

# Europeana Learning Scenario

## Title

LIFT the LID on mental health

## Author

M.Isabel Vila Figueroa

## Abstract

Students have to analyse the concept of mental health in the past after having a look at the Europeana resources available [here](#). People with mental health disorders were housed in institutional settings. They earned a reputation as dehumanizing as they were prison-like institutions. After the massive deinstitutionalization in the 1970s and 1980s, a new system of mental health care appeared. The community mental health system returned those suffering from mental illnesses to their families and their communities. Things have changed, but most people who live with mental illness have, at some point, been blamed for their condition. They are burdened by the stereotypes and prejudices of stigmatization.

Students in groups have to design a mental health campaign using 3D animation videos using Europeana images with the tools [Renderforest](#) or [Moovly](#), to increase mental health awareness. Besides, they will create a blog (with [Wordpress](#) or [Blogger](#)) where all the videos will be uploaded adding some information about how to fight mental health stigma and personal stories (from users who have or had mental health disorders based on students' internships experience) connected to the aim to promote the inclusion of people with mental illnesses. It will be their contribution to the World Mental Health Day (10 October 2020).

## Keywords

Social labour integration, Inclusion, mental health awareness, 18-20, Green ribbon (*World Mental Health day symbol*)

## Table of summary

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Subject	Higher Technician in Social Integration: Subject: Social and Labour Intervention
Topic	This scenario is connected with the Social and labour intervention, Training in Social labour skills, and the topic could be groups of social and labour intervention.
Age of students	18-20 years old
Preparation time	1 Session
Teaching time	1 Session-Presentation of the project to students 2 Sessions to prepare the mental health campaign

	2 Sessions to create the blog and write personal stories from people who have or had mental health illnesses
Online teaching material	How to make a 3D animation video: <a href="#">Renderforest tutorial</a> <a href="#">Movely trutorial</a> To create 3D animation videos: <a href="#">Renderforest website</a> or <a href="#">Moovly website</a> How to create a blog: <a href="#">Wordpress Tutorial</a> <a href="#">Blogger Tutorial</a> To create a blog to support the Mental Health awareness campaign: <a href="#">Wordpress</a> , <a href="#">Blogger</a>
Offline teaching material	No offline teaching material is required
Europeana resources used	<a href="#">Mental health images</a>

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### Integration into the curriculum

The activities will be carried out with students of the Higher Technician in Social Integration. They will be framed within the Professional Module: MP04 Social and Labour Insertion. Training Unit 2, Application of training techniques in socio-labour skills. Core Training 3, Collective intervention in socio-labour insertion. The Learning Results in relation to the MP04 are: RA1: Plan the intervention to the labour insertion connected to the needs of the people to whom it is addressed and RA2: Apply training techniques in socio-labour skills depending on the users' needs. *All the tasks will allow students to achieve the following aims:*

- ✓ Defining the areas of the social intervention, describing the features and needs of the collective integration them.
- ✓ Characterizing the services and programs related to the personal and social needs they meet.

### Aim of the lesson

The objective of this activity is to increase awareness of mental health and promote Social inclusion as a European value. Furthermore, students will be able to empathise with people with mental health illnesses needs in order to find the best social and labour program for them.

### Outcome of the lesson

Students will produce some animation videos to promote mental health awareness. All the videos will be upload on a blog where information about mental health and personal experiences from people who have or had mental health illnesses will be the key to fighting mental health stigma.

### Trends

Vocational Education, Project-Based Learning, Collaborative Learning

## 21<sup>st</sup> century skills

1. **Learning Skills:** (Critical Thinking, Creativity, Collaboration and Communication). Students, in groups, have to collect all migration objects from their own families or NGOs users.
2. **Literacy Skills;** (Information, Media and Technology). Students have to create a digital map and blog or website.
3. **Life Skills:** (Flexibility, Leadership, Initiative, Productivity and Social). The entire project will be a training platform to students' professional area.

## Activities

Name of activity	Procedure	Time
00	First session to prepare all the activities	1h
01	Presentation of the project to students. They get some information from the <a href="#">Europeana Collections</a> .	2h
02	Students are organized in groups of 3 or 4 and they have to create 3D videos and prepare texts of personal stories from people who have or had mental health disorders.	2h
03	Students will create a blog where they publish the videos and write information about the mental health topic and publish some articles to explain some stories from people who have or had mental health illnesses.	2h

## Assessment

	% final mark	7-10	4-7	0-4
Use of time and effort	20%	Student shows effort and strives for his/her best while working on the 3D animation video and blog	Student shows some effort and strives for his/her best while working on the 3D animation video digital map and blog	Student shows little effort and strives for his/her best while working on the 3D video and blog
Participation in learning	20%	He/She shares information or ideas when participating in his/her group. He/she cooperates with others and solves problems appropriately	He/She shares information or ideas when participating in his/her group some of the time. He/she cooperates with others and solves problems appropriately some of the time	He/She rarely shares information or ideas when participating in his/her groups. He/she rarely cooperates with others and solves problems appropriately
Technology deliverables	30%	His/Her 3D animation video has been delivered. He/She has	His/Her 3D animation video has been delivered. He/She has partially	His/Her 3D animation video has been delivered. He/She has not

		contributed to creating the Blog	contributed to creating the Blog/Web	contributed to creating the Blog/Web
Quality of work	30%	The remarkable quality of his/her work is obvious (animation video and contributions to the blog)	Student's work has to be revised by his/her group mates (animation video and contributions to the blog)	Student's work is unusable in the project (animation video and contributions to the blog)

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

First of all, the students had a look at the [Europeana Resources](#). Some of them shared orally their internship experiences in Community Mental Health centres to all the group class. All the class told us other personal stories of relatives and friends who are suffering from mental illnesses. There was a debate in class about the meaning and evolution of mental health treatment: Past and present. Besides, the students selected [Europeana pictures](#) and made a gif with some images related to this topic.

After that, students were organized in groups of four or five and created videos to break the stigma on mental health (using [Renderforest](#)). These videos will create an impact on mental health awareness in Europe as a good way to collaborate on World Mental Health Day (10-10-20). At the same time, students asked to people with mental health conditions to [share their feelings](#) about their own role in our society.

Finally, they created some [videos](#) in order to act and raise awareness of mental health. All the videos are focused on making a better understanding of this problem. It is necessary to notice that the most important thing is to see the person not the illness.

### Teacher's remarks

Students really liked to do this activity. It was a different way to be aware of Mental Health problems and see the real people who are behind this illness. It is clear that mental health service users are part of our European society and are doing their best to take part in our community. Fortunately, the odd and outlandish Mental Health treatments have long been forgotten. Nowadays, in most of the cases, they are people who work, go to school and follow the same life path as other European citizens. Social and Labour Intervention should support people with mental illnesses to make them feel included in our society, helping them to be resilient and overcome social exclusion.

The evaluation rubric is the guide to assess the activity. Students performed some self-assessment following the criteria established in this guideline. The teacher evaluated individually the work done by the students. The final evaluation of the activity is calculated from the average between the self-assessment mark of the student and the score resulting from the teacher's assessment. The final result of the group is as follows: 70% of the students have obtained a grade between 7-10, 25% have a grade between 4-7 and 5% have a grade of 0-4.

### About the Europeana DSI-4 project

*Europeana is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.*

*European Schoolnet (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.*

### Annex

Blog dedicated to the LS activities: <https://europeanalifftthelidonmental.health.blog/>