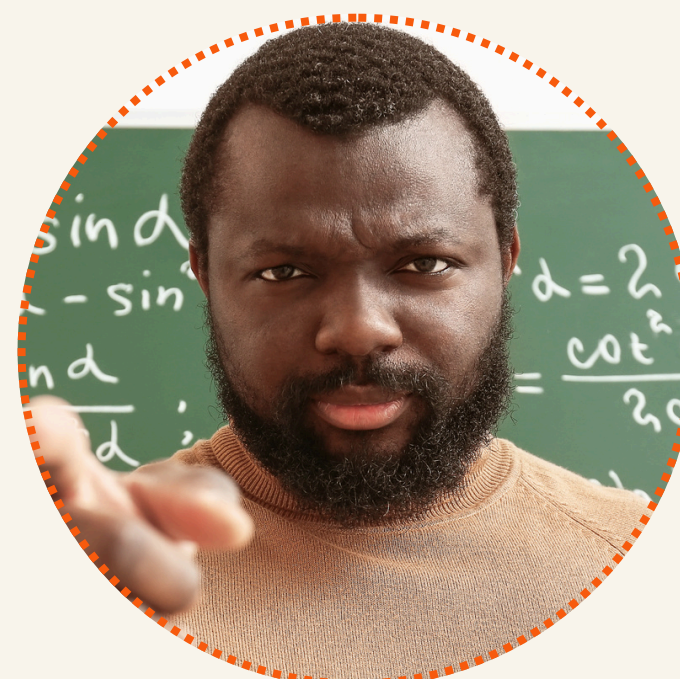
# A BAD SCORE

You didn't pass an important exam because you were too busy playing games instead of hitting the books. Your teachers and parents are really concerned.



PLAYER

“How do you respond to your parents’ and teachers’ worries about how much you game?”



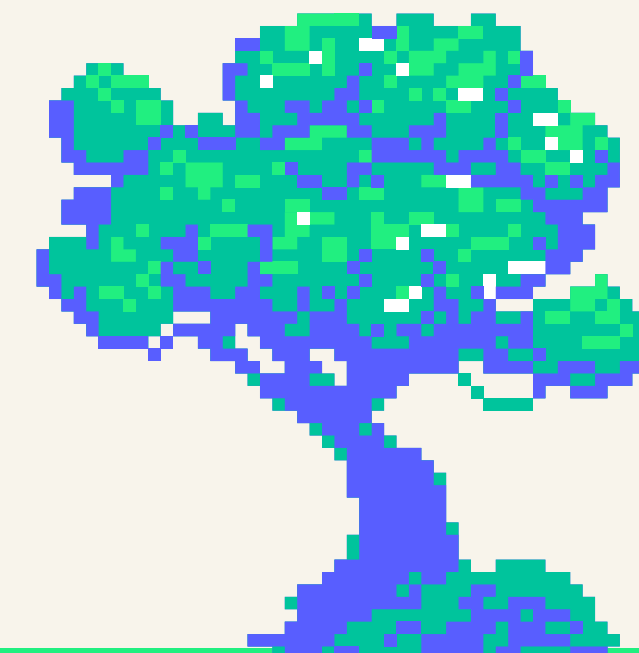
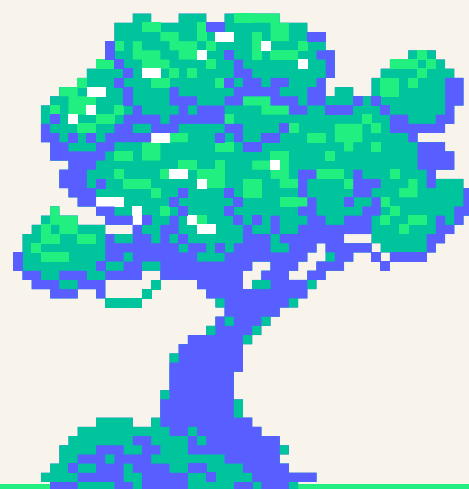
TEACHER

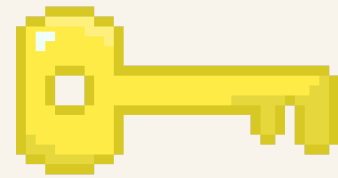
“How would you talk to the student to help him get better at organizing and improving his schoolwork?”



DEDICATED FRIEND

“What tips or support would you give to help the player manage their study time more effectively?”





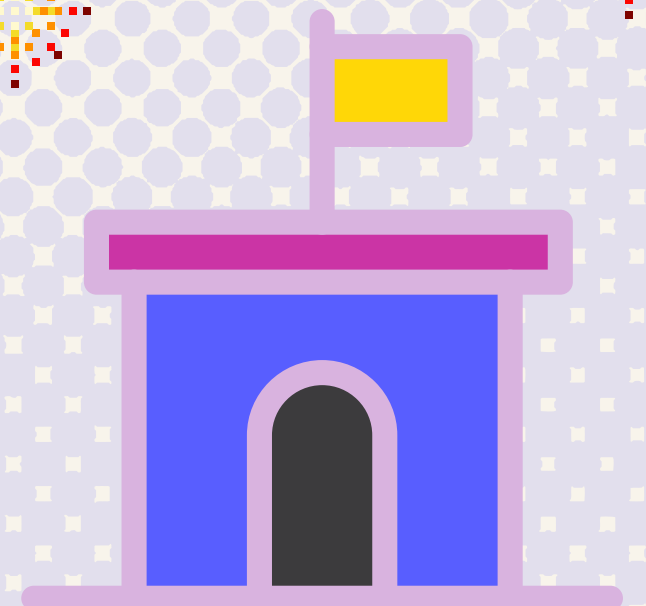
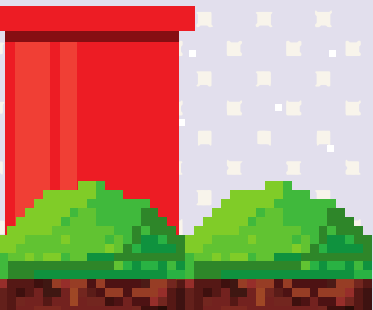
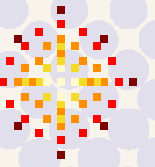
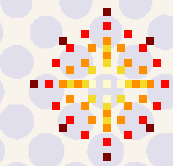
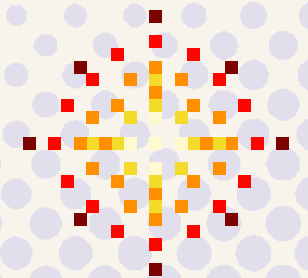
WHAT EMOTIONS CAME UP DURING THE GAME?



HAS IT SHIFTED HOW YOU VIEW GAMING OR THE INDIVIDUALS DEALING WITH THESE CHALLENGES?



WHAT HAVE YOU DISCOVERED ABOUT FINDING A BALANCE BETWEEN GAMING AND OTHER PARTS OF LIFE?





**THANKS A TON!**

**IF YOU'RE CURIOUS TO LEARN MORE, CHECK OUT:  
[WWW.GAMINGDISORDERS.EU](http://WWW.GAMINGDISORDERS.EU)**

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# GAMING DISORDERS

Evaluation Form

# Customised Gaming Education Workshops



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Thank you for taking the time to participate in this evaluation questionnaire for the Gaming Disorders project. Your feedback is crucial to ensure that the resources and activities we have developed effectively meet their intended goals.

The purpose of this evaluation is to gather a broad overview of the materials and activities available within the project. This is not a test of your knowledge on the topic of gaming disorders; instead, we are keen to understand your perspective on the usability and effectiveness of the resources. Specifically, we are looking for your evaluation of:

- The ease of use of the materials
- Whether their structure, length, and depth align with the objectives of the activity

Your honest opinions and suggestions will help us refine and improve the materials to better serve the needs of our target audiences. We truly value your input and appreciate your time!

**1. I am**

- Teacher  
 Student  
 Parent

**2. Country of Residence**

- Austria  
 Cyprus  
 Ireland  
 Germany  
 Portugal  
 Spain

**3. School**

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**SECTION 1: ACTIVITY**

**1.1. Did the activity cover the content that you were expecting?**

- Yes  
 No

**1.2. What further material were you expecting or would have liked included that were not covered?**

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**1.3. Rate your understanding of the activity structure.**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**1.4. Was the activity arranged in a clear and logical way?**

- Yes
- No

**1.5. How relevant was the subject matter?**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**1.6. How would you rate the amount of material covered?**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**1.7. Rate the quality of the examples presented.**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**1.8. What are the strengths and weaknesses of this activity? Please explain.**

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**SECTION 2: MATERIALS/RESOURCES**

**2.1. How consistent were the resources with the activity objectives?**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**2.2. Did the material adequately explain the knowledge, skills and concepts it presented?**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**2.3. Did any of the examples/activities/videos/quizzes help you gain a clearer understanding of the activity?**

- Yes
- No

**2.4. How would you rate the ease of navigation of the material presented?**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**2.5. Rate the amount of multimedia (audio and video) used in the course.**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**2.6. Rate the contribution of multimedia (audio and video) to the understanding of the activity.**

- 1 – Poor
- 2
- 3
- 4
- 5 – Excellent

**2.7. Are there any comments you would like to make on ways to improve the activity material?**

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### SECTION 3: FEEDBACK AND IMPACT

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

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**3.2. Do you feel more empowered or better equipped to address gaming-related challenges at school?**

- Yes
- No

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

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### SECTION 4: FINAL REMARKS

**4.1. Rate the overall aesthetic of the activity content and materials**

- 1 - Poor
- 2
- 3
- 4
- 5 – Excellent

**4.2. Based on this experience, would you recommend the activity and associated material? Why or why not?**

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*Thank you for your feedback!*