

Socially Nutritious

Lesson 2: Maximizing our Brain Health

Background for Educator:

Throughout our lives, our bodies change, and our brains are no exception. In the early years of life, our brains grow rapidly! As we grow older, into our 30s and 40s, our brains begin to shrink. This process becomes faster as we get older, around the age of 70. As the size and structure of our brains change, we experience normal age-related changes in our cognition some abilities may improve with age and some abilities may gradually decline with age. Below is an outline of some of the changes that occur through normal age-related changes:

Crystallized Abilities – skills, abilities, and knowledge that are well-practiced and familiar. These include vocabulary and general knowledge. These abilities remain stable, or may gradually improve, through the 6th and 7th decades of life. Older adults tend to perform better at tasks requiring these skills and abilities than younger adults because these tasks draw from the accumulation of life experiences.

Fluid Abilities: These include problem-solving and reasoning skills based on things that are less familiar. These include a person's ability to process new information, solve problems, and manipulate the environment. Executive functioning, processing speed, memory, and psychomotor ability are included in this category. Many fluid abilities peak in the 3rd decade of life and gradually decline.

Processing Speed – The speed at which cognitive tasks are performed and the speed of motor responses. This is a fluid ability that begins to decline around the 3rd decade of life throughout the lifespan.

Attention – The ability to concentrate and focus on a specific stimulus. These abilities decrease with age, especially in more complex tasks like selective (the ability to focus on specific information while ignoring irrelevant information) and divided attention (the ability to focus on multiple tasks simultaneously). Basic attention abilities do not decrease to the same degree as more complex attention abilities.

Memory – Memory changes do occur as part of the aging process.

Declarative Memory: Conscious recollection of facts and events. This includes semantic and episodic memory. Semantic memory includes language use and practice knowledge (i.e., knowing the meaning of words). Semantic memory does not decline until later life. Episodic memory involves remembering events that a person experiences. Episodic memory declines throughout the lifespan.

Nondeclarative memory – Outside of a person's awareness, like remembering how to sing a favorite song and how to ride a bike. These types of memories do not decline across the lifespan.

Memory acquisition, or the ability to encode new information, declines across the lifespan. The ability to access newly learned information also decreases across the lifespan. However, information that is successfully learned does not decline.

Language – language spans both crystallized and fluid abilities and overall language abilities does not decline with age. Language abilities may remain stable or improve with time. A few exceptions include: the ability to see and name a common object (Visual Confrontation Naming), which begins to decline around the age of 70 and the ability to perform a word search or state words for a particular category in a specific period, which does decline with age.

Visual Construction Skills – The ability to put together parts to make a whole decline over time.

Visuospatial Abilities – The ability to recognize familiar objects and to appreciate the physical location of objects remains stable over time.

Executive Functioning. - Ability to successfully engage in independent, appropriate, purposive, and self-serving behavior. This includes the ability to self-monitor, to plan, organize, reason, be mentally flexible, and problem-solve.

- Concept formation, abstraction and mental flexibility decline over time, especially after the age of 70.
- Aging can reduce the ability to inhibit automatic responses in favor of novel responses.
- Reasoning with unfamiliar material declines with age.
- The ability to identify and appreciate similarities, describe the meaning of proverbs, and reason with familiar materials remains stable over time.

Although we experience changes in our memory and the ways that we think and learn, this does not mean that older adults cannot learn new things, make lifestyle changes, form new memories, or improve their vocabulary and language skills!

This lesson provides a basic overview of activities that can support our brain health, including healthy eating, being physically active, staying socially active, and engaging the brain through mental activities. If participants want to learn more about these topics, advise them to review the resources listed at the bottom of the lesson plan. IF PARTICIPANTS ARE WORRIED ABOUT THEIR MEMORY OR COGNITIVE HEALTH, THEY SHOULD SPEAK TO A HEALTHCARE PROVIDER ABOUT THEIR SYMPTOMS AND CONCERNS.

When we think about the impact of healthy eating routines, we often think about benefits to our physical health, like benefits for our heart health, our muscle health, our bone health, etc. We are continuing to learn that healthy eating routines can positively impact our cognitive health and our mental health as well. Eating routines that include plenty of fruits and vegetables, whole grains, fish and seafood, plant proteins, and low-fat dairy and that minimize saturated fats, added sugars, and sodium have been linked to improvements and reduced risk for cognitive impairment, Alzheimer's Disease and other types of dementia, depression, and anxiety. Several eating patterns have been associated with brain health, including the MIND diet, the Mediterranean Diet, the Nordic Diet, the DASH diet, and more.

This lesson reviews recommendations to support brain health through our eating routine. Rather than focusing on a specific diet, this lesson emphasizes recommendations across food groups and eating patterns that support brain health and overall health. As we emphasized in lesson one, our eating pattern/or eating routine is more important than focusing on one specific food or nutrient. Eating patterns that support heart health also benefit our brain. Components of a nutritious eating pattern that play an important role in brain health include leafy green vegetables and berries, that are rich in antioxidants, which help protect our brain. Fish and seafood, rich in Omega-3 fatty acids, help protect our heart and brain health by supporting the health of neurons in the nervous system, reducing inflammation, and other factors.

Learning Objectives:

- Participants will understand how our eating routines impact brain health.
- Participants will identify at least one change they can make to their eating routine to support brain health.

Materials Needed:

- Supplies for food demo
 - Cooking supplies
 - Pre-measured ingredients
 - Pre-cooked noodles and spinach (optional)
- PowerPoint Slides for leader
- PowerPoint slides printed for participants
- SMART goal handout: <https://extension.edu/publications/Document/W922C.pdf>
- Recipe handout: White Bean, Tomato, Spinach Pasta

Getting Started:

Do (Facilitators 1 and 2): Welcome participants to the class as they arrive.

Introduction:

Point Out (Facilitator 1) (Slide 2): Last week, we talked about the importance of a healthy eating routine and the MyPlate for Older Adults tool that can help us plan nutritious meals. We also set SMART goals to help us achieve the things we want to do. Today, we will share our progress with our SMART goals and talk about how our eating routines can affect our brain health.

Report on Progress on SMART Goals

Point Out (Facilitator 1) (Slide 3): Today we will share our progress achieving the SMART goals we set last week. Each person will tell us:

- 1) Your SMART goal for the past week,
- 2) Your progress achieving their goal.
 - Did you achieve your goal?
 - Did you need to change your goal?
 - If you changed your plan, tell us how you changed your plan.
 - Did you partially achieve your goal?
 - Were you unable to achieve your goal?
 - If you partially achieved or were unable to achieve your plan, could you identify reasons why you were unable to achieve your plan? Have you identified ways you could achieve your plan in the future?

Do (Facilitators 1 and 2) : Leaders and youth ambassadors share their progress achieving their goals. Remember to keep your report short. Leaders should model successfully achieving a goal or modifying a goal.

Do (Facilitator 2): Ask for a volunteer to share their progress with their SMART goal. Then, go around the Zoom participant list until everyone has had a chance to share.

- If a participant doesn't want to share, that is okay. Tell them that they can share later if they change their mind.
- Congratulate participants who achieved or changed their goals. Sometimes we need to change our goals for many different reasons. This is okay and normal and helps us continue to make progress!
- If participants partially or did not accomplish their goals, ask them if they identified reasons why they couldn't achieve their goals. Ask participants if they have ideas of how they might achieve their goals in the future.
 - If participants do not have ideas of how they may achieve their goals in the future, ask if they would like suggestions from the group.
 - If the participant would like suggestions, ask for a few recommendations from the group (take no more than 5). Then ask the participant if any of the ideas

might help them. If not, tell the participant that leaders can continue helping them brainstorm ideas after class, if desired.

Engage Participants:

Point Out (Facilitator 1): Most of the time, when we think about the benefits of choosing nourishing foods, we think about our physical health. We may think about protecting our heart, our muscles, or our bones. We are learning more about how our food choices can also affect our brain health!

Ask (Facilitator 1): “When you think of foods that affect brain health, what comes to mind?”

(Facilitator 1): Today, we will learn more about how we can protect our brain health, focusing on how we can maximize our brain health through the food and drinks that we choose.

Discuss Brain Health

Point Out (Facilitator 2): Throughout our lives, our bodies change over time. It’s likely not surprising to learn that our brains change as we grow older too! As our brain changes, we may notice changes in our memory or changes in the way that we learn. These are normal parts of aging!

Point Out (Facilitator 2) (Slide 4): For example, it may become harder to multi-task or take a longer amount of time to remember names or words. We may begin to notice that we become more forgetful or that it takes a longer time to learn things than it used to take.

Point Out (Facilitator 1): Not all the changes that we experience in our memory, thinking, and learning change in the same way. Some things, like our vocabulary and ability to understand words, continue to grow.

Point Out (Facilitator 1): As we grow older, our vocabulary continues to grow, and we better understand the meaning of words. Throughout our lives, we also gain valuable knowledge and experience.

Note to Educator:

Although we experience changes in our memory and the ways that we think and learn, this does not mean that older adults cannot learn new things, make lifestyle changes, form new memories, or improve their vocabulary and language skills. In fact, some studies have found that older adults are more successful at making dietary changes compared to younger or middle-aged adults. Share this information, if needed.

Point Out (Facilitator 2): Although we do experience some normal changes in our memory throughout our lives, some people may also experience memory changes that are not part of normal aging. These changes may be due to Alzheimer’s disease or other types of dementia.

Note to Educator: Some examples of normal memory changes with aging are listed below. These can be shared, if needed, with the group. If participants are concerned about memory changes, encourage them to seek guidance from their healthcare provider.

- *Some examples of normal memory changes include forgetting which day it is but remembering it later or sometimes forgetting which word to use.*
- *Some examples of memory changes that may not be due to the normal aging process are losing track of the date or the year or having trouble having a conversation with someone.*

Point Out (Facilitator 2): Today we will discuss some of the things that we can do to protect our brain health, focusing on how the foods that we eat can help us keep our brains healthy. If you are concerned about any memory or thinking changes that you are experiencing, it is important to talk about this with your healthcare provider.

Discuss Lifestyle Factors that Protect Brain Health

Point Out (Facilitator 1) (Slides 5-6): There are many things that affect our brain health and risk for developing chronic conditions like dementia. However, the good news is that through research we have learned that there are many things we can do to protect our brain health, reduce risk for dementia and/or slow the progression of dementia. These include:

- Being physically active.
- Having a healthy eating routine
- Preventing or managing high blood pressure
- Managing your blood sugar if you have diabetes
- Preventing and correcting hearing loss
- If you drink alcohol, drink only in moderation (1 drink per day for women, 2 drinks per day for men)
- Avoid smoking. Seek help to quit smoking if you currently smoke cigarettes.
- Seeking help from a healthcare provider to manage depression
- Be socially active
- Engage your brains through mental activities you enjoy

Point Out (Facilitator 1): Throughout the rest of the lesson, we will talk more about how our eating routine can affect our brain health.

Discuss Eating Routines and Brain Health

Point Out (Facilitator 2) (Slide 7): As we just learned, having a healthy eating routine can help our brain remain healthy as we grow older.

Point Out (Facilitator 2) (Slide 8): Remember that each food and drink in our eating routine contributes its own mix of nutrients that can help our bodies in different ways. Some of the foods that may be especially important for our brain health, include:

- Fruits and vegetables, especially berries and leafy greens.
- Nuts and nut butters,
- Fish and seafood,
- Oils (like olive oil, canola oil, or vegetable oil).

Point out (Facilitator 1): Other nutritious foods like beans and legumes, low fat dairy products, poultry, and grains are also important to include in our eating routine.

Point Out (Facilitator 1): Research has also found that eating too much of some things can be harmful to our brain health. Eating too much saturated fat and sodium can negatively affect our brain health. Foods that are high in saturated fats and salt include fried foods, highly processed foods (like salty snacks or packaged sweets), full fat dairy products and fatty red meats. We want to limit the amount of these foods that we have in our eating routine.

Do (Facilitator 2): Show MyPlate and point to the corresponding sections of the plate as you discuss.

Point Out (Facilitator 2) (Slide 9): Fruits and vegetables are full of nutrients that can help our body, and our brain, function their best. Fruits and vegetables are an important part of our eating routine. We will talk a lot about fruits and vegetables and the many ways they support our health throughout this workshop.

Point Out (Facilitator 2): Let's share some ways that we can make sure we get plenty of fruits and vegetables in our eating routine.

Ask (Facilitator 2): "What are some ways that we can get more fruits and vegetables in our eating routine?"

Use the list below to facilitate discussion, as needed. Add any answers listed below that the group did not mention.

Possible answers might include:

- Choose a variety of different types of canned, frozen, and fresh fruits and vegetables. Canned and frozen are nutritious and affordable options that can be stored for a long time!
- Add vegetables to your favorite soups, stews, casseroles, and pasta dishes for extra nutrition, flavor, and color!
- Top yogurt, oatmeal, or frozen yogurt with a handful of fresh or frozen berries.
- Add bananas, berries, or other sliced fruit to waffles, toast, and bagels for a punch of sweet flavor.

- Add applesauce or fruit puree as a sweet topping to waffles, French toast, and pancakes.
- Enjoy fruit or a colorful fruit salad for a snack or even dessert!
- Complete your meals with a vegetable side dish or a colorful side dish.

Point Out (Facilitator 1): Leafy green vegetables like collard greens, kale, spinach, and chard and berries like blueberries, strawberries, blackberries, and raspberries, may be especially beneficial for our brain health because they are full of nutrients that are especially helpful for our brain.

Point out (Facilitator 1): Berries and leafy greens give us phytochemicals. Phytochemicals are compounds found in plants. The phytochemicals in leafy greens and berries act like antioxidants, which means that they protect the cells in our bodies.

Point Out (Facilitator 2): As we plan our meals and snacks, include leafy green vegetables and berries, along with a variety of other fruits and vegetables:

- Aim to have berries in our meals and snacks at least twice a week.
- Aim to have leafy green vegetables as part of our meals and snacks at least six times a week.

Ask (Facilitator 2): “What are some ways that we can include leafy green vegetables or berries in our eating routine?”

Use the list below to facilitate discussion, as needed. Add any answers listed below that the group did not mention.

Possible answers might include:

- Add frozen leafy greens to soups, stews, or pasta dishes
- Enjoy cooked leafy greens as a side dish
- Enjoy a spinach salad topped with berries, nuts, and other toppings
- Top yogurt or oatmeal with berries and nuts
- Blend frozen berries with yogurt for a tasty smoothie
- Top waffles, pancakes and even toast with berries

Point Out (Facilitator 2) (Slide 10): Remember that canned and frozen fruits and vegetables are good options. They can help us save money and save time preparing food.

- Look for canned and frozen vegetables that are lower in sodium. Draining and rinsing canned vegetables can help reduce sodium in canned vegetables.
- Look for canned fruits that are packed in water or 100% juice to reduce added sugars.
- Frozen berries are full of nutrients and are often more affordable and last longer than fresh berries.

Point Out (Facilitator 1): Some people may be advised to limit, or to eat a certain amount of green leafy vegetables, because they take certain medications, like blood thinners. Work with your healthcare provider to determine how many servings of green leafy vegetables you should consume.

Point Out (Facilitator 1) (Slide 11): Including a variety of protein foods can help our brain health.

- Aim to have fish and seafood at least twice a week. Fish, especially fatty fish like salmon trout, and tuna, have healthy fats called omega-3 fats. Omega-3 fats help our neurons function properly and are very important for brain health. Omega-3 fats may also decrease risk for conditions like depression and anxiety.
- Aim to include nuts and seeds five times a week. Nuts and seeds have many nutrients, like vitamins, minerals, and fiber. Nuts and seeds give us vitamin E, which acts like an antioxidant to protect our body's cells. Nuts and seeds also have healthy oils. Some nuts and seeds, like walnuts and flax seeds, have omega-3 fats.
- Aim to eat beans and peas at least four times a week. Beans and peas like pinto beans, black eyed peas, black beans, lentils, and chickpeas are good sources of fiber, vitamins, and minerals.
- If you choose red meat, look for lean options. and only include red meat in your eating routine a few times per week so that you can include other types of protein foods like seafood, nuts and seeds, and beans.

Ask (Facilitator 2): "How could we include nuts and seeds, fish and seafood, and beans and peas in our eating routine?"

Use the list below to facilitate discussion, as needed. Add any answers listed below that the group did not mention.

Possible answers might include:

- Enjoy peanut butter on bread, bagels, waffles, or toast for a tasty meal or snack.
- Sprinkle nuts on yogurt, oatmeal, salads or even pasta
- Enjoy a handful of nuts, or trail mix, as a quick snack
- Add canned beans to soups, stews, casseroles, or pasta dishes
- Enjoy baked fish as an entrée or top salads, pasta dishes, and other meals with baked fish
- Look for frozen, canned, or packaged fish and seafood. It may be more affordable and last longer.
- Add shrimp or other shellfish to salads or pasta dishes.
- Look for coupons or store specials to find deals on protein foods. Consider stocking up while items are on sale – if you have room to store the food, the food fits in your food budget, and you will use the food before it spoils!

Point Out (Facilitator 1) (Slide 12): Grains, especially whole grains and fortified foods give us vitamins, minerals, and fiber that help our body function and keep our heart healthy. Keeping our heart healthy supports our brain health too!

Point Out (Facilitator 1): Dairy products are also important parts of our eating routine. Choosing low-fat or fat-free dairy products helps us limit saturated fat while getting important nutrients like Calcium and Vitamin D.

Point out (Facilitator 2): Having too much saturated fat and sodium in our eating routine can be harmful to our overall health, and our brain health. Eating too much of these nutrients can increase our risk for heart disease and high blood pressure. Some ways we can limit intake of these nutrients are by eating out less often and reducing the amount of sweet and salty snacks we choose like cookies, cupcakes, pies, chips, and pretzels. We will learn more about ways we can limit our intake of these nutrients later in the workshop.

Ask (Facilitator 1): “Has anyone heard that chocolate is good for our brains?”

Point Out (Facilitator 1): Although dark chocolate is a source of flavonoids, the role that dark chocolate plays in improving brain health is not clear. Remember that chocolate, and foods made from chocolate, often include added sugars and saturated fat, so it is best to enjoy chocolate in moderation.

Point Out (Facilitator 2): You may often see dietary supplements that advertise that they will benefit your brain health. However, most of the time there is little evidence to support these claims. A recent report by the Global Council on Brain Health recommends that we meet our nutrient needs through food in order to support our brain health, unless a healthcare professional advises you to take a supplement to help with nutrient deficiencies, or other factors.

Ask (Facilitator 2): “Did anyone learn anything new or anything that surprised you today?”

Do (Facilitator 2): Ask for 2-3 people to share what they learned or something that surprised them.

Reflect

Do (Facilitator 1) (Slide 13): Ask participants to think about the foods and drinks they included on their “What’s in My Plate, What’s in My Bowl, What’s in My Cup?” document last week. These are foods and drinks that participants eat and drink regularly.

Do (Facilitator 1): Ask participants to think about the information we learned today and think of one change they could make to their eating routine to help them follow these recommendations. These changes could include adding more foods that support brain health, limiting foods that may be harmful to our brain health, or engaging in activities that support brain health.

Do (Facilitator 1 and 2): Tell participants one change that you would like to make and allow co-leaders to share. Tell participants that they will have a few minutes to think and that you will notify them when you have one minute left.

Do (Facilitator 2): Ask for a volunteer to share one change they could make and then go around the participant list, asking participants to share.

Point out (Facilitator 2): Remember that small changes add up to habits that you can sustain over time! Remember to start where you are now, making small changes that will help you work towards your larger goals! You could consider using these when we make our SMART goals next.

Set Goals:

Point out (Facilitator 1): (Slide 14) Today, we are going to set another SMART goal for something that YOU want to achieve in the upcoming week. Setting goals helps us achieve the things we want to accomplish by making small changes that last over time!

Point out: (Facilitator 1) (Slide 15) Remember that to help us succeed, we want to set goals that are SMART. This means that our goals are:

Specific – Specific goals answer the question, “What am I going to do?”

Measurable – Your goal should be measurable so that you can tell if the goal has been met.

Achievable – Your goal should be something that you can achieve in the next week, considering your time and your resources.

Relevant – Your goal should help you do the things that you want to do.

Timely: Your goal should have a time frame so that you know when you should accomplish your goal.

Do (Facilitators 1 and 2): Tell participants your goal for the upcoming week, making sure that your goal is SMART.

Point out: (Facilitator 2) (Slide 16) You will have 5 minutes to make your own SMART goal. Leaders are available to help if anyone needs help making their SMART goal. We will notify you when there is one minute remaining.

***Do:** If anyone needs assistance setting a SMART goal, you can set up a breakout room for you or your co-leader to assist the participant.*

Do: (Facilitator 2)(Slide 17) Ask for a volunteer to share their SMART goal and then go around the room, or Zoom screen, asking each participant to share their SMART goal, if they are comfortable sharing.

Ask each participant to report:

1. What they are going to do? What is the action?
2. How much they are going to do?
3. When will they do this?
4. If they feel that this goal is achievable within the next week.
5. If they feel the goal helps them do the things they want to do.

Do (Facilitator 1 and 2): As participants are reporting their goals, make sure participant's goals answer each question. If needed, ask participants if they would like any assistance from leaders and the group to make their goals more specific, measurable, achievable, relevant, or timely.

Food Demo:

Do (Facilitators 1 and 2): Prepare the white bean, tomato, spinach pasta recipe and use the talking points below to reinforce messages about nutrition and food safety.

Do: Encourage participants to try the recipe at home and modify the recipe to suit their taste and the foods they have on-hand.

Wrap-Up

Point out (Facilitator 1): Today we discussed ways that we can support our brain health by eating well, being active, connecting with others, managing our blood pressure and blood sugar, and more. We focused on how our food choices affect our brain health and how foods like fruits and vegetables, especially berries and leafy green vegetables, whole grains, lean proteins foods, like seafood, nuts and seeds, and beans and peas, and low fat dairy foods can keep our brains functioning their best.

Do: (Facilitator 2) Remind participants that we will be reporting next week about their progress achieving their SMART goals.

Do: (Facilitator 2) Tell participants that youth ambassadors will be contacting them during the next week to connect and talk about progress with their SMART goal.

Do: (Facilitator 2) Encourage participants to check-in with one another, if desired, to encourage progress on their SMART goal and problem solve, if needed.

Evaluation:

1. Participating in this lesson helped me better understand, or reinforced my understanding, of how eating routines affect brain health.

Yes

No

I'm not sure

2. After participating in this lesson, I know at least one way that I can support brain health through my eating routine.

Yes No I'm not sure

References and Resources:

<https://www.nia.nih.gov/health/infographics/forgetfulness-normal-or-not>

<https://www.aarp.org/health/brain-health/global-council-on-brain-health//six-pillars-interviews/>

https://www.aarp.org/content/dam/aarp/health/brain_health/2018/01/gcbh-recommendations-on-nourishing-your-brain-health.doi.10.26419%252Fpia.00019.001.pdf

https://www.aarp.org/content/dam/aarp/health/brain_health/2019/06/gcbh-supplements-report-english.doi.10.26419-2Fpia.00094.001.pdf

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4015335/>

Socially Nutritious: Maximizing Our Brain Health

Lesson 2

Socially Nutritious Layout

Week	Lesson Topic
Session 0	Setting the Stage: Getting to Know Each Other and Getting to Know Zoom
Session 1	Maximizing our Health Food and Friendship
Session 2	Maximizing our Brain Health
Session 3	Maximizing our Muscle and Bone Health
Session 4	Maximizing our Heart Health
Session 5	Maximizing our Health through Hydration
Session 6	Maximizing our Time Planning, Shopping, and Cooking

Let's talk about our SMART goals....

Tell us....

1. Tell us your SMART goal for the past week.

2. Tell us your progress achieving your SMART goals

- Did you achieve your goal?
- Did you change your goal?
If so, how did you change it?

- Did you partially achieve your goal?
- Were you unable to achieve your goal?
 - Did you identify barriers that prevented you from fully achieving your goal?
 - Do you have ideas of how you could achieve your goal in the future?

Our brains change as we grow older

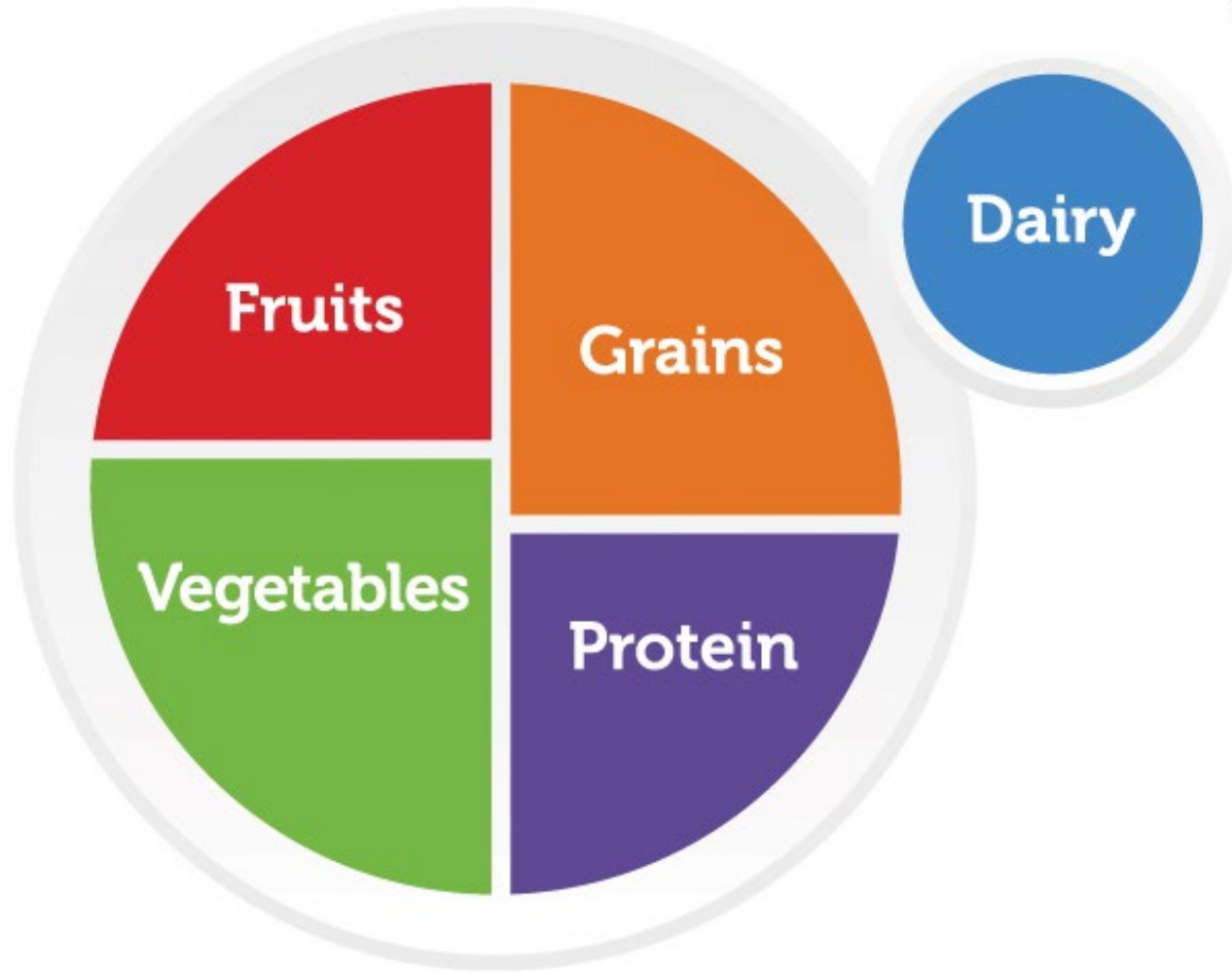
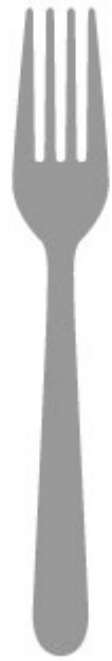
- It may be harder to multi-task
 - It may take a longer time to remember names or words
 - We may become more forgetful
 - It takes a longer time to learn things
-
- Our vocabulary continues to grow
 - We better understand the meaning of words
 - Gain valuable knowledge and experience

Activities that support brain health...

- Being physically active
- Having a healthy eating routine
- Preventing or managing high blood pressure
- Managing your blood sugar, if you have diabetes
- Preventing and correcting hearing loss

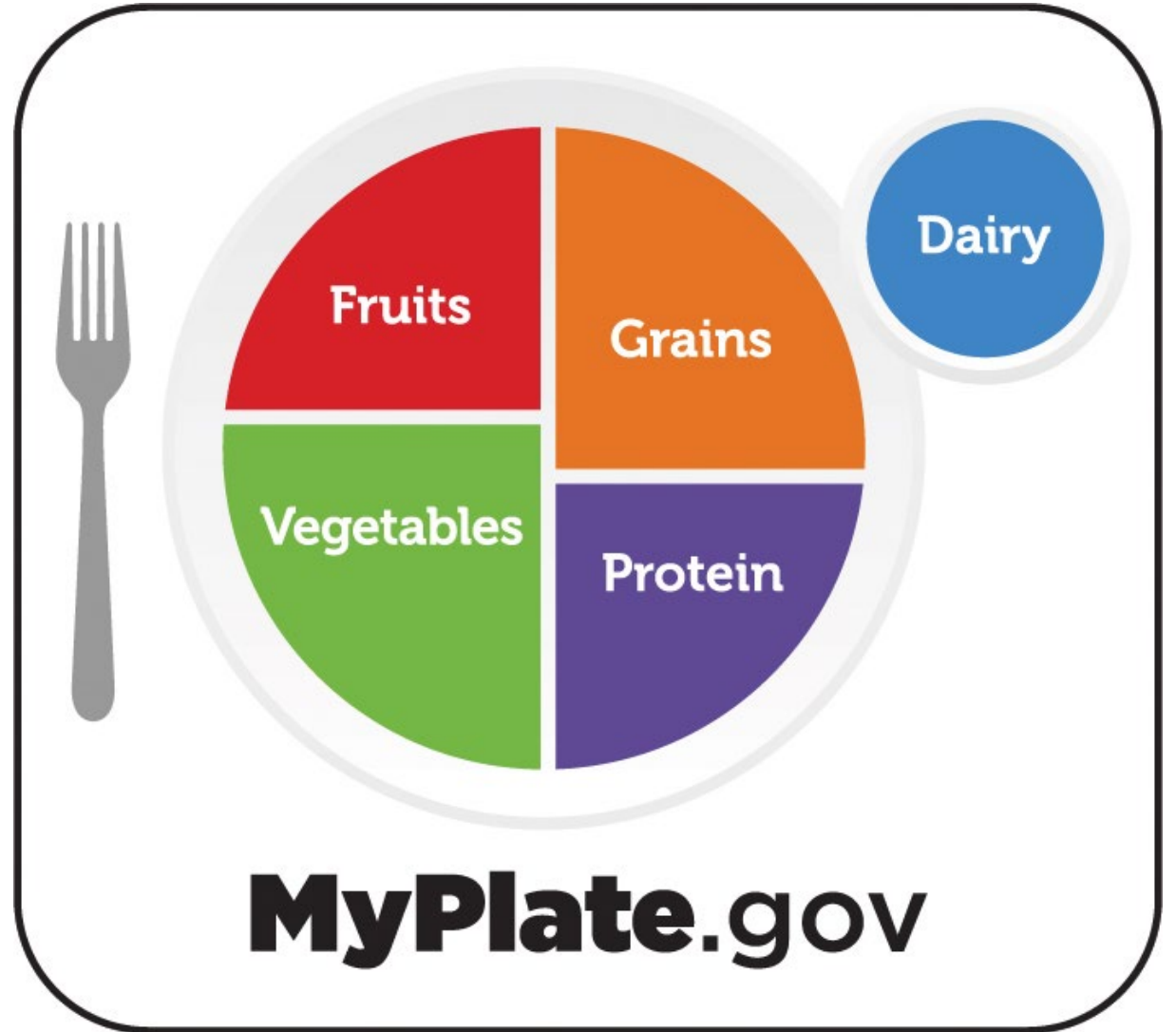
Activities that support brain health...

- If you drink alcohol, drink only in moderation
- Avoid smoking. Quit smoking if you currently smoke.
- Engage in social activities
- Engage your brain with mental activities that you enjoy like puzzles or learning a new skill
- Seek help from a healthcare provider to manage depression

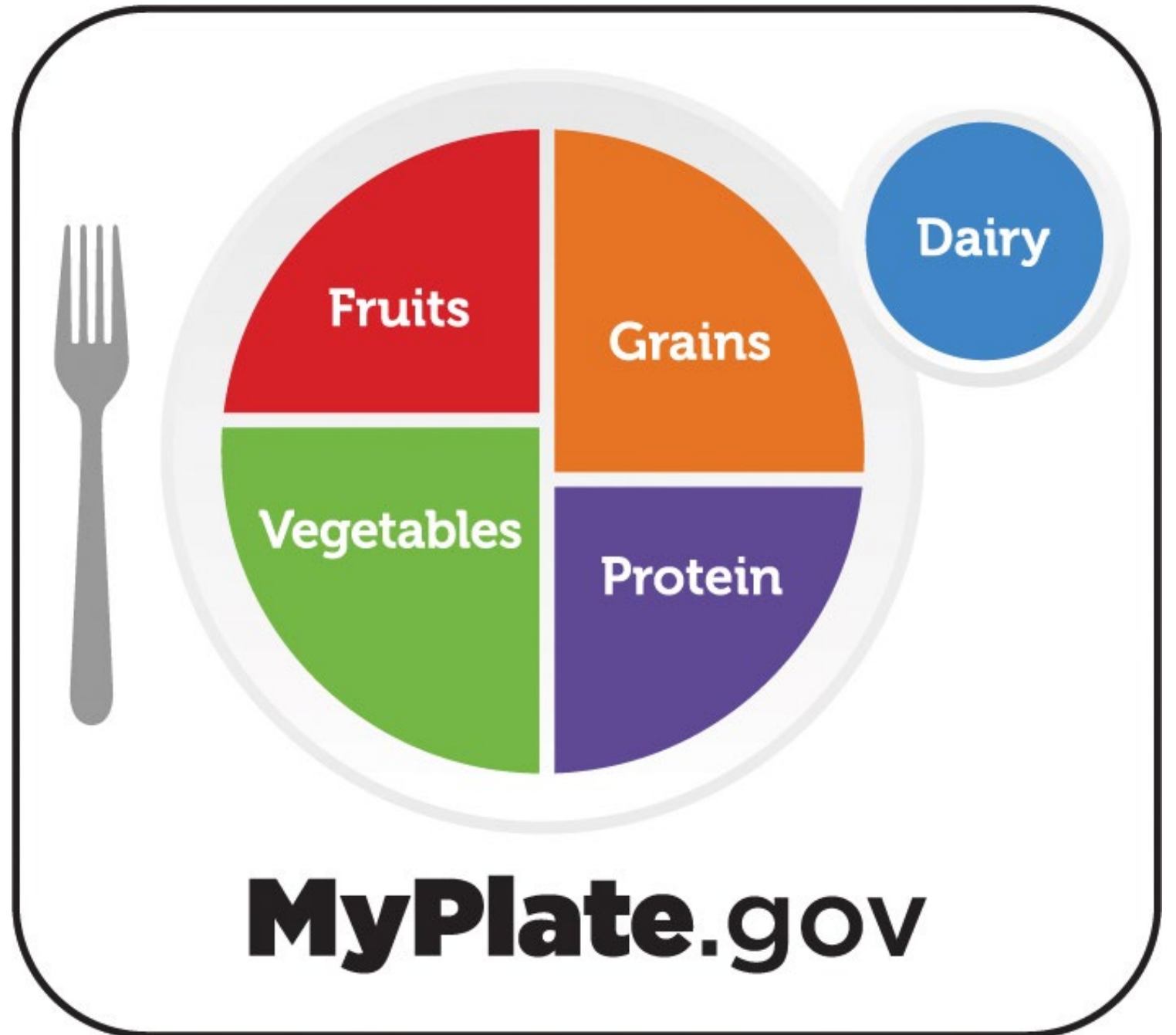


MyPlate.gov

- Our eating routine affects our brain!
- Foods that help our brain:
 - Fruits and vegetables
 - Especially leafy green vegetables and berries
 - Whole grains
 - Low-fat dairy products
 - Fish and seafood
 - Nuts and seeds
 - Beans and peas
 - Other lean protein foods
- Too much sodium and saturated fat can harm our brain.



- Include Fruits and Vegetables in your eating routine because they are rich in nutrients!
- Leafy green vegetables and berries are especially important for our brain! They contain antioxidants that protect our cells.
- Include berries at least twice a week
- Include leafy green vegetables at least six times a week

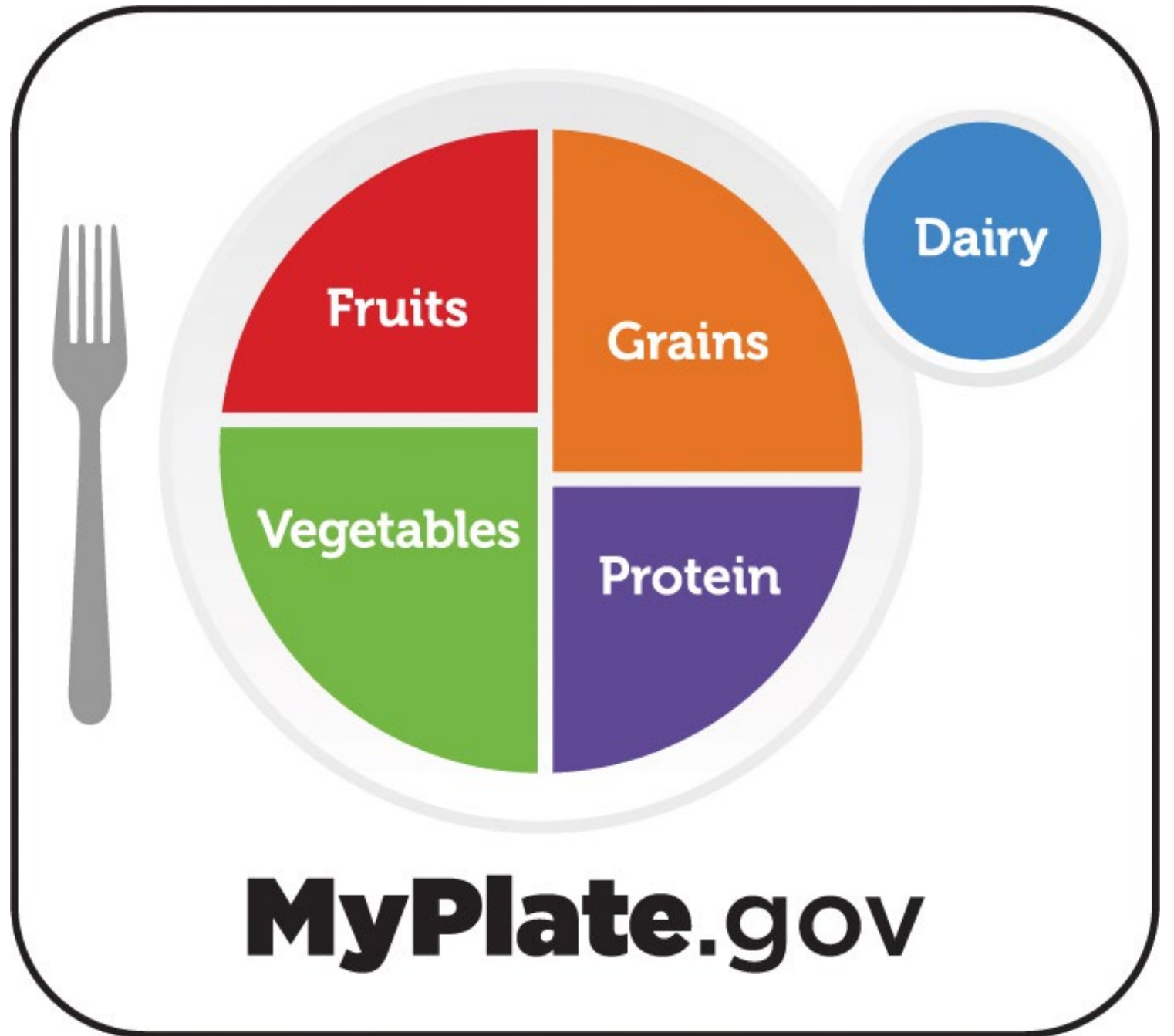


MyPlate.gov

Canned and frozen fruits and vegetables

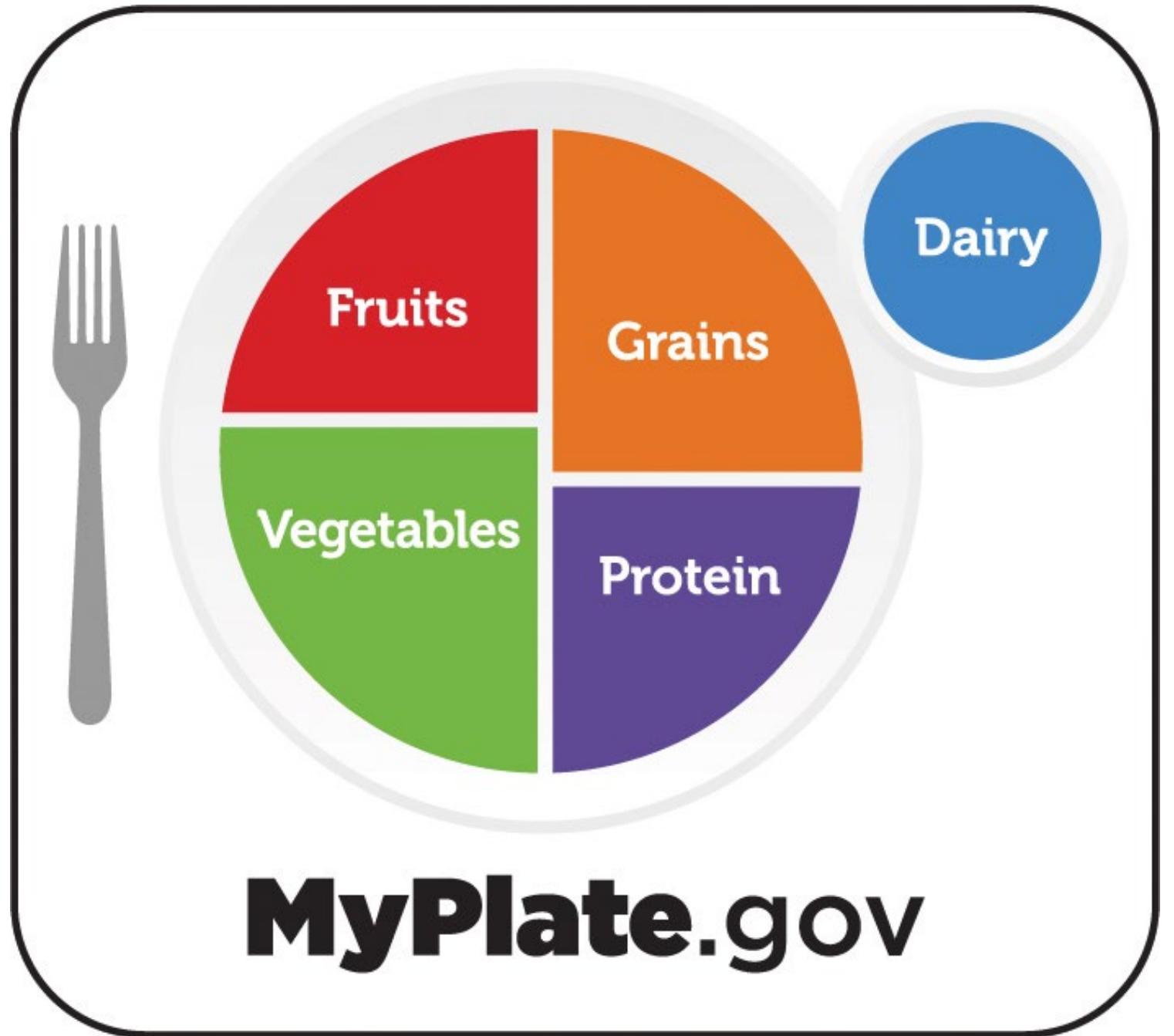
- Help us save money and time preparing food
- Look for canned and frozen vegetables that are lower in sodium.
 - Drain and rinse!
- Look for canned fruits that are packed in water or 100% juice to reduce added sugars
- Frozen berries are full of nutrients
 - Affordable and last longer than fresh

- Include a variety of protein foods.
- Include fish and seafood at least twice a week. Fish like salmon, tuna, and trout have Omega-3 fats that help our brain.
- Include nuts and seeds at least five times a week.
- Include beans and peas at least four times a week.
- If you choose red meat, look for lean options.

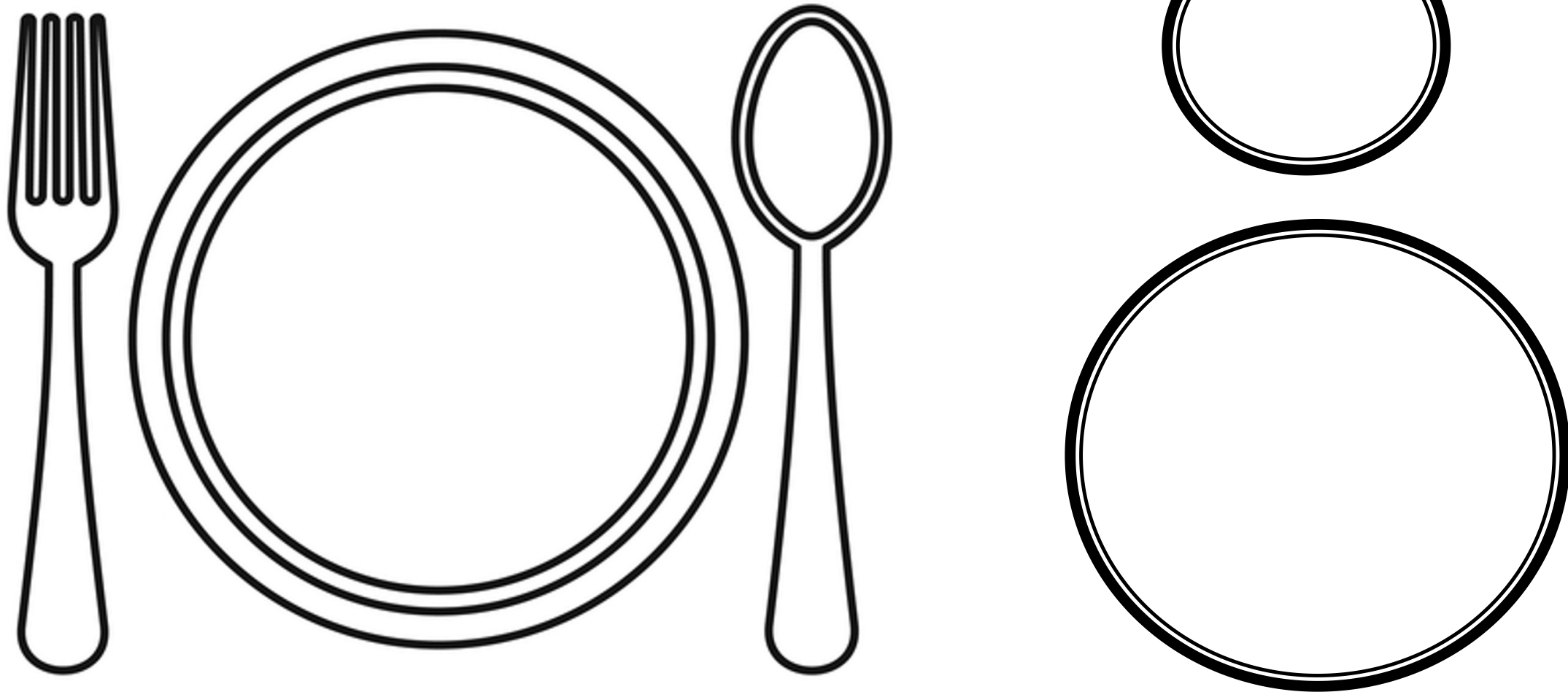


MyPlate.gov

- Include whole grains in your eating routine.
- Choose low-fat or fat-free dairy products to reduce saturated fat



**What's In Your Plate? What's In Your Bowl?
What's in your Cup?**



SMART Goals

Specific

Specific goals answer the question, “What am I going to do?”

Measurable

Your goal should be measurable so that you can tell if your goal has been met.

Achievable

Your goal should be something that you can achieve in the next week, considering your time and your resources.

Relevant

Your goal should help you do the things that you want to do.

Timely

Your goal should have a time frame so that you know when you should accomplish your goal.

Ask Yourself.....

What am I going to do?
What is the action?

This tells you if your goal is Specific.

How much am I going to do?

This tells you if your goal is specific and measurable

When will I do this?

This tells you if your goal is measurable and timely

Do I feel that I can achieve my goal this week, considering my time and my resources

This tells you if the goal is achievable for you.

Do I feel this goal helps me do the things I want to do?

This tells you if your goal is relevant for you.

Example: I will eat one portion of fruit with breakfast two times this week, on Tuesday and Thursday.

Ask Yourself.....

What am I going to do?

I am going to eat fruit with breakfast.

What is the action?

How much am I going to do?

I am going to eat one portion of fruit.

When will I do this?

I will eat fruit with breakfast on Tuesday and Thursday of this week.

Do I feel that I can achieve my goal this week, considering my time and my resources

Yes, I feel confident I can achieve this goal this week.

Do I feel this goal helps me do the things I want to do?

Yes, this goal helps me add more fruit to my eating routine.

Tell us your SMART goal!

1. What are you going to do? What is the action?
2. How much are you going to do?
3. When will you do this?
4. Do you feel your goal is achievable this week?
5. Does this goal help you do the things you want to do?