

SCREEN ADDICTION IN ADOLESCENTS: UNDERSTANDING, IDENTIFYING, AND TAKING ACTION

A training course for secondary school teachers and educational staff

Understand digital addiction mechanisms and implement effective prevention strategies in your school

Duration : 5 hours	Modules : 4 modules
Lessons : 16 lessons	Audience : Secondary school teachers and educational staff
Format : 100% online, asynchronous	Provider : N° 11757351875
Certification : Qualiopi	Price : On request

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Course description

This 5-hour training helps secondary school teachers and educational staff understand the neuropsychological mechanisms that make screens addictive for adolescents. You will learn to distinguish between intensive use and genuine addiction, and identify warning signs in the classroom and school life. The training offers concrete tools to address the topic with students, work with families, and implement sustainable prevention actions within your institution. At the end of the training, you will have an informed perspective on adolescent digital usage and immediately applicable strategies for action.

Module summary

MODULE 1	Understanding Screen Addiction — Mechanisms and Adolescent Reality	4 lessons
MODULE 2	Spotting — Warning Signs in the School Environment	4 lessons
MODULE 3	Preventing — Digital Education and Actions in Institutions	4 lessons
MODULE 4	Act — Support a Struggling Student and Protect Yourself	4 lessons

Learning objectives

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- Understand the neuropsychological mechanisms of screen addiction in adolescents
- Distinguish between intensive use, problematic use, and established dependence
- Identify observable warning signs in the classroom and school environment
- Implement concrete prevention and digital education activities with students
- Support struggling pupils with appropriate intervention strategies
- Engage families effectively around digital use issues
- Develop your own healthy relationship with screens as an educational professional

General information

Duration	5 hours
Target audience	Secondary school teachers, pastoral leads, school nurses, educational staff working with adolescents
Prerequisites	None - training accessible to all adult professionals
Price	Sur devis - TVA non applicable (article 261-4-4° du CGI)
Certification	Qualiopi - Attestation de fin de formation
Training provider	DYNSEO - N° de déclaration d'activité : 11757351875

Lesson 1 - What screen addiction really is — definition and scientific debate

- The concept of internet use disorder and the ongoing scientific debate
- Distinguishing intensive use, problematic use, and established dependence
- Different types of screen use: gaming, social media, streaming, messaging
- Why adolescence is particularly vulnerable to digital addictive mechanisms

Lesson 2 - The neuropsychological mechanisms behind engagement

- The dopaminergic reward system: notifications, likes, and wins as addictive triggers
- Addictive platform design: infinite scroll, autoplay, streaks, variable rewards
- The adolescent brain: immature prefrontal cortex and heightened impulsivity
- Tolerance and withdrawal: increasing screen use needed for the same pleasure

Lesson 3 - Adolescents' digital habits — what adults do not see

- Diversity of digital use: gaming, social media, content creation, online communities
- The social function of screens: belonging, identity, and recognition needs
- The understanding gap between adults and adolescents: why bans often fail
- Gender differences: video games among boys, social media among girls

Lesson 4 - Consequences for health, learning, and social life

- Cognitive impact: fragmented attention, difficulty concentrating, shallow memory
- Sleep disruption: blue light, night-time overstimulation, chronic fatigue
- Emotional consequences: social anxiety, comparison, fragile self-image, FOMO
- Educational impact: disengagement, procrastination, falling attainment, absenteeism

Lesson 1 - Observable behaviours in the classroom

- Inability to refrain from checking phone despite school rules
- Chronic morning fatigue, falling asleep in class, disorientation at lesson start
- Progressive loss of interest in school activities and face-to-face relationships
- Irritability and agitation when screens are banned or devices confiscated

Lesson 2 - Distinguishing screen addiction from related difficulties

- Screen addiction as symptom of underlying issues: anxiety, depression, learning difficulties
- ADHD and screens: hyperfocus on games, difficulty disengaging
- School refusal and digital withdrawal: screen as only perceived safe space
- Distinguishing intense passion (esports, creative work) from pathological dependence

Lesson 3 - Listening to the pupil without triggering immediate defensiveness

- Motivational approach: starting with what the pupil enjoys before addressing problems
- Open questions that encourage reflection without judgement or moralising
- Managing denial: appropriate responses to 'I'm in control' or 'Everyone does this'
- When to refer to health professional: warning signs of severe addiction

Lesson 4 - The role of the school team — observe, compare, share

- What each professional may observe: teacher, pastoral lead, nurse, social worker
- Comparing observations to distinguish passing phase from concerning situation
- Raising concerns without stigmatising the pupil or alarming parents unnecessarily
- Coordination with family: first contact, appropriate tone, information to share

Lesson 1 - Developing critical thinking about screens in the classroom

- Deconstructing addictive design with pupils to increase awareness and empowerment
- Teaching activities: screen time logbooks, week without social media, digital detox
- Structured debate: 'Are platforms responsible for how we use them?'

- Subjects that naturally integrate these discussions: citizenship, biology, philosophy

Lesson 2 - Supporting emotional regulation as an alternative to screens

- Understanding why pupils retreat into screens: boredom, stress, loneliness, avoidance
- Emotional regulation techniques: breathing, mindfulness activities, movement
- Creating physical decompression spaces: reading corner, practical activities, informal sport
- Sport and extracurricular activities as protective factors against digital addiction

Lesson 3 - Rules around screens — between restriction and responsibility

- Limits of punitive approaches: confiscation, total bans, their effects and risks
- School digital charter: co-constructing with pupils for greater adherence
- Peer digital mediation: trained pupils raising awareness among classmates
- Organised screen-free times: implementing without making them feel like punishment

Lesson 4 - Engaging families around digital use

- Reality of home screen use: parents often overwhelmed, guilty, or in denial
- Keys to effective parental support: clear rules, open discussion, parental modelling
- Parent-child digital workshops: how to organise through school
- Resources to share: practical guides, helplines, specialist health professionals

MODULE 4

Act — Support a Struggling Student and Protect Yourself

4 lessons

Lesson 1 - Supporting a pupil identified as having problematic screen use

- Support protocol: one-to-one meeting, digital behaviour agreement, regular follow-up
- Working on practical alternatives: identifying what gives pleasure away from screens
- Academic support as lever for re-engagement: restoring competence outside digital world
- When and how to refer to specialist support: GP, psychologist, addiction services

Lesson 2 - Complex situations — online gaming, social media, problematic content

- Pupil addicted to online gaming: profile, specific risks, appropriate responses
- Pupil absorbed by social media: comparison, validation, body image, associated bullying
- Consumption of extreme or radicalising content: warning signs and reporting procedures
- Online romantic and sexual relationships: specific risks and adult's role

Lesson 3 - Looking after yourself as a professional in a digital world

- Professional's digital wellbeing: recognising own problematic habits without guilt
- Digital-related burnout: constant notifications, emails outside hours, hyperconnectivity
- Modelling healthy behaviour without being preachy: consistency as teaching tool
- Resources for improving own relationship with screens: tracking apps, screen-free periods

Lesson 4 - Review and personal action plan

- Knowledge check: identifying problematic situation and choosing appropriate response
- Reflective review: which two warning signs had I not identified before in my school?
- Three practical actions to implement over next 30 days in classroom or school
- Further resources: organisations, specialist helplines, advanced training opportunities

Teaching methods

- 100% online self-paced training accessible 24/7 from any device
- Interactive video lessons with practical examples from school settings
- Case studies and scenarios based on real classroom situations
- Downloadable resources: observation grids, conversation guides, parent handouts
- Knowledge checks and reflective activities throughout each module
- Personal action plan template to implement strategies in your own context
- Certificate of completion issued upon finishing all modules