

CULTIVATING A HEALTHY MIND



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Your Health

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Training Overview:

Objectives: After the module, teens and young adults will be able to....

- Understand the relationship of mental health to physical health and academic or career success
- Recognize basic signs or symptoms that present when young adults experience mental stress
- Identify healthy and unhealthy coping behaviors when faced with mental distress
- Communicate their concerns when suspecting they or someone they know is experiencing a mental health crisis



Intended Audience: This Train the Trainer course is designed for teachers, Extension staff, 4-H and FFA leaders and others who work with young adults.

Developer:

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Tara Haskins is a registered nurse with 33 years of clinical experience. She holds a Masters in Psychiatric Mental Health Nursing and a Doctorate of Nursing Practice in Forensics. For the last 12 years, she has been a nurse educator in psychiatric-mental health concepts. Tara has experience in crisis/suicide intervention and addiction treatment in both outpatient and inpatient settings.

She is a 2018 AgriSafe Nurse Scholar graduate. As a National Rural Health Association Fellow, she collaborated on a policy paper on disaster preparedness and response in rural communities. Tara continues to advocate at a national level for rural health services and programming.



Classroom Activity #1: Self-Paced Learning Module

This e-learning module is designed for students, to teach them about mental health and well-being, with a focus on stressors that come from working in agriculture. This module will take approximately 1 hour for students to complete, and is intended to be used in place of a lecture for students. If you would rather present the lecture-style presentation to your students, you can access the presentation slides using the link in the resources page at the end of this guidebook. You also have the option to have an AgriSafe staff member present the content to your students, as well. Click the link below or scan the QR code to access the activity.

[Cultivating a Healthy Mind Learning Module - AgriSafe Network](https://www.agrisafe.org/lyh/chm/)

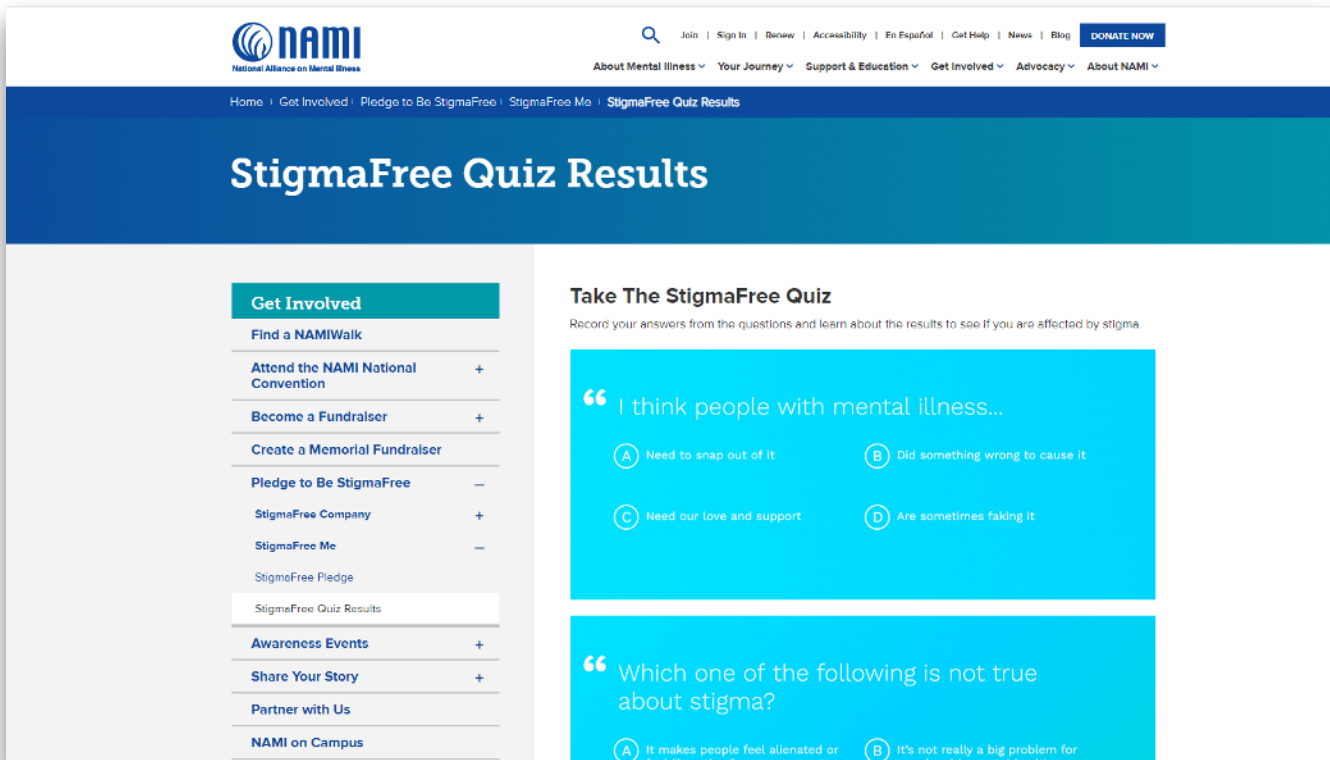


Scan to access the self-paced learning module.

Classroom Activity #2: StigmaFree Quiz

StigmaFree Quiz (NAMI)-- Administer the StigmaFree Quiz to students. Once students have completed their surveys, review each question with the corresponding answer description. Students will learn how mental health has been stigmatized throughout time, and the ways in which they can work to remove the stigma surrounding mental health. Click the link below or scan the QR to access the activity.

StigmaFree Quiz Results | NAMI: National Alliance on Mental Illness



Suggested wrap-up questions to follow the activity:

1. Identify on thing you can take away from the quiz.
2. Did anything surprise you?
3. Are there any changes in your thinking or behavior that you are considering?



Scan to access the quiz.

Classroom Activity #3: Cognitive Distortion

Have students work in groups to come up with an example of cognitive distortion. Then have the groups of students re-frame their cognitive distortion to reflect the reality and not the distortion. Students can use the following worksheet to complete the activity. After completing the activity in small groups, have them share to the class about their example of cognitive distortion and how they re-framed it.

This activity could also be used as a homework assignment where each person comes up with a cognitive distortion, filling up the first two segments of the following worksheet. In class, have a group discussion on ways that the cognitive distortion could be re-framed.

Print or display the next two pages (page 7-8) for this activity.



Suggested wrap-up questions to follow the activity:

1. List one or two thinking patterns (cognitive distortions) that you may have used in the past. Can you identify one that you may have heard someone else use?
2. What is the benefit of re-framing your thinking patterns?
3. Use one of the thinking patterns that you listed and think about how re-framing that thought will help you in the future. What would you tell yourself instead of using a cognitive distortion?

Use this list of distortions and examples to help you in completing the following worksheet.

Cognitive Distortions for Teens:

Mind Reading: You assume you know what people are thinking without having evidence or proof of their thoughts. "He thinks I'm an idiot." "I'm not going to make the team."

Future-Telling: You predict the future - that things will get worse or that there's danger ahead. "If I go, people will make fun of me." "If I talk, I will mess up and not say what I mean."

Catastrophizing: You believe what might happen will be so awful and unbearable that you won't be able to stand it. "It would be terrible if I failed." "If I make a bad grade then I will never get into a good college."

Labeling: You assign negative traits to yourself and others. "I'm disgusting." "He's horrible." "She's irrelevant."

Discounting Positives: You claim that the positives that you or others have don't matter. "That's what I'm supposed to do, so it doesn't count." "Those successes were easy so they don't matter."

Negative Filter: You focus almost exclusively on the negatives and seldom notice the positive. "Look at all the terrible things on the news." "Girls never have anything nice to say."

Overgeneralizing: You perceive the likelihood of a negative outcome upon a single incident. "I fail all the time."

All-or-None Thinking: You view events or people in all-or-none/black-and-white terms. "It was a waste of time." "I get rejected by everyone."

Personalizing: You attribute most of the blame to yourself for negative events and fail to see that certain situations are also caused by others. "My relationship ended because I wasn't fun enough."

Blaming: You focus on the other person as the source of your negative feelings and refuse to take responsibility for changing yourself. "She's to blame for the way I feel."

Judgment Focus: You view yourself, others, and events in terms of evaluations of "good" and "bad" or "right" and "wrong". "I tried it, and I just kept doing it wrong."

Regret Orientation: You focus on the idea that you could have done better in the past, rather than on what you can do better now. "I could have had a better job if I had tried harder."

What if: You keep asking a series of questions about what if something happens, and fail to be satisfied with any of the answers. "Yeah, but what if I get anxious, and I can't catch my breath."

Emotional Reasoning: You let your feelings guide your interpretation of reality. "I feel sad, therefore I must be depressed."

Inability to Disconfirm: You reject any evidence or arguments that may contradict your negative thoughts. "I'm unlovable - my friends hang out with me only because they feel sorry for me."

Unfair Comparisons: You interpret events in terms of standards that are unrealistic. "Others did better than I did on the test."

A great self-care strategy is learning how to identify these negative thoughts and respond to them, in a more realistic way. Learning this tool will help you to begin chipping away at the gray paint and seeing the world, including yourself, in a more accurate way.

Thought Record

Negative Thought	Type of Distortion	Rational Response
Example: This psychiatric disorder has ruined my life	All or Nothing Thinking	My illness is just one part of my life. There are several good things in my life, including

Classroom Activity #4: Empathy Mapping

Empathy Mapping-- Empathy is defined as the ability to understand and share feelings of others. The following activity is designed to incorporate empathy in a group setting without students having to overshare. On the board, create an empathy map similar to the one below. Students are to be given 4 post-it notes in which they will think of an emotion they experience often, the thought they associate with that emotion, what they said, and what they did as a result of that emotion. Students are to post their notes, one at a time, in their corresponding map areas.

While posting their notes, students can describe their example by using the following format: I felt _____, which led me to think _____, so I said _____ and did _____. The purpose of the activity is for students to learn empathy by listening to others share their experiences, which themselves may have experienced for themselves.

Resource: Empathy in Your Classroom (The Teachers Guild, page 8)

[Click here to access](#)

Our Classroom	
Feel	Think
Say	Do

Suggested wrap-up questions to follow the activity:

1. What did you learn from hearing others' feelings, thoughts, words, and actions?
2. Do you agree or disagree with anything you heard? Why?
3. Empathy allows for people to understand others. How can you be more empathetic in the future?



Scan to access the resource.

Classroom Activity #5: Mindful Meditation

Mindfulness Meditation Activity- Set aside 15-20 minutes daily (preferably in the morning) for students to engage in mindfulness meditation. Upon the first session, explain to students the benefits of mindfulness.

1. Having mindfulness means to have a conscious awareness of one's own thoughts, feelings, sensations, and behaviors without formulating judgment of one's self.
2. Practicing mindfulness has been found to reduce feelings of anxiety, depression, and stress over long terms.
3. Mindfulness has also been linked to an improvement in one's overall well-being, improved concentration, and improvement in morality.

Click the link below or scan the QR code to play a video that guides students through a mindful meditation.



Meditation for Teenagers Stress & Anxiety - Guided Meditation for Teens

Suggested wrap-up questions to follow the activity:

1. What feelings, thoughts, or sensations came up during the meditation?
2. How do you feel after the meditation?
3. What are some situations or places you could see yourself using meditation?



Scan to access the
mindful meditation
video.

Classroom Activity #6: Role-playing with Coping Mechanisms

Role-playing with Coping Mechanisms-- The purpose of the activity is for students to learn distinctions between healthy and unhealthy coping strategies for anxiety, depression, stress, etc using stressors related to rural communities. Divide the class into 7 groups. Pass out a card to each group that includes one stressor, one unhealthy coping strategy, and one healthy coping strategy to include in each of their scenarios. Students are to design two scenarios based on the assigned stressors: the first scenario is to include the use of an unhealthy coping strategy, and the second scenario is to include the use of a healthy coping strategy.

Stressors (7):	Unhealthy Coping Strategies (7):	Coping Strategies (7):
Poor, unpredictable weather conditions	Use of drugs, alcohol, or tobacco	Exercise
Economic hardship (i.e. debt, financial pressure)	Overeating	Talking about one's problems
Animal or crop issues	Procrastination	Healthy eating
Illness/Injury to family member	Sleeping too much or too little	Seeking professional help
Low commodity prices	Social withdrawal	Relaxation techniques (i.e. deep breathing, mindfulness meditation, muscle progression, etc.)
Extreme fatigue	Self-harm	Using social support
Inter-generational differences (i.e. inheriting previous generational farming career, passing down the farm to younger family members, difference in career values)	Aggression	Problem-solving techniques (i.e. challenging cognitive distortions)
	Healthy	

Suggested wrap-up questions to follow the activity:

1. Identify one healthy and one unhealthy coping mechanism that you have used before.
2. For unhealthy coping mechanisms that you have used in the past, what is a healthy coping mechanism that you could replace it with?

Find more information...

https://www.agrisafe.org/healthcare/mental-health/

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Health Topics

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Mental Health

For the Suicide & Crisis Lifeline, dial 988 or use the [Live Online Chat](#).

If you or someone you know is suicidal or in emotional distress, contact the [Suicide & Crisis Lifeline](#). Trained crisis workers are available to talk 24 hours a day, 7 days a week. Your confidential and toll-free call goes to the nearest crisis center in the Lifeline national network. These centers provide crisis counseling and mental health referrals.

Mental Health Resources

Article	Podcasts
Courses	Social Media Toolkit
Fact Sheets	Webinars

QPR FOR FARMERS AND FARM FAMILIES

1.5 hour training on stress, mental health, and suicide in the ag community.

Presenters:

Linda Emanuel

Dr. Tara Haskins

Learn More!

Resources:

- [Self-paced learning module](#) - developed by AgriSafe Network
- [Cognitive Distortions Activity](#) - developed by Campus Mind Works at The University of Michigan
- [Mental Health and The Impact on Wellness](#) - AgriSafe Network
- [Suicide Prevention Facts & Resources](#) - Substance Abuse and Mental Health Services Administration (SAMHSA)
- Follow QR Code to be directed to more resources



Scan to view additional resources.

Support provided by

