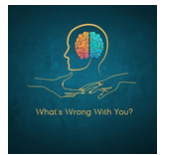




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“What's Wrong With You”

ADULT MENTAL HEALTH LITERACY





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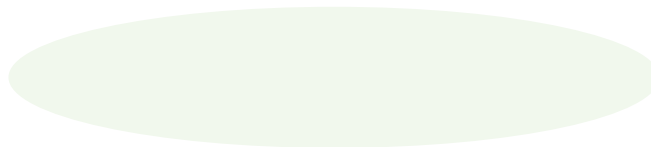
INTRODUCTION

Mental Health Literacy is defined as knowledge and beliefs about mental disorders which help increase mental awareness, diversity, prevention. **Mental health** is an essential dimension of well-being that directly influences how individuals think, feel, and behave - essentially the degree to which a person is emotionally and mentally healthy, which in turn influences how they handle stress, relate to others and make choices. Mentally healthy individuals are better equipped to deal with challenges and can generally access better supports, services, and education/skill development, while under-serviced groups become more vulnerable to developing poor mental health. The populations experiencing the highest mental health risks often have the least access to services, which results in poor or non-existent mental health support/skill development.

This **project** addresses mental health and the promotion of mental well-being among people who are at risk from different stresses, including people from marginalized communities. This project recognizes these groups of peoples and will develop awareness, education, and accessibility to break down barriers that many do not make the mental health commitment they deserve.

Digitalization is a key tool for reaching a wider and more varied population. Digital platforms have a unique capacity to share information, offer access to peer support, and link people with resources, such as cost-free mental health options—without any geographic or economic limits. This type of outreach lends itself to scalability, inclusivity, and low-cost methods.

Our **goal** through the modules is to get a holistic perspective of mental health, provide individuals with tools to enhance their mental wellness, and ultimately enrich a more informed and supportive community.





Mental Health Includes

- **Emotional well-being** (managing emotions effectively),
- **Cognitive functioning** (thinking clearly and making sound decisions),
- **Social well-being** (maintaining positive interpersonal relationships),
- **Psychological resilience** (adapting and responding to life's challenges).

WHAT IS MENTAL HEALTH?

Mental health is a crucial part of all aspects of health. The World Health Organization (WHO) defines mental health as a state of well-being in which an individual realizes their own abilities; can cope with normal stresses of life; can work productively and fruitfully; and is able to contribute to his or her community.



To promote **mental health** we need to create environments that promote mental well-being and develop personal competencies in managing the challenges in life. Mental health care is much more than providing treatment for those who seek it: education and awareness, access to supportive systems, and early intervention is the way to ensure good mental health for everyone..

WHAT IS **NOT** MENTAL HEALTH?

To grasp what **mental health** is requires a clear understanding of what it is **not**. Misconceptions about mental health are very common, and they can negatively shape how people, communities, and institutions respond to the mental health needs of people, or the cognitive and emotional experiences of individuals in a community. For effective and **inclusive mental health planning**, it is necessary to clarify misunderstandings. Mental health isn't simply the lack of mental illness. Even when we discuss **mental disorders**, like depression, anxiety, or bipolar disorder, individuals can be mentally unwell without an official diagnosis. Mental health is a state of positive well-being that includes emotional stability, psychological resilience, and social function. Individuals can have poor mental health (e.g., chronic stress, emotional exhaustion, or feeling isolated) without being clinically diagnosed with a mental health disorder.

Struggles with mental health do not equal weakness.

There always seems to be a belief that anyone who goes through mental health challenges are 'weak' or inept. The truth is, anyone can experience a mental health problem regardless of their age, background, education, or personal robustness. Accepting the reality of severe mental distress and taking that first step towards **seeking support** should be considered responsible, and courageous behavior as opposed to unsuccessful or flawed.

Mental health is not only important in times of crisis.

More often than not, mental health is valued only when someone has reached a state of burnout, breakdown, or clinical distress. Mental health is an everyday necessity. We justify quality mental health by having a crisis intervention or support line. Taking a **preventive approach**; early support and mental health promotion should be a part of our everyday lives and integrated into education systems and workplace cultures, not only when something goes wrong."



MODULE 1 : WHAT IS MENTAL HEALTH ?

This module provides an introduction to **mental health** as an integral part of the **well-being** of all human beings; in particular, mental health shapes a person's thoughts, feelings, behaviour, relationships, decision-making, and coping with life when things don't go well.

This module also differentiates between mental health and mental illness, with emphasis that everyone has mental health, just like **physical health**. It elaborates on the different societal, cultural and economic considerations that influence mental health and the value placed on it, and how stigma and misinformation continue to be a barrier to mental wellness.

The **module** addresses:

- Common mental health conditions (i.e. anxiety and depression; stress-related disorders)
- Signs of good mental health and poor mental health in everyday life
- The role of environment, trauma, and social support when considering mental health.



OBJECTIVES

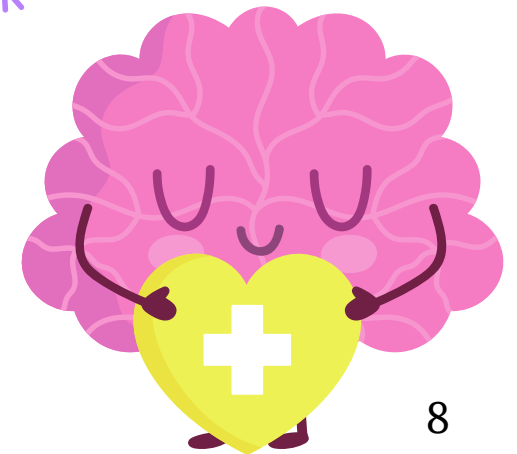
Clearly and inclusively define what mental health is.

Challenge stigma and misconceptions that hold people back from seeking help.

Distinguish mental health from mental illness and emotional wellness.

Raise awareness of how mental health affects people, families, workplaces and societies.

Establish a base understanding for all future modules and engage users coming from many different backgrounds and levels of prior knowledge.





METHODOLOGY


This module is implemented using diverse multi-media resources and educational content based on evidence to appeal to visual and aural learners alike. The instructional design enables interactive, experiential learning which builds recall and use in the real world.

The following instructional **methods** are used:

- Short module **video lectures** introducing foundational principles in mental wellness
- **3D animations** demonstrating how the brain operates including how neurons connect and communicate, and how neurotransmitter activity including serotonin or dopamine regulate mood
- Visual diagrams/**infographics**/illustrations that explain significant brain structures (ex: limbic system, prefrontal cortex, etc.) related to emotional processing
- **Scenario-based e-learning activities** for learners to apply their knowledge interpreting behaviors or emotional responses associated with real-world scenarios
- **Self-assessment quizzes** consolidating the learning outcomes and facilitating knowledge retention
- **Reflection prompts** facilitating connections to lived experiences

The module draws on research within fields of neuroscience, psychology, and public health and follows global practices aligned with best practices in health education.

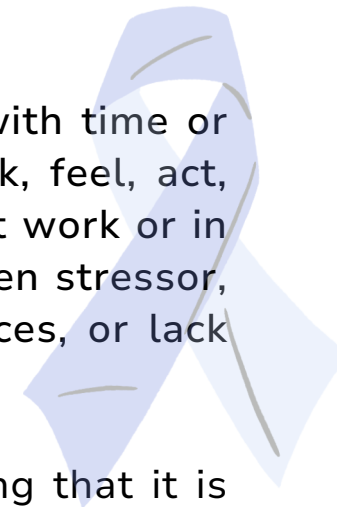
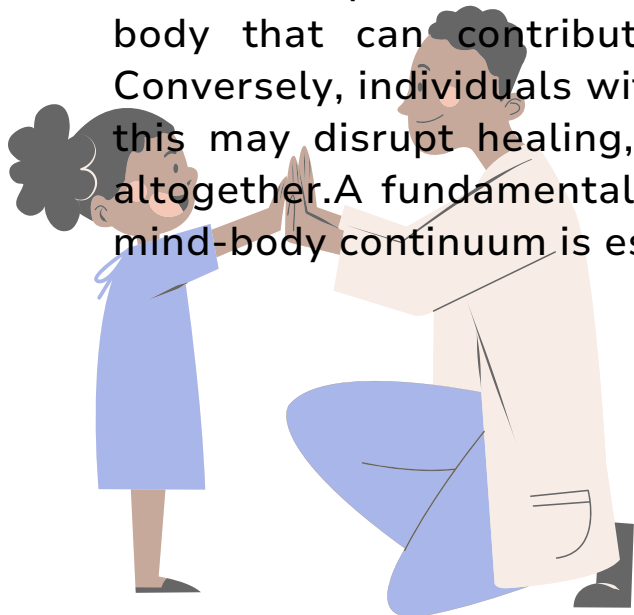
CONCLUSION



Mental health isn't an auxiliary topic, and nor is it a privilege paid only to those with time or resources - it's a **primary human need**. Mental health underpins the way we think, feel, act, relate, and adapt to life's daily challenges. Whether we're making daily decisions at work or in our relationships, or we are managing the stressful, unintentional burden of a sudden stressor, everything can be influenced by mental health, and its clarity influences our choices, or lack thereof, and the quality of our life.

In this module we developed the fundamental concept of **mental health**, recognizing that it is more than just the absence of a mental illness. Mental health is a continuum that will ebb and flow as a product of our environment, circumstances, relationships, and biology, and very often people diagnosed with a condition can have **good mental health**, just like people with mental health challenges can have struggles emotionally or psychologically, and big parts of their every day will be good.

As an example, **chronic stress and anxiety, and chronic depression** can be felt physically in the body that can contribute to fatigue, headaches, sleep, heart, and immune dysfunction. Conversely, individuals with chronic illnesses will often experience emotional distress and while this may disrupt healing, or lead to premature morbidity, it may also reduce quality of life altogether. A fundamental understanding of the connection of mental and physical health in a mind-body continuum is essential to understanding health holistically.



Social Perception and Stigma

Stigma and misunderstanding are still impediments to mental health care even as awareness continues to grow. Many individuals still feel shame when admitting they are struggling emotionally in various societies today. Using phrases such as “just get over it” and “be strong” help to deny somebody's experience, which can steer them away from seeking help.

This stigma is not only individual, but systemic and institutional and part of a workplace culture that prioritizes productivity over wellbeing. This ignored experience leads to many individuals to suffer alone, and early signs of emotional distress are ignored until they have become worse mental health conditions.

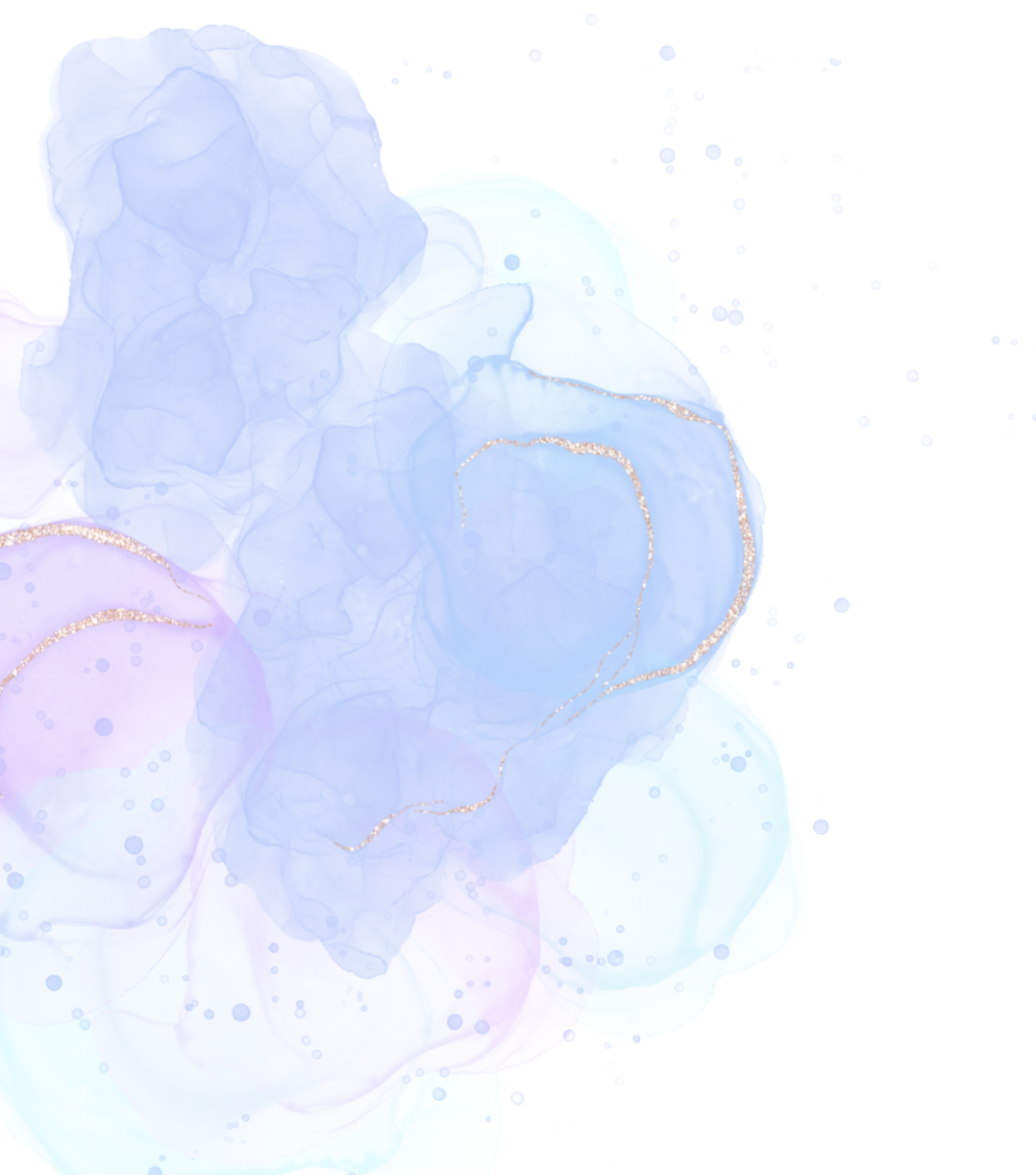
The first step is education and dialogue. Talking about mental health does the important work of normalizing the experience of the ups and downs of emotion; we can make it normal to be mentally ill. We also need to ensure that we are providing educational approaches that are culture aware, represent their individual and group needs, and especially, when considering marginalized communities facing the burden of more stressors and less access to care.

Education and Technology

This module presented a unique interactive multimedia model of learning about mental health. By combining video lectures, 3D animations, scenario-based exercises, and self-assessments, the learners approach the material in informative and memorable ways.

These are not merely instructional tools. They may be the start of a change in the way we educate about mental health. Conventional lectures and passive reading often do not engage with the realities, complexities, or emotive aspects of mental health. Whether through visual story telling, neuroscience based explanations or reflective exercises, the learning experience becomes personal, relatable, and enlightening.

More importantly, this style of learning is consistent with how learners today engage with information. In a digital world where attention spans are brief, there is a demand for meaningful content. With interactive tools it is possible to reduce the gap between curiosity and action so that awareness becomes behavior change.





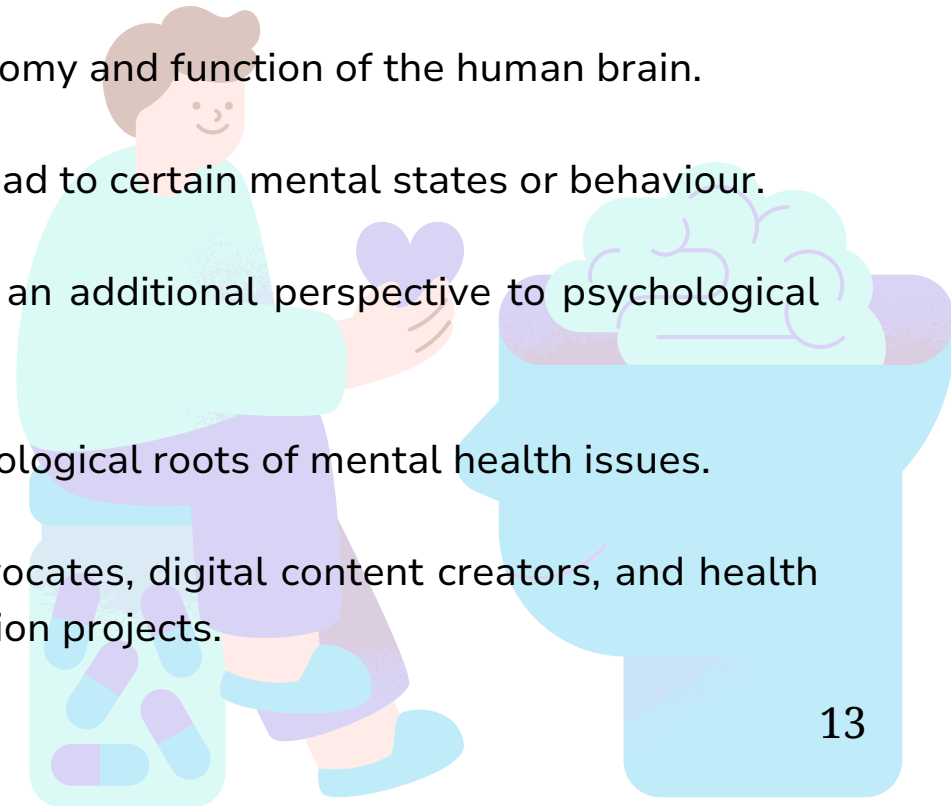
MODULE 2 : BRAIN AND MENTAL HEALTH

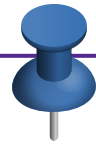
This **module** lays the groundwork for an understanding of the structure of the brain and its important context to mental health. This module explains how anatomy, connection patterns, and biochemistry of the brain influence emotions, thoughts and behaviors. **The primary goal** of the module is to provide learners with a biological way of viewing mental health while deepening understanding of how mental processes are organized in connection to the brain.

The **objectives** of this module are to:

- Provide learners with fundamental knowledge of the anatomy and function of the human brain.
- Illustrate how brain chemistry and neural activation can lead to certain mental states or behaviour.
- Encourage a biological appreciation of mental health as an additional perspective to psychological and social perspectives.
- Reduce stigma through exploring the biological and physiological roots of mental health issues.

This is useful knowledge for educators, mental health advocates, digital content creators, and health care support staff when working in awareness or intervention projects.





METHODOLOGY

The **module** is delivered using a blend of multimedia **educational tools** and evidence-based content, designed to engage both visual and auditory learners.

The following instructional methods are used:

- Visual diagrams and **interactive infographics** explaining brain structures (e.g., limbic system, prefrontal cortex).
- Short video lectures and **3D animations** illustrating how neurons communicate and how neurotransmitters function (e.g., serotonin, dopamine, and their role in mood regulation).
- **Scenario-based e-learning** activities where learners apply their knowledge to interpret behaviors or emotional responses.
- **Self-assessment quizzes** to reinforce learning outcomes and promote retention.



CONSLUSION

Knowing and understanding the biology of mental wellness is an important way to reach your holistic view of human health. This module offered newcomers to the mental health field a basic understanding of how the brain works, including an overview of how it processes information and how biological imbalance can contribute to challenges with mental health. In the entire field of neuroscience and the experiences of people with lived experience this module allowed a direct connection between the world of neuroscience and our everyday experiences; and afforded the learners the opportunity to better understand their own mental health and that of others; by being able to appreciate the biology underlying mental health.

This knowledge base is the beginning of discussions will follow in this module and include psychological interventions, practical strategies of support and digital support tools for mental wellness.

**WE ARE HERE TO
HELP**



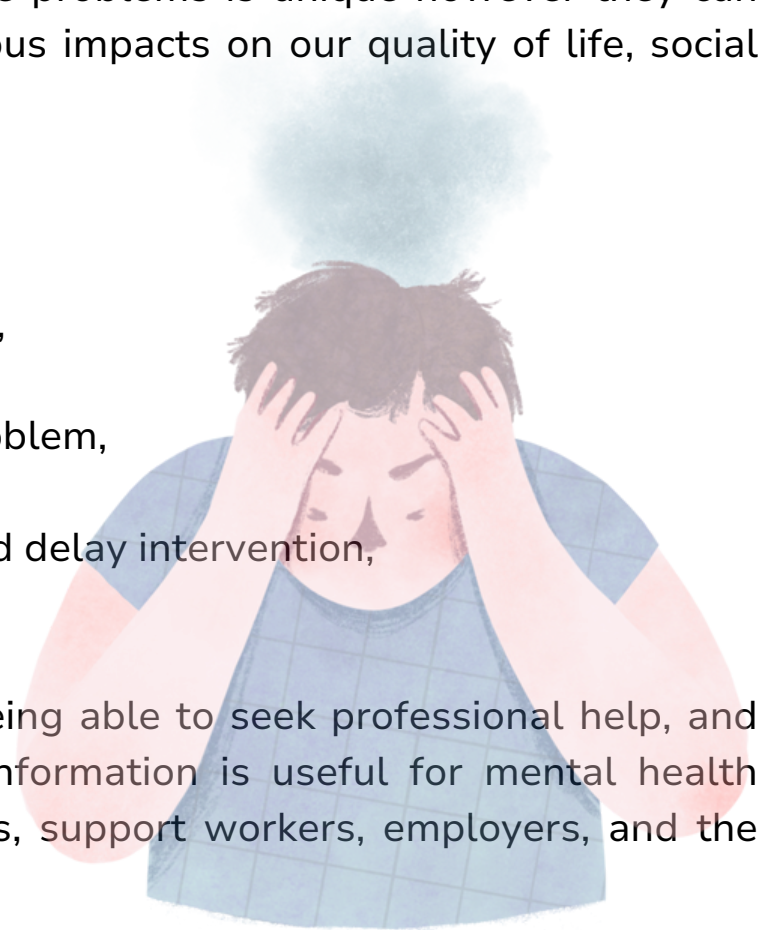
MODULE 3: COMMON MENTAL HEALTH PROBLEMS

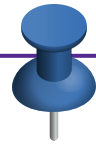
This module provides a detailed understanding on four of the most commonly experienced mental health problems that can affect everyone, regardless of age or culture, including **depression, anxiety, stress-related disorders, and sleep problems**. Each of these problems is unique however they can overlap and interplay with each other and all can have serious impacts on our quality of life, social relationships, productivity, and physical health.

The module combines:

- Key **symptoms** and how this may manifest in everyday life,
- Psychological, emotional, and physical impacts of each problem,
- Myths and **stigma** which can further misunderstanding and delay intervention,

The necessity of being able to recognise symptoms early, being able to seek professional help, and the existence of pathways to access care. Although this information is useful for mental health professionals, it is relevant for teachers, community workers, support workers, employers, and the general public.





METHODOLOGY

The **module** is delivered using a blend of multimedia **educational tools** and evidence-based content, designed to engage both visual and auditory learners.

The following instructional methods are used:

- Visual diagrams and **interactive infographics** explaining brain structures (e.g., limbic system, prefrontal cortex).
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- **Scenario-based e-learning** activities where learners apply their knowledge to interpret behaviors or emotional responses.
- **Self-assessment quizzes** to reinforce learning outcomes and promote retention.

OBJECTIVES

The central purposes of this module are:

- Enhance **mental health** literacy regarding common disorders by providing clear, useful, and relatable information.
- Normalizing **psychological distress** and addressing stigma by emphasizing that these are medical conditions as opposed to personal shortcomings.
- Preparing learners to recognize **signs of risk** in themselves and others early.
- Debunking **stereotypes** that often interfere with individuals' willingness to seek help.
- Encouragement of compassion, understanding and open dialogue around mental health.
- **Encouraging help channels** and creating safe and supportive spaces at home, work, and in schools.



CONCLUSION

Stress: A Two-Edged Sword

Stress is a completely natural and often desirable human response — stress is key to adjusting to responses. Stress can be the key to performance. However, when stress becomes chronic (long term) or overwhelming stress, it shifts from a **productive mechanism** to a harmful response. Chronic stress contributes to burnout, anxiety disorders, and a range of physical health conditions, including cardiovascular disease, high blood pressure, and immune dysfunction.

This module has helped to distinguish between eustress (good or healthy stress) and distress (harmful stress), and equipped you with coping responses including mindfulness, cognitive-behavioral skills, and lifestyle changes. You learned the importance of creating and maintaining supportive environments — both personally and in the workplace, in order to manage stress at a point prior to it being chronic.



Sleep Disorders: Often a Symptom, Sometimes a Cause

Sleep is an important pillar of mental and physical health. Sleep disorders, such as insomnia, sleep apneas and sleep disruptions are not always given the attention they deserve and are sometimes treated as lifestyle issues. Sleep disruptions are both a symptom but also a contributor to many mental health illnesses.

Lack of restorative sleep plays an influential role in mood, memory, judgment, and emotional regulation. Poor sleep may also exacerbate the symptoms of depression and anxiety, exacerbating a negative feedback loop that impedes recovery. The module took us through sleep hygiene, addressing sleep disorder symptoms and supporting when to seek professional support.



Early diagnosis and support pathways

Early detection of symptoms of **mental illness** can enable early intervention, which in turn may help reducing the severity and duration of symptoms. **Anxiety, depression, long-standing stress,** and sleep disorders are often accompanied by frequent unhappiness, excessive worry, irritability, fatigue, concentration difficulties, and even physical symptoms such as headache or indigestion.

Without early detection, the issues may go lead to more severe mental and physical health issues like increased susceptibility to abuse drugs, heart disease, and social dysfunction. Early detection in can improve the coping ability and enable better, **long-term control** over these mental health issues. With early intervention, individualized treatment methods may be adopted, this might include therapy, medication, lifestyle changes, or counseling groups.

Therapy, such as cognitive-behavioral therapy (CBT) or psychodynamic therapy, allows individuals to become conscious and reorganize damaging thought patterns. Medication, when prescribed correctly, can be utilized to reverse chemical imbalance that leads to **mood disorders**. Changes in lifestyle, such as exercise daily, healthy eating, and sufficient sleep, are also key to symptom reduction. Healthy support systems—families, friends, or community support groups—also provide one with emotional support and prevent one from feeling lonely. Early professional intervention can stop the condition from worsening, facilitate ease of management over the long term, and **promote more rapid recovery**. Access to resources The availability of mental health resources is important in enabling people to obtain the support to which they are entitled.



MODULE 4: METHODS OF PROTECTING AND IMPROVING MENTAL HEALTH

Module 4 explores the **key strategies** and a range of **practical strategies** for maintaining and improving mental health. It's important to say that mental health is both a continuum and a process. This means that, like **physical health**, **mental health** requires maintenance effort. This module addresses the complex interaction between psychological, social, and biological systems that govern mental health. Furthermore, it provides learners with an extensive array of resources to empower them to take proactive steps – every day – to manage their mental health. The module begins with **stress management**, which is a central aspect of mental health. Stress is a normal part of life; however, when it encourages a lack of management, it can lead to significant emotional and physical health issues. The learner will recognise the common stressors in their daily life and learn about the state of chronic stress and a few practical techniques to mitigate and cope with stress, from time management approaches to mindfulness strategies/habits, with a view to improving overall emotional balance.

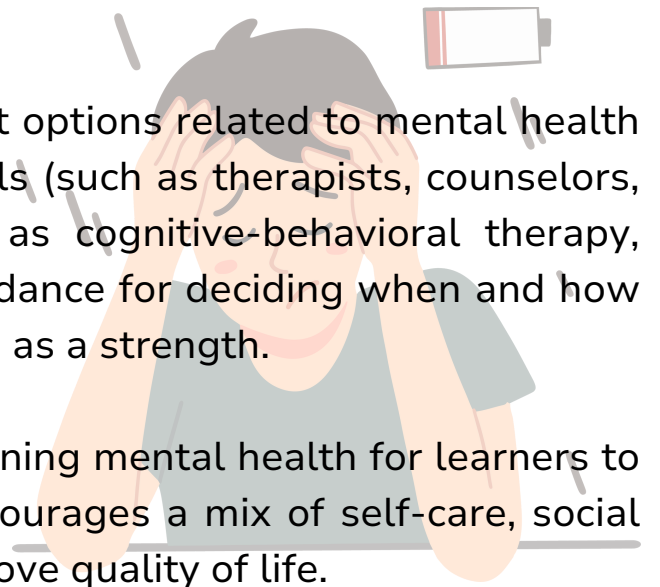
The next section of the module covers breathing techniques; although they are one of the easier nervous system regulation skills, they are also very powerful. **Breathing techniques** such as diaphragmatic breathing, box breathing, and paced respiration can effectively lower heart rate, decrease anxiety, and promote relaxation. This section provides learners with **step-by-step instructions** for performing breathing exercises, as well as the physiological benefits of the techniques. The handout breaks the exercises down into simple steps, so that even someone with no prior understanding of breathing exercises can follow along.

The module then examined how healthy living can contribute to an individual's mental health. It highlights how nutrition, physical activity, sleep, and hydration impact aspects of mental resilience like mood, cognition, and stress responses. This section also included practical examples of how to incorporate healthy practices into an everyday lifestyle, alongside research findings regarding substance use like alcohol or drugs that detrimentally impact mental health.

Knowing the importance of **social support**, the module identified methods in which an individual could cultivate and maintain connections with friends, family, and across communities. After outlining the various common barriers to **seeking support**, such as stigma or concerns about judgment, it addressed how to reach out and share one's struggles with others. It also introduces the **value of peer support groups and community resources** when trying to foster an overall sense of belonging and recognition.

Finally, the module gives an overview of professional and treatment options related to mental health issues. It discusses the different roles of mental health professionals (such as therapists, counselors, and psychiatrists), and the common methods of therapy (such as cognitive-behavioral therapy, medication management, or crisis intervention). It also provides guidance for deciding when and how to pursue professional assistance, with an emphasis on seeking help as a strength.

In all, this module pulls together a holistic understanding of maintaining mental health for learners to engage with and possibly apply for themselves or others, and encourages a mix of self-care, social support, and professional resources to enable resilience and to improve quality of life.



OBJECTIVES

METHODS OF PROTECTING AND IMPROVING MENTAL HEALTH



- To equip the participants with the knowledge and means necessary to identify and employ stress management strategies to minimize the detrimental impact of stress on mental health.
- To deliver thorough training of evidence-based breath practices used to promote physiological and psychological relaxation.
- To highlight how lifestyle factors - nutrition, movement, and sleep, impact the promotion and sustainability of good mental health.
- To promote knowledge of social support systems and provide strategies for obtaining interpersonal and community resource support.
- To increase knowledge of professional mental health services and treatment options while teaching participants recognize when and how to access mental health expertise and care.

METHODOLOGY

Informative Videos and Animations:

Short videos and animations to explain key concepts and attract attention.

Interactive Presentations and Q&A Sessions:

Interactive presentations that reinforce topics and allow users to learn at their own pace.

Scenarios and Role Plays:

Real-life examples of thinking about mental health issues and developing empathy, dealing with stigma.

Quizzes and Self-Assessment Questionnaires:

Short tests that provide an opportunity to review information learned and assess own mental health awareness.

Resources and Support Links:

Links to accessible mental health support lines, additional reading materials, and information about helpful organizations

CONSLUSION

Mental health is a key aspect of well-being that affects how we think, feel, and act in the world. This module has emphasized that mental health does not just need to be protected and improved in a passive way, but there are many active things we can do to promote mental health through many means that can include **self-care, social connection, and professional help**. As we have discussed, maintaining mental health is a process and we must give it constant attention and focus, take intended action, and use multiple approaches that best fit our needs.

A main takeaway from this module is the importance of stress management in successful maintenance of mental health. Not only can chronic stress result in mental instability or deteriorating physical health, but if utilized correctly, stress can be managed. By assessing what in life causes stress, using time management techniques, and stress management approaches (i.e., mindful exercises, physical activity), everyone can mitigate stress, and thus would promote mental health. These approaches will help people be in control of their mental situations rather than be in the driver's seat of what is happening in life.

When combined with **stress management, breathing exercises**, such as diaphragmatic breathing or box breathing, are unique and valuable tools for managing physiological responses to anxiety and tension. Breathing exercises regulate the nervous system so that you may experience calmness and focus in the moment of stress and anxiety. This type of exercise is so simple that it can be performed anywhere and anytime, making it an ideal addition **to your everyday self-care routine**.

In addition, leading a healthy lifestyle is a strong foundation for mental wellness. As a group, nutrition, exercise, sleep, and hydration, among other basics, are **the biggest contributors to brain function, mood stability, and energy levels**. Avoiding the ingestion of harmful substances, such as excessive alcohol or drugs, can also help manage mental health. The interdependent systems of physical and mental health offer an avenue for lifestyle changes, including nutrition and exercise, to be highly effective and provide significant positive change at a level beyond mood and into the overall quality of life.

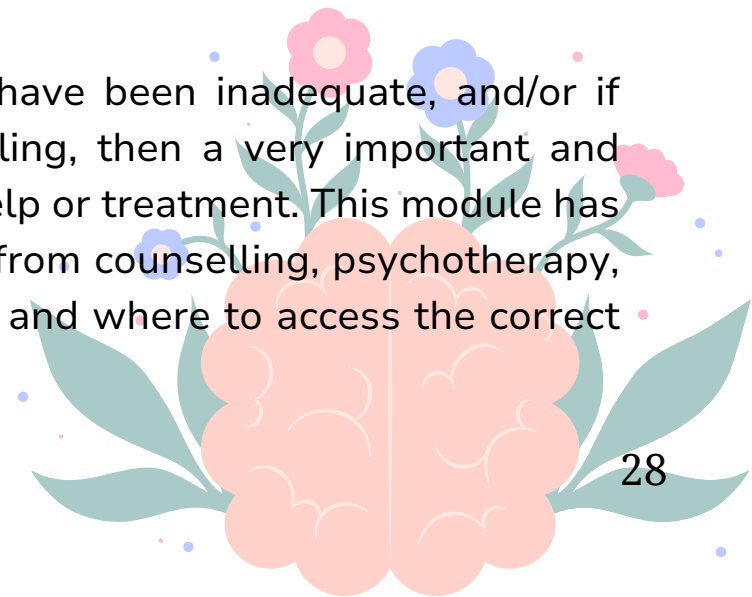
A major and equally important aspect of the maintenance of mental health is the availability and engagement of social supports. Humans are social beings and our practical and emotional needs are addressed through relationships with family, friends, and communities. This module has shown that enhancing the supports you have, **addressing stigma, and having peer supports or support networks**, are integral aspects of mental health. Encouraging understanding and openness to accommodate those with mental health challenges, allows the system to make room for and support the recovery and health of individuals, which, in their own right, helps us all.

When self-care or informal and/or commensurate social supports have been inadequate, and/or if someone is feeling uncertain or confused about how they are feeling, then a very important and appropriate next step is **the demonstration of seeking professional help** or treatment. This module has provided a brief introduction to the range of mental health services, from counselling, psychotherapy, and psychiatry to medication, it is important to know to, when, how, and where to access the correct help, as early as appropriate.

In addition, leading a healthy lifestyle is a strong foundation for mental wellness. As a group, nutrition, exercise, sleep, and hydration, among other basics, are **the biggest contributors to brain function, mood stability, and energy levels**. Avoiding the ingestion of harmful substances, such as excessive alcohol or drugs, can also help manage mental health. The interdependent systems of physical and mental health offer an avenue for lifestyle changes, including nutrition and exercise, to be highly effective and provide significant positive change at a level beyond mood and into the overall quality of life.

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A crucial role for professional support is it can develop a treatment plan that is uniquely yours and provides you with specialist help, for more complicated or chronic mental health conditions. Accessing support may build foundations for your recovery, as well as improving your quality of life.

In conclusion, this module has provided us with a comprehensive, holistic framework for mental health protection and promotion and encouraged us to remember that no one element works in isolation. **Stress management, breathing exercises, healthy living, social connection, and professional assist** will create a good strategy that can be adapted to the circumstances that we find ourselves in. The information and skills that we have acquired through this module allows each of us to proactively take steps in supporting our own mental health and the mental health journeys that others take.

As we move forward, the challenge for us will be to keep these strategies alive and proactive and acknowledge our mental health as an alive component of our everyday lives and not just a separate or secondary consideration. When we encourage **awareness, resilience, and empathy** it has a ripple effect - we support and improve the lives of individuals, the towns and communities that we live in, as well as the culture of mental health, which values mental health positively in our lives.

Finally, although it is ongoing work to take care of our mental health, it is a lifetime commitment to learning, reflecting, and recreating. The module has given us both a pathway and an opportunity to treat mental health as we do our **physical health**, so that we can all live fuller and richer lives.

MODULE 5: FIGHTING STIGMA AND AWARENESS

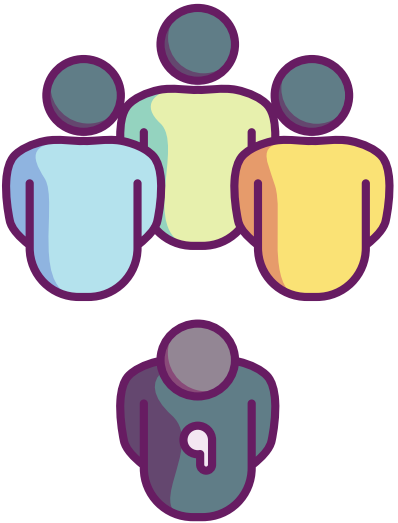
Stigma is arguably the biggest hindrance to mental health awareness, help-seeking, and recovery. Even with the breadth of public dialogue surrounding mental health issues, stigma continues to make many people face discrimination, prejudice, and social isolation because of their mental health status. Module 5 will highlight stigma's impact, both on an individual and collective level, as well as discuss ways to access reliable, evidence-based information about mental health.

This module will highlight how **stigma** comes in many forms; public stigma, self-stigma, structural stigma, and how that influences mental health outcomes, treatment engagement, and inclusion into the community. Via critical reflection, multi-media elements, and hands-on experiences, learners will have the opportunity **to challenge their own biases**, see the impact of language, and take proactive steps on behalf of their own wellbeing and towards public accountability.

The module aims to empower participants to be informed advocates for creating more inclusive, kinder, and stigma-free environments.



STIGMA CAN OCCUR IN MANY AREAS, ESPECIALLY MENTAL HEALTH ISSUES. TYPES OF STIGMA CAN BE CLASSIFIED IN DIFFERENT WAYS.



Social Stigma

Occupational Stigma

Institutional Stigma

Cultural Stigma

**Internalized Stigma
(Self-Stigma)**

Media-Based Stigma

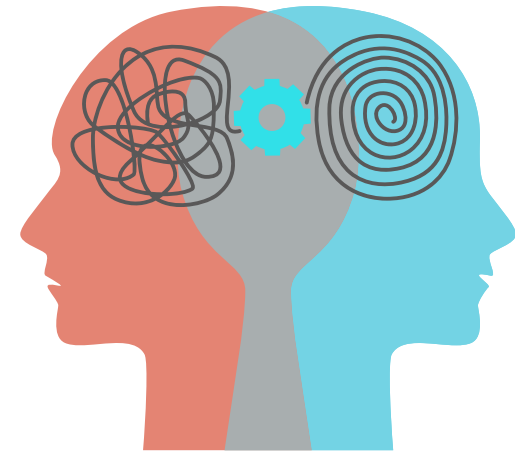
Family Stigma

Stigma in Healthcare



OBJECTIVES

- To deepen the **understanding of stigma**, its types (public, self, institutional), and its impact on people and society.
- To identify and **challenge common misconceptions** and **stereotypes** about mental health by thinking critically about the issue, and accessing and using good information.
- To encourage a sense of empathy and respectful attitudes toward individuals experiencing mental health conditions.
- To encourage both individual and **collective responsibility** for challenging stigma and **creating inclusive, supportive spaces**.
- To empower learners to use tools that will help them access and evaluate, and share credible mental health information in their communities.



Physical Symptoms

Sleep Disorders

Appetite Changes

Headaches or Stomach Problems

Fatigue and Loss of Energy



Stigma remains one of the most important obstacles to mental health awareness, prevention, and treatment. This module examines the origins, consequences, and persistence of stigma related to mental illness in multiple social, cultural and institutional contexts. Furthermore, it seeks to deconstruct harmful beliefs and attitudes with respect to marginalising those with mental health conditions, while providing students with tools to fight stigma and actively participate in creating a more inclusive and supportive society.

Social Symptoms

Weakened immune system

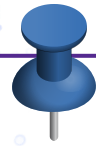
Problems in Relationships

Decrease in Social Participation

Lack of Support

Don't hesitate to seek help.





METHODOLOGY

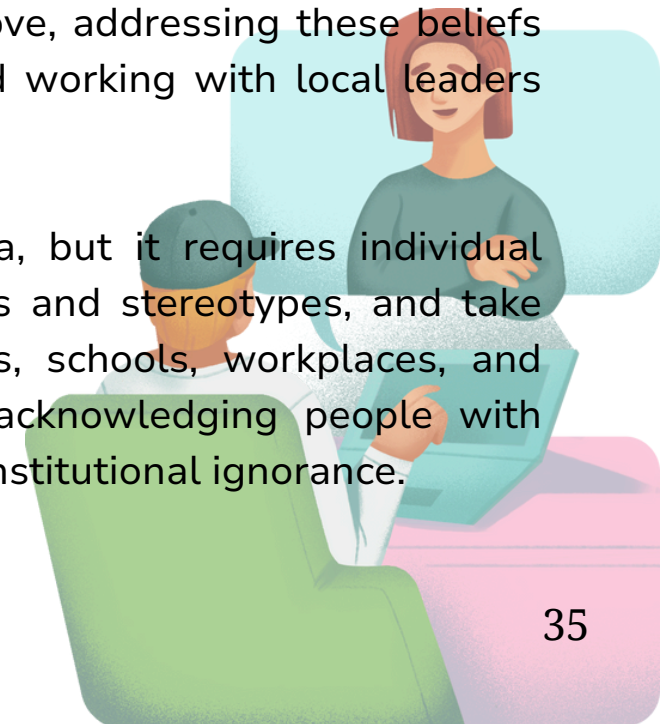
- Interactive discussions and self-reflection exercises, designed to discover unconscious biases.
- **Case studies**, which show actual consequences of stigma.
- **Research-based material**, emphasizing psychological, social, and cultural viewpoints on stigma.
- Resource directories for accurate, verifiable information about mental health.
- In addition, the module employs multimodal content—including **3D animations, infographics** — to relay abstract concepts into relatable/rememberable situations.
- Resources and **Support Links of Counseling Services**
- **Quizzes** and Self-Assessment Questionnaires

CONCLUSION

Module 5 has provided an in-depth exploration of one of the most critical and complex issues in the area of mental health: stigma. In this module, learners have explored how stigma—public, institutional, and internalized—continues to impede mental illness worldwide. Stigma not only continues to shame and isolate individuals, exacerbating psychological distress, but it also delays care, perpetuates discrimination, and inhibits meaningful inclusion in social, educational, and occupational contexts.

A central aspect of the module related to stigma is knowing how **stigma is socially constructed**, influenced by our **cultural values**, past misunderstandings and stories, and representations in the media. In many communities, mental illness is misunderstood or perceived as something shameful, something indicative of weakness, or related to supernatural causes. The implications of cultural stories like these foster silence, secrecy and fear, and many people choose to hide their struggles rather than go for help. Because stigma is rooted in beliefs like the above, addressing these beliefs will involve culturally relevant education; engaging the community, and working with local leaders who have power or influence.

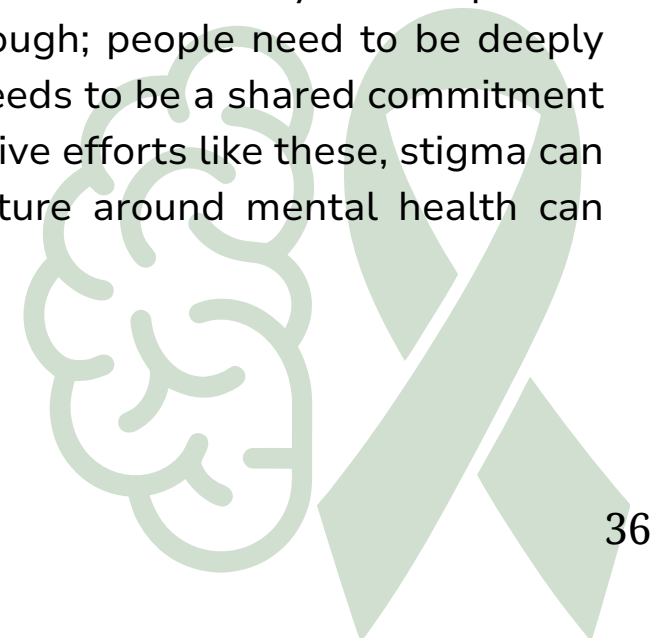
The module also pointed out that **awareness** cannot diminish stigma, but it requires individual accountability: an intention to question our beliefs, examine our biases and stereotypes, and take action and advocate against discrimination in the context of families, schools, workplaces, and communities. We can all do our part - **using inclusive language**, acknowledging people with compassion, and increasing awareness of harmful media portrayals and institutional ignorance.



Most importantly, the module emphasised that mental health information is only reliable and accurate if information is found. In our information-rich and constant-access **age**, it becomes easier for misinformation to spread and perpetuate stigma. Learners were introduced to practical ways to assess the credibility of information and urged to become advocates for **mental health literacy** within their networks.

Empirical evidence, such as Baysal Doğanarşavgil's (2013) research, supports the argument that, in the absence of education or **social contextualisation**, stigma may be amplified when a mental disorder is visible, and this incongruity reveals to us the limitations implicit in simply recognising a mental illness and, thus, ascertaining how society responds to that recognition (e.g., is education, compassion, or fear mobilised, and is that response a catalyst for breaking or perpetuating stigma).

In sum, addressing mental health stigma requires an integrated, evidence-informed approach that involves education, cultural competence, community engagement, and accountability on the part of institutions. As this module has demonstrated, awareness is not enough; people need to be deeply engaged, there is a need for collaboration across sectors, and there needs to be a shared commitment to human dignity, equity, and mental well-being. Through comprehensive efforts like these, stigma can be effectively challenged, and a more inclusive and supportive culture around mental health can flourish.



MODULE 6: SUPPORT SYSTEMS AND HELP RESOURCES



Mental health issues are a universal challenge faced by people of all ages, backgrounds, and socio-economic status. **Support systems** (both formal and informal) can be critical to the prevention, recovery, and functioning of an individual. This module discusses the forms of support available, their purpose, how to access them, and how individuals can receive and provide successful support.

Barriers, including stigma, **lack of education**, cost, and systemic injustice, can prevent people from accessing help. As such, this module's objectives aim not only to raise awareness about resources but also to develop confidence and competence in help-seeking and peer support.

This module was developed in response to these obstacles. It provides an all-in-one view of the possible supports **for people experiencing mental health related difficulties**—whether temporary emotional distress or pervasive mental health conditions. This module described how early interventions and treatments, professional care, social support, and self-care can be valuable and empowering resources; and how learners can locate, refer, and promote those resources in their own contexts.

Support systems can be formal or informal, clinical or community, temporary or long term. An effective support system can consist of a mental health professional (e.g., psychologist, psychiatrist, or counselor); peer support (e.g., peer support group); helplines; educational support; and trusted members of their social network. **Self-help and self-care** are both recognized as **primary support for mental health**.

Another important aspect of this module is the relational aspect of mental health. As social beings, mental well-being is closely associated with a sense of belonging, validation, and safety. This module will motivate people not only to seek help individually but to learn how to support others—whether it is a friend, family member, coworker, or a member of the community. It is also important to emphasize that while not everyone is a therapist, we can all help create a supportive, empathetic, and non-judgmental culture.



As modern society becomes **more digital and connected**, the opportunities for supports have also expanded. These forms of supports now include online therapy platforms, virtual peer networks, and AI-based tools. While **these innovations increase access**, they also require a critical awareness of being able to discern appropriate and ethical services from unethical and exploitative ones. Accordingly, this module will also teach learners how to review **mental health resources** for quality, safety, and cultural appropriateness.

Finally, this module examines the barriers to accessing support - socioeconomic inequality, stigma, language, cultural norms, geographic isolation - the module offers realistic solutions to improve access both at an individual and institutional level, and encourages to be mental health equity advocates. This module offers the **tools and resources** to find their way around and utilize mental health support structures, whether they be a student, caregiver, professional, or someone interested in enhancing their understanding of mental health systems. Most importantly, are reminded that one of the greatest truths we can hold in our minds is no one has to struggle with their mental health alone - there is always **support available** somewhere, and it is courageous to ask for help - it means you value yourself enough **to seek assistance**.



Types of Mental Health Support

Professional Support

a) Medical Support

- Provided by psychiatrists and psychiatric nurses.
- Includes diagnosis, medication management, and treatment of severe mental health disorders.

b) Psychological Support

- Delivered by psychologists, therapists, and counselors.
- Focuses on therapy, counseling, psychological assessments, and behavioral interventions.

c) Social Work Support

- Provided by clinical social workers.
- Combines counseling with assistance in accessing social services like housing, financial aid, and legal support.

Community-based support groups

a) Peer Support Groups

- Groups led by people who have had actual experiences with mental health challenges.
- They provide shared understanding and reassurance and practical coping methods.

b) Helplines and Crisis Services

- Confidential phone or online services that provide immediate support, guidance, and referral.
- Examples: suicide prevention hotlines, mental health crisis lines)

c) Faith Based and Cultural Support

- Support provided through a religious organization or cultural community.
- Provides spiritual care, group social support, and culturally informed care.



Self-Help and Digital Support

a) Self-Care Activities

- Activities such as mindfulness, meditation, exercise, and journaling to enhance mental well-being.

b) Digital resources and apps

- Mental health apps that allow tracking of mood, guided meditations, therapy platforms, and educational resources regarding mental health.



OBJECTIVES

- To outline the different support systems associated with mental health, including formal, community-based, and informal support.
- To help individuals recognize their own needs and when/how to seek help related to their mental health issues, as well as to help support others.
- To introduce some basic self-help and self-care techniques that individuals can use to improve and maintain their mental health.
- To help foster empathy, reduce stigma, and open up respectful conversations about mental health support.
- To provide learners with the ability to take action to access mental health services that are affordable, reliable, and respectful of culture.





METHODOLOGY

This module's instructional method is designed to engage and activate learners, foster critical thinking and facilitate personal and social change about mental health awareness and stigma.

- ◆ **Engaged Discussions & Reflection**

Encourage learner self-exploration of unconscious bias and attitudes through authentic conversations and reflection activities.

- ◆ **Case Studies**

Showcase real-life examples of the social and personal implications of stigma and lack of supports.

- ◆ **Evidence-Based Content**

Use established evidence from psychology, sociology, and public health to create a more accurate and integrated understanding of mental health.

- ◆ **Multimodal Learning Tools**

Engage complex topics with animations in 3D, infographics, and visual narratives to simplify complicated topics.

- ◆ **Quizzes & Self-Assessment**

Include short quizzes and reflective brief inventories for learner's reference as they reflect back to their understanding and growth.

CONCLUSION

In this module, we examined the many levels and interconnectedness of systems of support for people experiencing mental health issues. We learned that mental health is a public matter, not a personal issue, because of its impacts on families, communities, workplaces and society. Therefore, the availability, accessibility and understanding of these resources are critical in both prevention and recovery.

The supports for mental health extend way beyond a therapist's office. While professional mental health care includes a huge portion of support including psychologists, psychiatrist, counselors and clinical social workers, it may not always be the first or only opportunity. Many people will reach out to friends, family, and faith-based leaders first. Others might look to online communities, peer support groups, or mobile apps. There is as much diversity in available support systems as there is diversity among peoples' needs and experiences.

Recognizing the different types of supports available helps individuals make informed decisions about their personal mental well-being. For instance, someone experiencing symptoms of depression may need a combination of services, such as, professional therapy, medication, manageable daily self-care routines, and support from friends and family. Whereas, someone experiencing intense emotional distress or in crisis may only need to access a 24/7 helpline

“Asking for help isn't a weakness—it's the beginning of healing.”



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This module helps to understand the significance of support systems that are community-based - care infrastructures that are **established within schools, workplaces, local organisations, and faith-based communities**. Community-based support systems are often the first line of care available to individuals as **an accessible and culturally appropriate option**, and particularly in settings where there is insufficient mental health care. Community outreach programmes, peer mentoring, youth clubs, local NGOs, and other forms of community support all contribute positively to the emotional health of individuals and families.

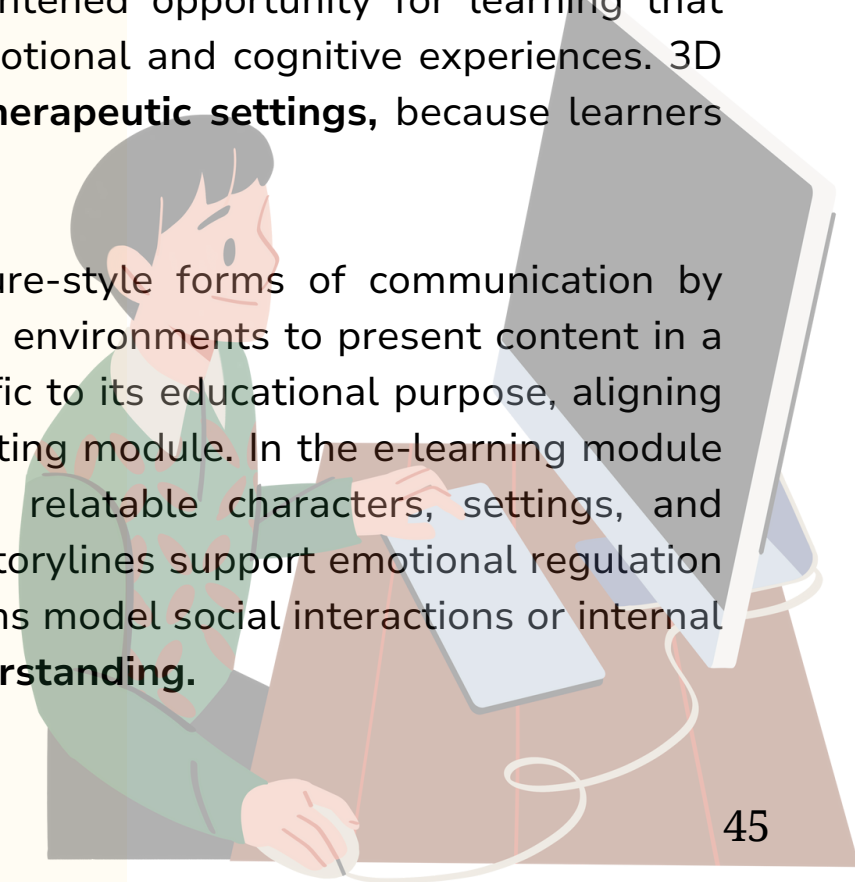
Community support systems act as conduits between people's formalized health care and their everyday experience. They provide trust and connection toward resilience. A significant learning point from this module is the significance of literacy around mental health — i.e. **understanding, recognizing, and responding to the mental health needs** of ourselves and others. Without mental health literacy, people may delay help-seeking, apply harmful coping strategies, and/or rely on scientist misinformation, which can lead to greater suffering and can have residual effects over time. When we use equitable information when **navigating early mental health literacy**, we empower ourselves to respond, advocate on our behalf if necessary, and respond to others in a compassionate manner that acknowledges their **understanding or misunderstanding**.

3D ANIMATIONS

Mental health often revolves around concepts that are more conceptual than concrete (cognitive distortions, emotional regulation, trauma responses, etc.). Asserting themselves visually, animations can show how these processes play out, being deconstructed and elaborated step by step using metaphors, symbolism, or real-world examples.

3D Animation video is a contemporary, **dynamic approach to mental health education**. It can allow the visual representation of complex psychological topics and the immersive experience of these topics in ways that text or speech alone cannot. **Using realistic characters, lifelike situations, and expressive narratives**, 3D animation affords learners a heightened opportunity for learning that engages their various sensory channels; in particular, their emotional and cognitive experiences. 3D animation is **relevant for schools, training, e-learning and therapeutic settings**, because learners can visually represent abstract or emotionally charged content.

3D animations diverge from traditional text-heavy and lecture-style forms of communication by integrating visual storytelling, emotive characters, and realistic environments to present content in a style appropriate for all learner types. Each animation is specific to its educational purpose, aligning with the **learning outcomes**, audience, and theme of the targeting module. In the e-learning module animations illustrate psychological principles by presenting relatable characters, settings, and scenarios. In mobile apps, calming visual imagery and guided storylines support emotional regulation and stress management. In therapy-centred modules, animations model social interactions or internal emotional states **to promote greater self-awareness and understanding**.



Created with the help of mental health professionals, teachers, and digital artists, the animations express a commitment to accuracy, inclusivity, and psychological sensitivity. They aim to provide learners with not only information, but also understanding, empathy, and **a more profound emotional connection** to the subject matter.

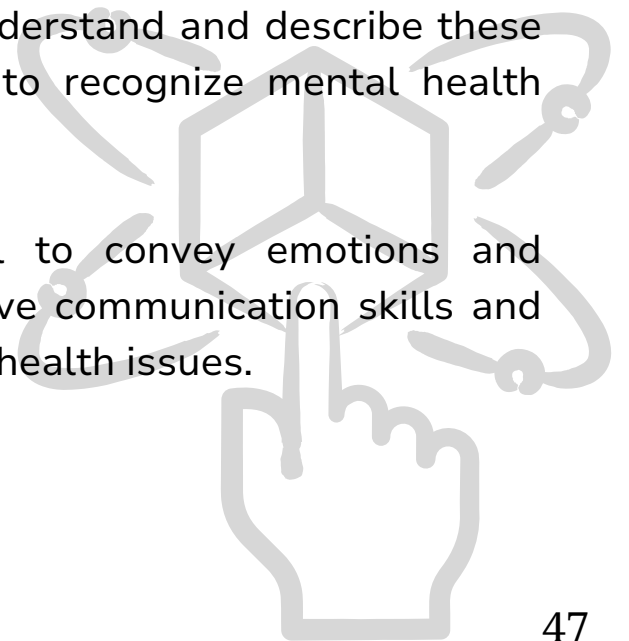
Animated videos also help to minimize barriers such as literate level, language differences, or cultural stigma that may aid in making **mental health education** more accessible and engaging to every end-user.



OBJECTIVES

- 1) **Visual and Auditory Learning:** Multimedia 3D Animations make complex topics more understandable. By explaining the concepts and processes related to mental health visually and audibly, it will enable people to better understand.
- 2) **Creating Empathy:** By portraying emotional states and challenges, 3D animations enable people to empathize and better understand the experiences of others. This can help reduce stigma around mental health issues and create a supportive community.
- 3) **Easy to Follow:** Animations reduce complexity by showing concepts step by step and will allow viewers to follow the information more easily. This is especially useful when discussing abstract topics such as mental health.
- 4) **Animating Real-Life Scenarios:** 3D animations help people better understand and describe these situations by reviving real-life scenarios. This can encourage people to recognize mental health problems and take steps to get help.
- 5) **Improved Communication:** Animations provide an effective tool to convey emotions and experiences that are difficult to express in words. This will help improve communication skills and create an environment of open and healthy communication about mental health issues.

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6) Interactive Learning Experience: 3D animations can provide an interactive learning experience to the audience. For example, interactive scenarios or decision trees can be created that show how to deal with a particular situation, so people have the opportunity to learn based on their own experiences.

As a consequence, Multimedia 3D Animation Production, when used in the teaching portal to improve mental health literacy, enables more effective communication, understanding and learning of topics. This can contribute to people living a healthier life by increasing their awareness about mental health.



TIP GUIDE: EFFECTIVELY USING 3D ANIMATION

UTILIZE PROFESSIONAL TOOLS SUCH AS BLENDER, MAYA, AND UNITY.

COLLABORATE WITH MENTAL HEALTH EXPERTS TO ENSURE ACCURACY.

USE SCRIPTED NARRATIVES, VOICE OVER, AND 3D RENDERED CHARACTERS TO REFLECT REAL-LIFE EMOTIONAL AND PSYCHOLOGICAL EXPERIENCES.

TEST TO SEE IF THE USER UNDERSTOOD THE MATERIAL TO ABLE TO EMPATHIZE IN PRE-AND POST-ANIMATION FEEDBACK SURVEYS.



METHODOLOGY

The **3D Animations** are implemented through a formalized, multi-disciplinary process to ensure content accuracy, sensitivity, and engagement with mental health client experiences.

1. Research and Script Development

- Collaborate with mental health professionals (psychologists, counselors, therapists) to ensure content is evidence-based.
- Scripts (when possible) are written from real **case studies** using psychological theory and best educational practice.
- Focus on authenticity, inclusivity, and emotional reality.

2. Storyboarding and Concept Design

- Develop **visual narratives** that reflect relatable experiences in mental health environments.
- Adopt **symbolism**, environmental design, and expressive animation to represent emotional states (e.g., a storm to depict anxiety, faded colours to represent depression).

3. Animation and Production

Software: Blender, Maya, Cinema 4D, Unity (for interactivity).

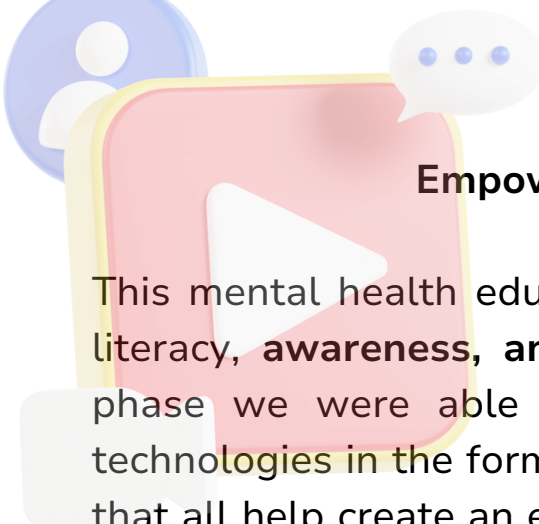
The techniques include:

- Rigging of characters for emotional articulation
- Modeling environments to suit psychological states
- Voiceovers and soundscapes to match tone and content



CONCLUSION

Empowering Mental Health Education through Digital Innovation



This mental health education program is a major step forward in how we approach mental health literacy, **awareness, and support**, especially in a digitally driven world. During the development phase we were able to incorporate a databased content approach with innovative education technologies in the form of e-learning modules, mobile applications, and in particular, **3D animations** that all help create an engaging, multifaceted, interactive arrangement that delivers messages to the learner, not only cognitively, but emotionally. Each module of this program is structured to deliver a learning experience for each mental health topic that is relatable, culturally relevant, and provides a sense of belonging. The program lends itself to teaching how stress affects your body, teaching coping skills to **manage anxiety**, or virtually modeling responsive communication in relationships, regardless of the content, the program is delivered in a manner that allows the user to obtain the knowledge at their own pace in environments that are safe, and inclusive, which elevates the experience above the normal digital experience.

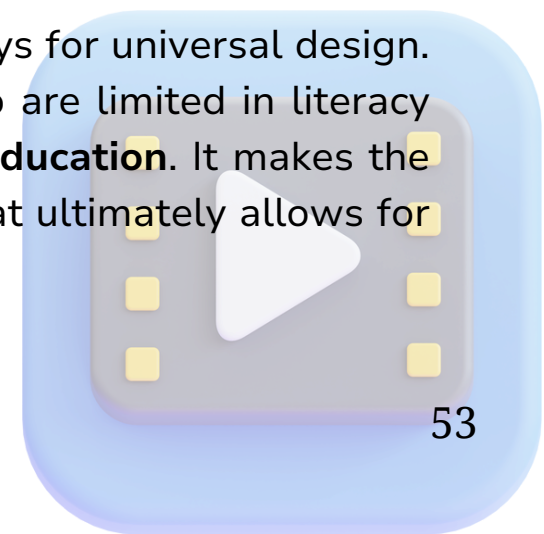
One of the most potent tools utilized as part of this project is the use of **3D animations videos**. These animations represent the ability **to tell a story** about emotional learning. They provide us with the ability to demonstrate internal realities that can often be difficult to articulate; experiences like loneliness, fear, overstimulation, and what we refer to as emotional exhaustion. The 3D animations **give the user visual metaphors, scaffold scenarios, and real-life scenarios** that humanize the experience of mental health challenges, dismantling stigma and misunderstanding.

The animations serve as a tangible intermediary between abstract clinical knowledge and lived human experience. They assist users in seeing common ground within the materials, feeling seen in their challenges and **identifying that their struggles** are real and worthy of care. The animations are a common thread threaded through each module, and therefore they promote not only the user's learning but also healing, connection, and empowerment.

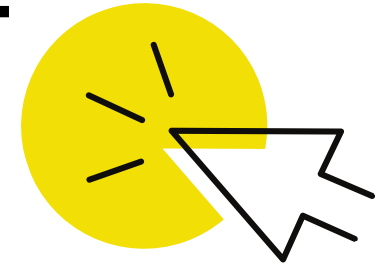
The work of mental health education is never finished, and no one tool or resource will ever solve all of the challenges. What we have created here is a solid ground: a fluid, inclusive, and emotionally literate **educational framework** reflective of the complex nature of the mind!

Incorporating 3D animation can allow learners to not only engage with content but have **a deeper engagement**, sustained. It allows learners to not just be shown what mental health is, but to be taken through what it can feel like. This engagement with the affective domain improves retention, motivation to do something, and empathy toward others: three key components of education that text-based education does not accomplish as well.

In addition, the use of 3D animations and whole-body storytelling provides ways for universal design. Visual learners, individuals who are neurodiverse, children, or individuals who are limited in literacy and/or languages all can receive the benefits from the **storytelling mode of education**. It makes the education more equitable, while eliciting emotional reflection and dialogue, that ultimately allows for self-advocacy.



APPLICATIONS INTERACTIVE TOOLS FOR MENTAL HEALTH



In today's fast-paced society with ever-increasing technological access, mental health support needs to evolve in order to meet people where they exist: their devices, in real-time, and based on their life. Mobile and desktop applications have become tremendous platforms of support for mental health, providing accessible, personalized, and interactive routines to support mental health.

Applications provide users with almost immediate access to mental health resources, facilitating real-time emotional check-ins, guided exercises, self-reflective activities and **crisis support**. Applications encourage users to become active participants in their mental health journey, giving the user options to document their emotional patterns, coping strategies, and long-term resilience.

Mental health is especially meaningful to younger generations, who will engage with digital platforms more often than traditional ones. With interactive parameters such as **mood trackers**, 3D animated guidance, mindfulness sessions and **self-help exercises**, mental health applications can change the conceptual ideas we learn in treatment, into tangible, daily habits.



What the applications offer that is unique is their incorporation of 3D animations, enhancing the user's experience through **visuals and emotion**. The animation can guide users through emotional states while teaching or illustrating methods of coping, or provide relaxing, immersive environments to assist users in times of stress or anxiety.

The Applications provides mental health support that can be very fast, accessible, and actionable, meeting users in '**real time**,' and in '**real life**.'



APPLICATIONS ARE A CRITICAL MODE OF DELIVERY IN A WIDER MENTAL HEALTH EDUCATIONAL APPROACH, AS THEY OFFER USERS AN OPPORTUNITY TO CONNECT THEIR LEARNING AND PRACTICE. WHILE THEY DO NOT REPLACE PROFESSIONAL CARE, THEY COMPLEMENT IT BY GIVING USERS A RESOURCE TO DRAW UPON AFTER PROFESSIONAL CARE WHILE THEY ARE ENGAGING IN THEIR EMOTIONAL, RESILIENCE, AND UNDERSTANDING OF THEIR MENTAL WELL-BEING.

APPLICATIONS



MindTrack

A mood and emotion logging app designed for users to log their feelings once every day, using color-coded indicators, emojis, or written entries. The app includes weekly summaries and has several graphical representations to help identify personal emotional patterns and emotional triggers over time.

BreatheWell

BreatheWell is a mindfulness and breathing app that will guide you through evidence-supported techniques for calming the mind and body. The app includes relaxing music, 3D animated visuals to guide deep breaths, and quick relaxation routines intended for feelings of anxiety, panic, or stress.



CalmSpace

An immersive digital environment that includes 3D animation to create calming spaces (e.g., beach, forest, starry sky). CalmSpace provides users an opportunity to enter a virtual calm space for emotional grounding, guided meditation, or just a moment to retreat.

EmotiMap

A self-awareness tool that helps users "map" where emotions are appearing in their bodies. EmotiMap includes 3D interactive avatars and guided reflection prompts to assist users with identifying, naming, and expressing their emotions.



METHODOLOGY

The mental health app is made to be intuitive, accessible, and supportive depending on each person's emotional needs. A user could be a student needing some self-regulation tools, an educator seeking teaching resources, or **an individual experiencing emotional distress**; the app provides structured and flexible engagement options.

Below is a **step-by-step** break down of how the app is intended to be used with respect to best practices in mental health education and a the principles of digital wellness design:

Daily Mood Log

When the app is first opened, the user is prompted with a simple-place to record his/her mood. They can select how they feel using:

1. Color-coded mood wheels/sliders
2. Emojis or one word mood labels
3. Optional text entries for additional context

Building in the daily habit will develop emotional self-awareness and allow the user to slow down and be aware of their patterns over time.



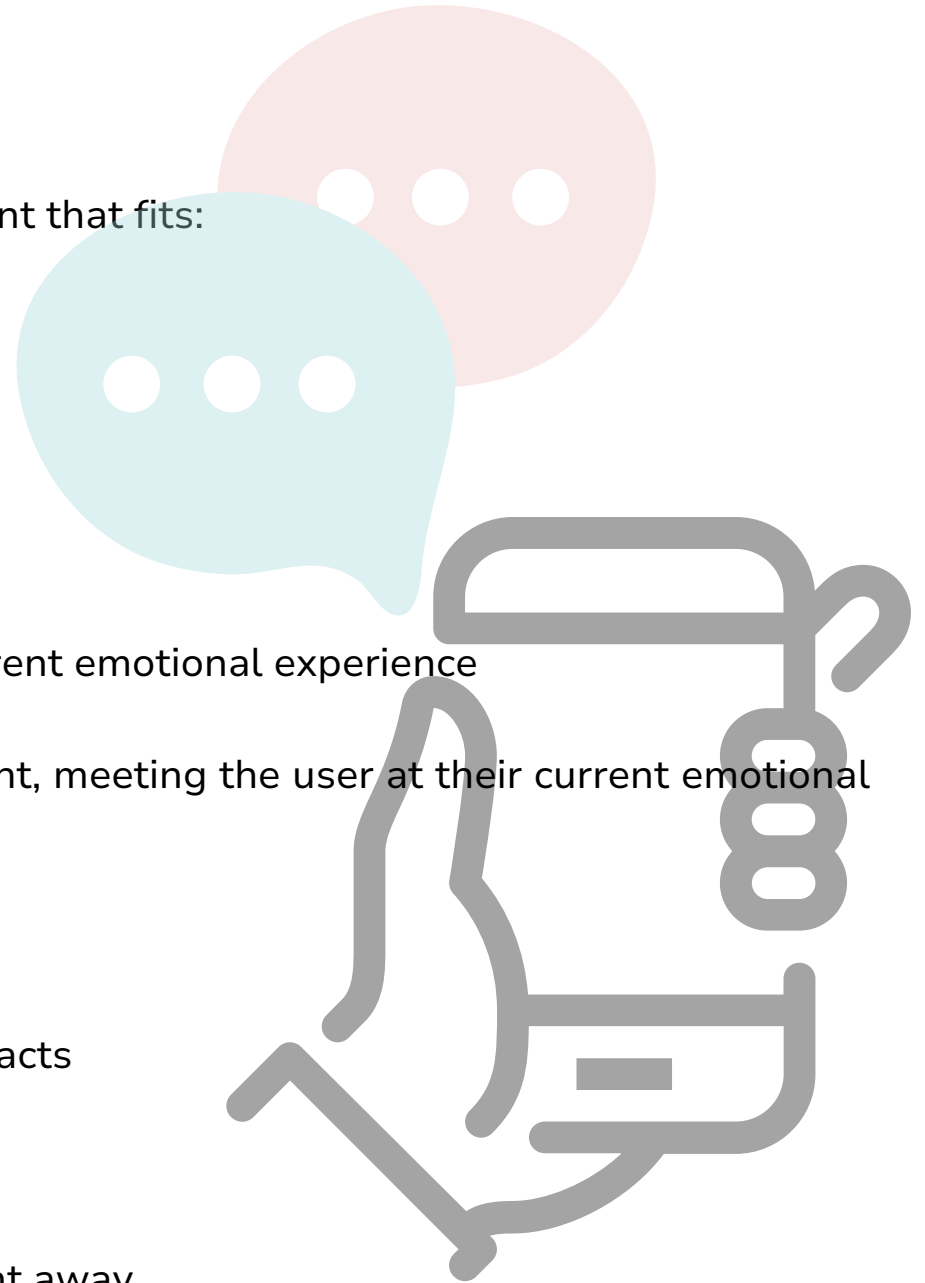
Individualized Support

- Using the mood check-in, the app will suggest content that fits:
- Breathing exercises for anxiety or stress
- Guided meditation for focus or grounding
- Journaling prompts for emotional processing
- 3D animated scenarios that represent the user's current emotional experience

In this way the app is responsive, thoughtful and relevant, meeting the user at their current emotional state.

Access to Crisis Support (If Needed)

- One-click access to local emergency or helpline contacts
- A pre-prepared safety plan
- Relaxing audio or visual content to ground users right away



Check Progress Over Time

Users have the ability to review their common emotional patterns and use of the application by:

- Weekly and monthly reports
- Graphs of mood and summaries of activities
- Reflective questions to help track growth



These all help with gaining long-term emotional insight and personal development.

Best practice

- Combine app use with professional support if needed; this app is designed to complement, not replace.
- Encourage journaling, reflection or discussion if they use animated or emotional content.
- Only use notifications if they are helpful; the intent of the app is to decrease stress, not add to it.

CONCLUSION

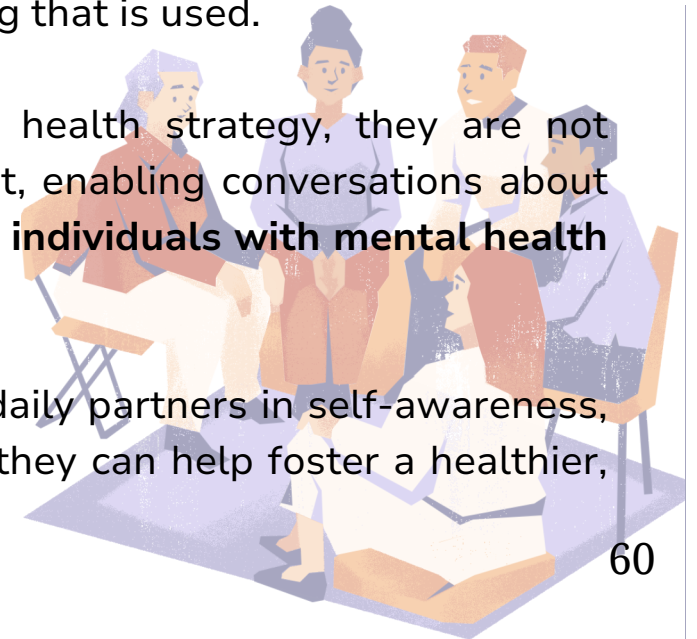
In a time where **technology impacts the way we live, learn, and socialize**, digital applications have become crucial means of delivering services in the mental health field. Their use in mental health education is innovative AND necessary; socially and emotionally empowering, self-care and emotional support are at an unprecedented level in terms of access, immediacy, and personalization.

Through the integration of interactive features such as **mood-tracking**, guided explorations, journaling, and 3D animations, users are even given greater control over their emotional self-care on a daily basis; **offering a safe, private space** to explore and **understand feelings**, to practice healthy coping methods, and to reflect on personal progress from the comfort of a mobile phone or computer.

Furthermore, in addition to promoting convenience, digital applications promote consistency, agency, and engagement, especially with younger users who are naturally immersed in technologies. These applications **provide a bridge from formal education** to the practical application of self-care in daily life—moving what's been learned beyond just knowledge to something that is used.

We view mental health applications as part of a holistic mental health strategy, they are not replacements for professional care; rather, a powerful extension of it, enabling conversations about mental health, reducing stigma, and **unlocking new paths to support individuals with mental health issues** through early intervention and long-term resilience.

Ultimately, mental health apps are more than digital tools, they are daily partners in self-awareness, emotional regulation and personal development. Used thoughtfully, they can help foster a healthier, more **mentally resilient generation**.





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