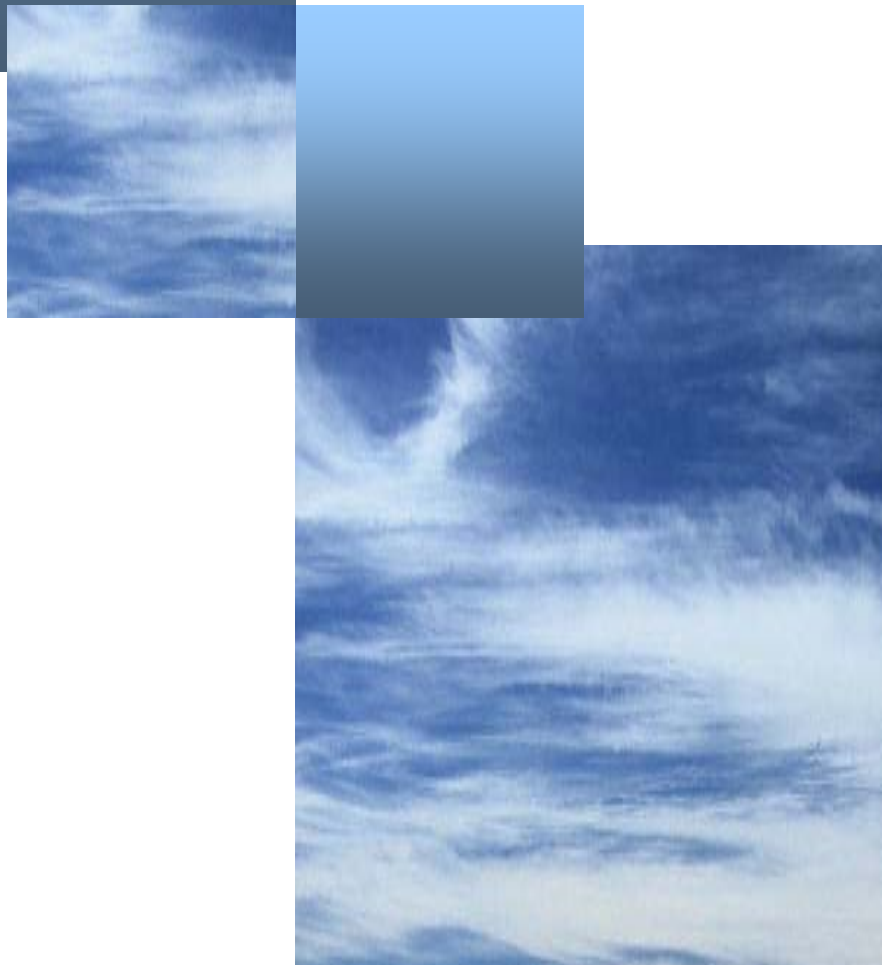


Caring For Our Temple

**Addressing Health and Wellness as a Spiritual Component
for Adults with Cognitive Disabilities**



Caring For Our Temple

Addressing Health and Wellness as a Spiritual Component for Adults with Cognitive Disabilities

Scripture taken from *The Message*. Copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002. Used by permission of NavPress Publishing Group.

CCFH Ministries wants to meet the needs of persons with disabilities and their families. One of the ways we seek to accomplish this goal is by providing booklets like this one for congregations and individuals to use. However, we ask that you contact us for permission to reproduce any portion of this publication.

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Introduction

Jesus frequently used parables, short easy to follow stories, to illustrate His teachings. These parables are timeless. The lessons they impart are as valuable today as they were when He walked among us.

As we teach our adult friends with cognitive disabilities about living a Godly life, we must do so in a like manner. Simple, clear, concise, with illustrations they can relate to.

These lessons are meant to emphasize the importance of health and wellness issues and how they are to be addressed daily in a Christian manner. Tying these matters to spiritual life is enriching and appropriate.

Addressing health and wellness as a spiritual component will help both the teacher and student realize that our spiritual walk is indeed a part of everything we do.

The Bible refers to our body as a *temple*. Among the definitions for *temple* listed in *The Merriam-Webster's Dictionary* are "a building for religious practice" and "a place devoted to a special purpose." This acronym gives us our purpose for the lesson series:

Teach all to
Embrace and
Model the
Pinciples of
Living healthy
Every day

This is not meant to be an exhaustive resource for health and wellness. As a supplemental class resource, it will allow coverage over a protracted period and take minimal time away from scheduled Bible lessons.

Read the first page of each section and share with other ministry workers for emphasis. Copy the handouts, give to students, review and have them take these home to discuss with family and caregivers.

The aim of this series is to give a message to learners that healthy living is service to God.

Talking About Physical Activity

"What do you make of this? A farmer planted seed. As he scattered the seed, some of it fell on the road, and birds ate it. Some fell in the gravel; it sprouted quickly but didn't put down roots, so when the sun came up it withered just as quickly. Some fell in the weeds; as it came up, it was strangled by the weeds. Some fell on good earth, and produced a harvest beyond his wildest dreams.

"Are you listening to this? Really listening?"

Matthew 13:3-9 *The Message*

As in this parable, efforts to exercise may seem as though they constantly fall by the wayside or on rocky places because we do not see immediate results. Exercise is never in vain. The fruits of exertion show not only externally but internally.

The following is a list of *Physical Activity Guidelines for Adults with Disabilities* from the U.S. Department of Health and Human Services:

- Adults with disabilities, who are able to, should get at least 150 minutes a week of moderate-intensity, or 75 minutes a week of vigorous-intensity aerobic activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Aerobic activity should be performed in episodes of at least 10 minutes, and preferably, it should be spread throughout the week.
- Adults with disabilities, who are able to, should also do muscle-strengthening activities of moderate or high intensity that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.
- When adults with disabilities are not able to meet the Guidelines, they should engage in regular physical activity according to their abilities and should avoid inactivity.
- Adults with disabilities should consult their health-care provider about the amounts and types of physical activity that are appropriate for their abilities.

Also, according to the U.S. Department of Health and Human Services *Physical Activity Guidelines for Active Children and Adolescents*, children and adolescents with disabilities are more likely to be inactive than those without disabilities."

Source: http://www.ncpad.org/exercise/fact_sheet.php?sheet=683

Give students the handout to discuss with caregivers and healthcare professionals. The instructor's call is to address the subject and stir interest. Because you may not know about all physical health issues, talk about exercise in general but guide students to their health care provider for specific routines.

Talking About Physical Activity – Handout 1

Exercise

Exercise is body movement intended to keep you healthy. Take time to move your body. Most experts advise us to exercise at least 30 minutes a day. Some ways to exercise are:



Take a walk or move your arms or legs or whatever you can.



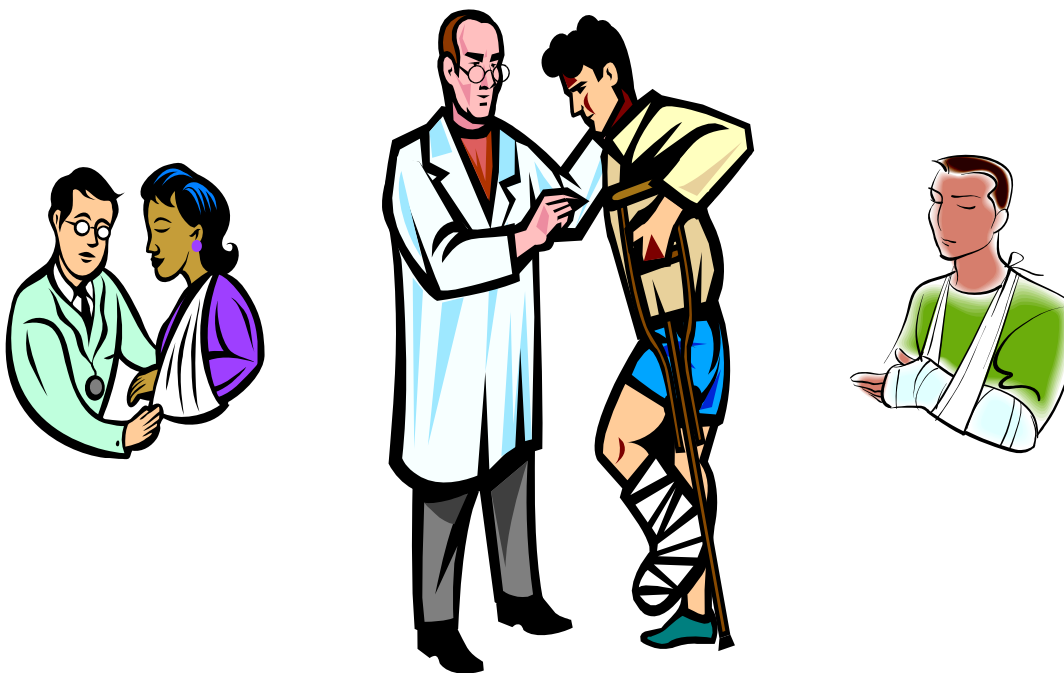
Household and outside chores also provide exercise. Sweeping, mopping, mowing the lawn, raking leaves, gardening; all use muscle and energy.

Talking About Physical Activity – Handout 2

Seek and heed advice



Before you start a regular exercise routine, talk to your healthcare provider. She will tell you what type of exercise is suitable for you and help you choose the right program or activity.



Avoid injuries by seeking and following your healthcare provider's advice. Some activities may look like fun but are not safe for you.

Talking About Physical Activity – Handout 3

Drink plenty of water.

Take water with you when you exercise.



Drink water before, during, and after exercise. Our bodies are made up mainly of water. Water cleans our body both inside and outside. We need to drink water to replace what we sweat out and to keep our body temperature down.



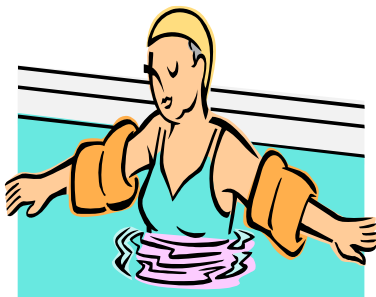
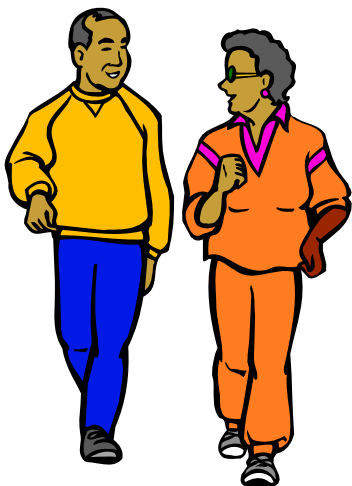
Drink water even though you may not feel thirsty.

Check with your healthcare provider to see what amount of water you should drink on a regular basis.

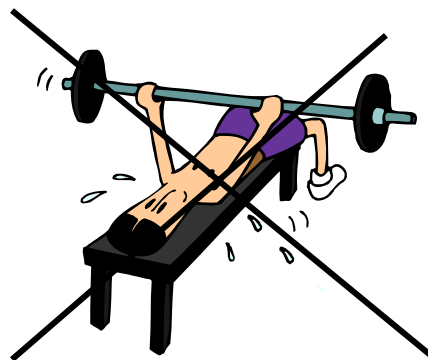
Remember you may have to use a toilet after you drink water so be sure there is one around before you exercise.

Talking About Physical Activity – Handout 4

Start slowly. Choose something that makes you feel good.



Do not overdo it.



Stop exercising and seek immediate health care if you:

Feel tightness in your chest.

Cannot breathe easily or have shortness of breath.

Feel chest pain or pain in your arm or jaw.

Feel dizzy or faint.

Eating Healthy

Nationally, persons with and without disabilities are experiencing a higher rate of obesity. Poor choices in eating and exercise are responsible for this.

¹Being overweight or obese increases the risk of many diseases and health conditions, including the following:

- Hypertension
- Dyslipidemia (for example, high total cholesterol or high levels of triglycerides)
- Type 2 diabetes
- Coronary heart disease
- Stroke
- Gallbladder disease
- Osteoarthritis
- Sleep apnea and respiratory problems
- Some cancers (endometrial, breast, and colon)

The statistics below, extracted from the *Healthy People 2010 (HP2010)* Healthy People with Disabilities Fact Sheet, compare rates of occurrence of certain health issues in persons with and without disabilities.²

	Reference Year	With	Without
Adults w/disabilities who have high blood pressure	1991-94	32%	27%
Adults w/disabilities who have high total blood cholesterol	1991-94	24%	19%
Women and men w/disabilities who are at a healthy weight	1991-94	32%	41%
Women and men w/disabilities who are obese	1991-94	30%	23%
Women w/disabilities ages 12-49 who have iron deficiency	1991-94	4%	12%

Eating habits may be affected not only by personal tastes but by economic considerations, residential arrangements and food allergies. Fresh fruits and vegetables, seafood, lean cuts of meat, quality dairy products, are all optimal choices but their costs may be prohibitive. Leaving exact dietary choices to the student, his caregiver and/or health care provider will insure that medical sensitivities will be addressed.

Residents of residential facilities or those who receive prepared meals may have little choice in food selection and/or preparation. Caregivers need to know that addressing this in a positive manner will benefit everyone.

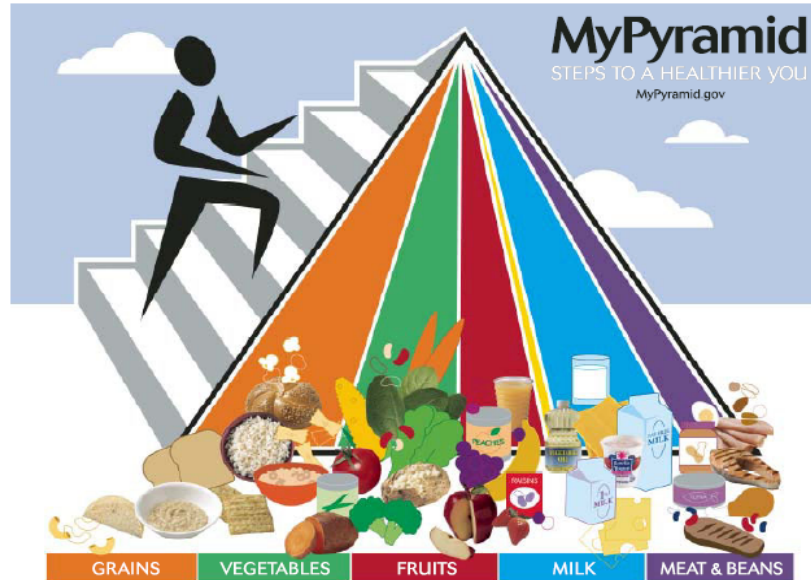
"Eating right and being physically active aren't just a "diet" or a "program"—they are keys to a healthy lifestyle. With healthful habits, you may reduce your risk of many chronic diseases and certain cancers, and increase your chances for a longer life." *Adapted from MyPyramid.gov website*

⁽¹⁾Centers for Disease Control and Prevention, Overweight and Obesity, <http://www.cdc.gov/nccdphp/dnpa/obesity/>

⁽²⁾Centers for Disease Control and Prevention, Healthy People 2010, http://www.cdc.gov/ncbddd/factsheets/DH_hp2010.pdf

Eating Healthy –Handout 1

Use this chart to think about food groups. Ask your healthcare provider and/or caregiver to help you with food choices that are beneficial.



GRAINS	VEGETABLES	FRUITS	MILK	MEAT & BEANS
GRAINS Make half your grains whole	VEGETABLES Vary your veggies	FRUITS Focus on fruits	MILK Get your calcium-rich foods	MEAT & BEANS Go lean with protein
<p>Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day</p> <p>1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or ½ cup of cooked rice, cereal, or pasta</p>	<p>Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens</p> <p>Eat more orange vegetables like carrots and sweetpotatoes</p> <p>Eat more dry beans and peas like pinto beans, kidney beans, and lentils</p>	<p>Eat a variety of fruit</p> <p>Choose fresh, frozen, canned, or dried fruit</p> <p>Go easy on fruit juices</p>	<p>Go low-fat or fat-free when you choose milk, yogurt, and other milk products</p> <p>If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages</p>	<p>Choose low-fat or lean meats and poultry</p> <p>Bake it, broil it, or grill it</p> <p>Vary your protein routine – choose more fish, beans, peas, nuts, and seeds</p>

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day	Eat 2½ cups every day	Eat 2 cups every day	Get 3 cups every day; for kids aged 2 to 8, it's 2	Eat 5½ oz. every day
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Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNPP-15

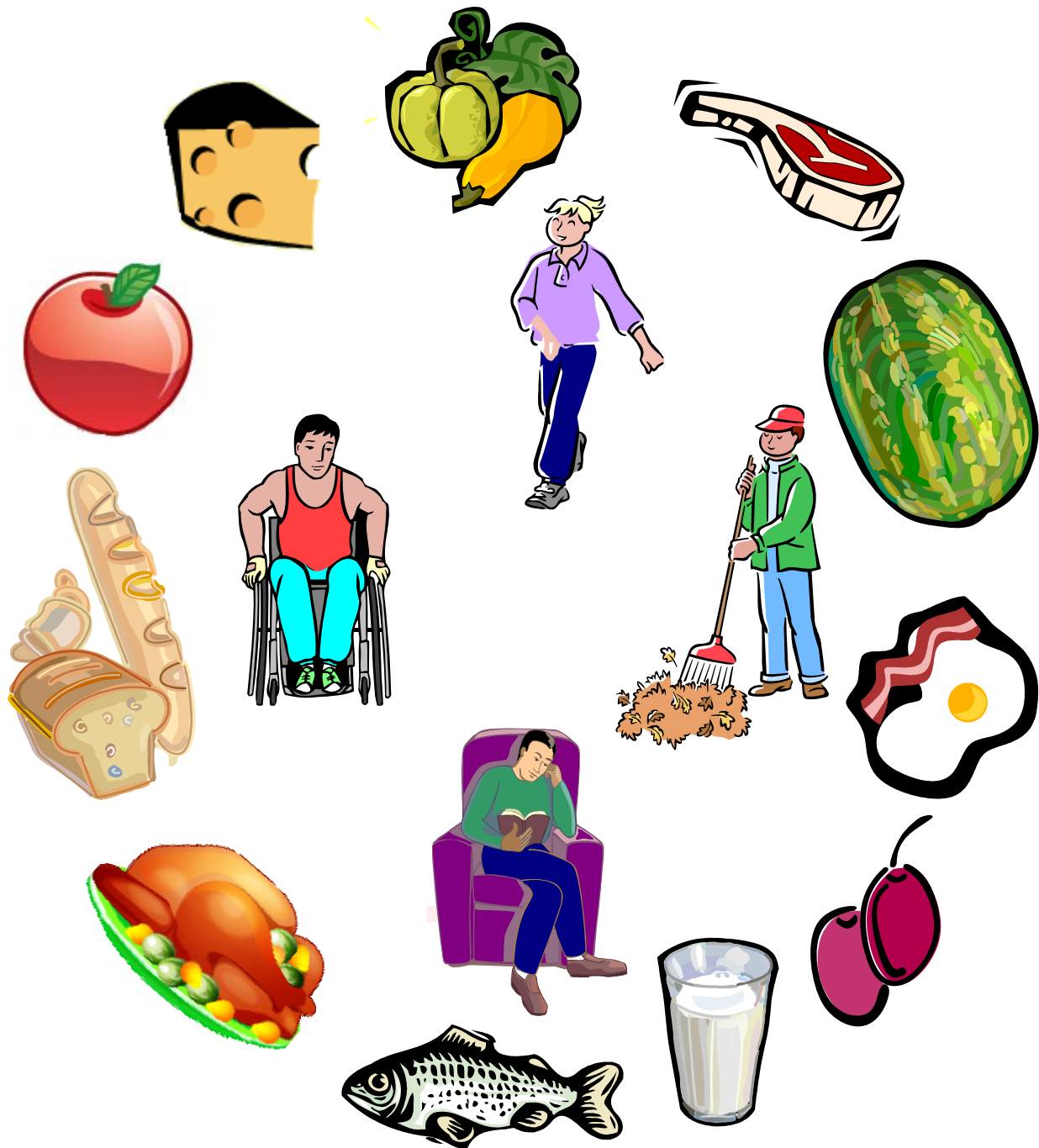


USDA is an equal opportunity provider and employer.

Eating Healthy – Handout 2

Eating the right foods will give you energy, improve your health conditions, and make you feel better. Remember you may not be able to eat certain foods for medical reasons.

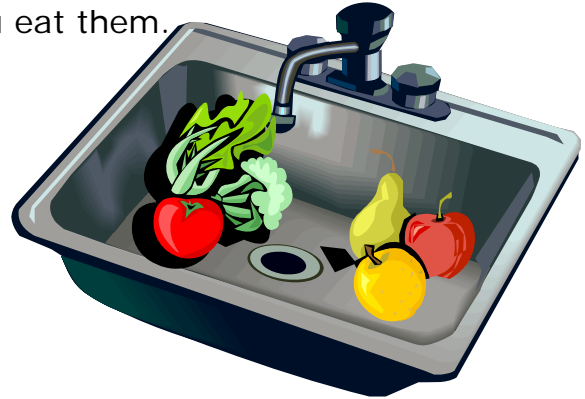
Eat a variety of foods, prepared in a healthy manner, in recommended amounts. Ask your healthcare provider and/or caregiver to help you with a food plan.



Eating Healthy – Handout 3

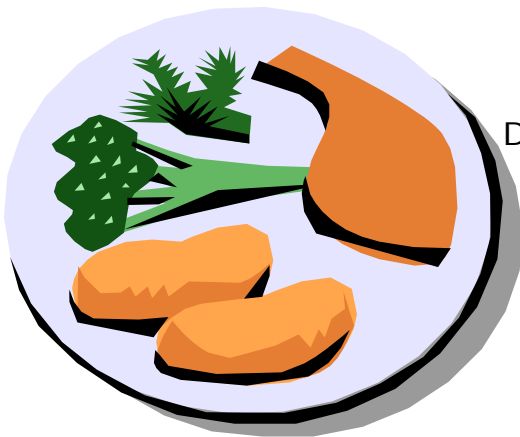
Healthy food preparation

Wash all fruits and vegetables before you eat them.



Prepare or ask for broiled or baked foods instead of fried. Be sure food is cooked as it should be. Ask someone if you are not sure how it should be done. Use oven mitts and pot holders to handle hot pots, pans, and platters.

Do not add salt to your food before tasting and get use to using less salt when you cook.



Do not put too much food on your plate.

Meeting Medical Needs

Children, youth, and adults with developmental disabilities, mental retardation, serious emotional disorders, or other special health care needs require continuing access to a wide range of health services. Failure to obtain needed services may curtail the ability of these persons to communicate, attend school, join the work force, and participate actively in community life (Neff and Anderson, 1995)³

Even with adequate access to health care providers, care may not be optimal if providers are viewed as intimidating, medical instructions are not followed, or medications are not taken as prescribed.

This section attempts to give our students a sense of confidence when seeing a health care provider and while following their instructions.

Because small problems, such as a sore that does not heal can turn into a major problem such as an infection, utmost care must be taken to ensure that students are in touch with changes going on in their bodies. They need to let caregivers and health care workers know.

An integral part of Special Olympics is the Healthy Athletes Initiative. Special Olympics athletes

receive a variety of health screenings and services in a series of clinics conducted in a welcoming, fun environment. The Special Olympics Healthy Athletes Initiative includes these disciplines: Fit Feet, FUNfitness, Healthy Hearing, Health Promotion, Opening Eyes[®], MedFest and Special Smiles[®].⁴

If your student does not already participate in Special Olympics, it is an excellent program and probably has events in your area. Visit the Special Olympics public website at www.specialolympics.org for more information.

When seemingly minor matters are presented, they must be addressed with sincerity and empathy.

⁽³⁾Ireys HT, Wehr E, Cooke RE. 1999 *Defining Medical Necessity: Strategies for Promoting Access to Quality Care for Persons with Developmental Disabilities, Mental Retardation, and Other Special Health Care Needs*. Arlington VA: National Center for Education in Maternal and Child Health. <http://www.jhsph.edu/WCHPC/Publications/cshcn-MedicalNecessity.pdf>

⁽⁴⁾Special Olympics public website, www.specialolympics.org

Meeting Medical Needs – Handout 1

Make each healthcare visit count



Let your primary caregiver know how you feel each day especially if you are in pain or have a sore. They will get you medical attention if needed. At each medical visit, tell your healthcare worker of any aches and pains or unhealed wounds you are experiencing.

The healthcare worker will only ask questions that are important for your care. Tell them anything they want to know.

If you are uncomfortable being alone with the healthcare worker, let your caregiver know so that someone else will be in the room.

Do not be afraid the doctor or nurse will hurt you. When they give you a shot, it may sting a little but it keeps greater pain and discomfort from coming later.

Meeting Medical Needs – Handout 2

Taking medications

Medications are prescribed to make you feel better and keep you healthy. If you must take a pill or liquid, use an inhaler, or take an injection, do it with a smile.

Do not give your caregiver or healthcare provider a hard time. Do what they ask of you. Follow their instructions.



P_racticing Good Hygiene

Cleanliness is next to Godliness. The source of this ancient saying is obscure and it is not scriptural, but cleanliness is an integral part of maintaining our temple. Daily hygiene routines must be established and followed.

Some students may have impeccable habits and not need this section while others may benefit immensely.

If physical limitations are involved, personal assistance may be required and parents or care givers are essential for the major part they play in making sure hygiene routines are properly followed.

Realize that not all offensive body odor or bad breath originates from poor hygiene. Some odors may be symptoms of diagnoses, a side effect of medication, or result from the use of health maintenance appliances. However, even under these circumstances, proper hygiene can diminish or eliminate offensive odors.

A few people tend to overdo a good thing: for example overuse of perfume or cologne. While this may seem to be harmless, it should be addressed since there are people who are allergic or overly sensitive and may experience a negative reaction. If affected, some people may not be kind in dealing with the issue. It is always best that corrective advice be given with love and tenderness.

You don't get wormy apples off a healthy tree, nor good apples off a diseased tree. The health of the apple tells the health of the tree. You must begin with your own life-giving lives. It's who you are, not what you say and do, that counts. Your true being brims over into true words and deeds.

Luke 6: 43-45 *The Message*

Practicing Good Hygiene – Handout 1

Keep body and hair clean



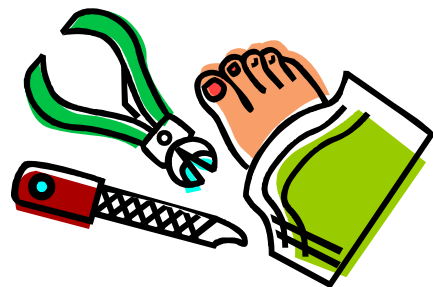
Brush your teeth

Wash your hair

Use deodorant

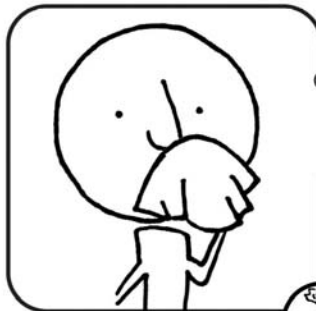


Trim nails



Stop the spread of germs that make you and others sick!

Cover your Cough



Cover your mouth and nose with a tissue when you cough or sneeze

or
cough or sneeze into your upper sleeve, not your hands.

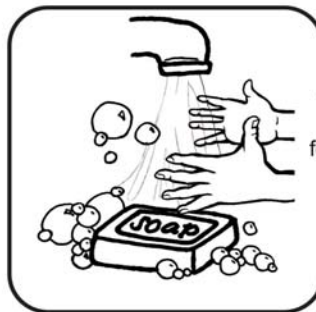


Put your used tissue in the waste basket.



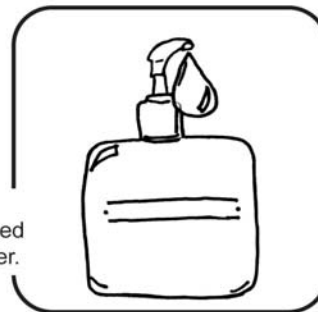
Clean your Hands

after coughing or sneezing.



Wash hands with soap and warm water for 20 seconds

or
clean with alcohol-based hand cleaner.



Minnesota Department of Health
717 SE Delaware Street
Minneapolis, MN 55414
612-676-5414 or 1-877-676-5414
www.health.state.mn.us



Minnesota
Antibiotic
Resistance
Collaborative



Source: US Centers for Disease Control and Prevention

<http://www.health.state.mn.us/divs/idepc/dtopics/infectioncontrol/cover/aboutcyc.html>

Looking at Relationships

He told another story. "God's kingdom is like a farmer who planted good seed in his field. That night, while his hired men were asleep, his enemy sowed thistles all through the wheat and slipped away before dawn. When the first green shoots appeared and the grain began to form, the thistles showed up, too.

The farmhands came to the farmer and said, 'Master, that was clean seed you planted, wasn't it? Where did these thistles come from?'

He answered, 'Some enemy did this.'

The farmhands asked, 'Should we weed out the thistles?'

He said, 'No, if you weed the thistles, you'll pull up the wheat, too. Let them grow together until harvest time. Then I'll instruct the harvesters to pull up the thistles and tie them in bundles for the fire, then gather the wheat and put it in the barn.'

Matthew 13:24-30 *The Message*

When we sow the good seeds of consideration and kindness, we harvest a bountiful crop of joy and goodwill. Even if others do not return our thoughtfulness, we have the satisfaction of knowing we are doing the right thing.

The demeanor of people with cognitive disabilities may be symptomatic of their diagnosis. It is important to look at relating to others.

All of us have traits we need to work on. In some cases, our friends with cognitive disabilities may have social skills that need to be developed. This inspires us to work with them on acceptable behaviors.

Gently guide and nurture.

Looking at Relationships – Handout 1

Practice polite ways of greeting others.



Shaking hands



High fives

Do not talk unkindly about others.



Treat others as you want them to treat you.



Show kindness
and concern



Looking at Relationships – Handout 2

Keeping your emotions in check



What do you think these people are saying?

Encouraging Safe Living

These words I speak to you are not incidental additions to your life, homeowner improvements to your standard of living. They are foundational words, words to build a life on. If you work these words into your life, you are like a smart carpenter who built his house on solid rock. Rain poured down, the river flooded, a tornado hit—but nothing moved that house. It was fixed to the rock.

But if you just use my words in Bible studies and don't work them into your life, you are like a stupid carpenter who built his house on the sandy beach. When a storm rolled in and the waves came up, it collapsed like a house of cards.

Matthew 7:24-27 The Message

The way we live, work, and play affects every aspect of our health. We can praise God, exercise, eat right, address medical issues, have good hygiene, and interact well with others but more is needed. To strengthen our foundation even more, we must address safety issues.

Safety issues can encompass a variety of areas. Know your students. Use the handout pages in this publication. Make up additional handouts that may also be suitable.

We have chosen the issues of handling money, public transportation schedules, and fire safety.

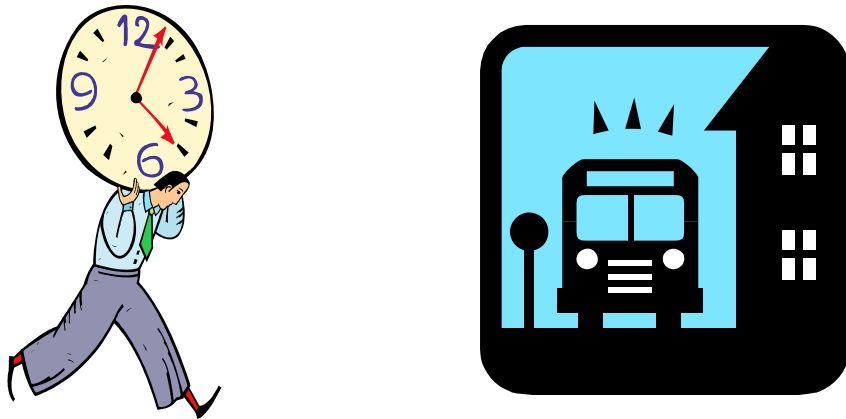
Encouraging Safe Living – Handout 1

Everyday concerns

Keep your money and bank cards in a secure place. Take them out only when making payment.



When using public transportation, know what time you must leave to go and come back. Do not be late.

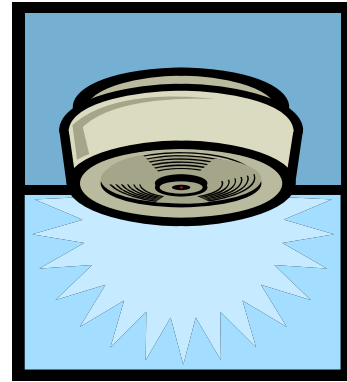


Encouraging Safe Living – Handout 2

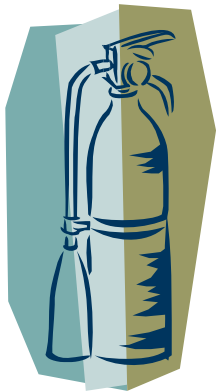
Fire Safety



Do not smoke.



Review where fire alarms are and how they work.



Review where fire extinguishers are and how they work.



Follow the directions of firefighters.

Epilogue

Encouraging Healthy and Safe Living Will Bear Good Fruit

I am the Real Vine and my Father is the Farmer. He cuts off every branch of me that doesn't bear grapes. And every branch that is grape-bearing he prunes back so it will bear even more. You are already pruned back by the message I have spoken.

Live in me. Make your home in me just as I do in you. In the same way that a branch can't bear grapes by itself but only by being joined to the vine, you can't bear fruit unless you are joined with me.

I am the Vine, you are the branches. When you're joined with me and I with you, the relation intimate and organic, the harvest is sure to be abundant. Separated, you can't produce a thing. Anyone who separates from me is deadwood, gathered up and thrown on the bonfire. But if you make yourselves at home with me and my words are at home in you, you can be sure that whatever you ask will be listened to and acted upon. This is how my Father shows who he is—when you produce grapes, when you mature as my disciples.

John 15:1-8 *The Message*

Use the material presented in this book to help learners grow stronger, but do not stop here.

Listen for media reports on current health and safety issues in your area.

View the website www.Disability.gov. As stated on the site:

Disability.gov is an award-winning federal Web site that contains disability-related resources on programs, services, laws and regulations to help people with disabilities lead full, independent lives. With just a few clicks, visitors can find critical information on a variety of topics, including benefits, civil rights, community life, education, emergency preparedness, employment, housing, health, technology and transportation.

There are of course many other reputable organizational websites. Visit them, gather and distribute information to improve the daily lives of your learners, their families and/or care givers.

Resources

Centers for Disease Control and Prevention: www.cdc.gov

Exercise: Getting Fit For Life National Institute on Aging, Age Page, U.S. Department of Health and Human Services, Public Health Service, National Institute of Health, 2000 by ELP Consulting, 2004. Funded by the US Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research, Grant #H133B031134.

Health Promotion Exercise and nutrition health education curriculum for adults with developmental disabilities, (2006, Revised 3rd Ed.). Marks, B.A., Heller, T., & Sisirak, J. To order www.rrtcadd.org Click: **Training - Resources - Publications**

The Rehabilitation Research and Training Center on Aging with Developmental Disabilities: Lifespan Health and Function (RRTCADD) seeks to enhance the health, function, and full community participation of adults with intellectual and developmental disabilities (I/DD) across the lifespan and bolster family caregiving capacity through a coordinated set of research, training in evidence-based practice, and dissemination activities.

Healthy People 2010 - <http://www.healthypeople.gov/>

Healthy People 2010 challenges individuals, communities, and professionals, indeed all of us to take specific steps to ensure that good health, as well as long life, is enjoyed by all.

MedlinePlus - a service of the U.S. National Library of Medicine and the National Institutes of Health: <http://www.nlm.nih.gov/medlineplus/drinkingwater.html>

National Center on Physical Activity and Disability (NCPAD) - <http://www.ncpad.org/>

National Heart Lung and Blood Institute-National Institutes of Health Dash Eating Plan: www.nhlbi.nih.gov/health/public/heart/hbp/dash/

Special Olympics International: <http://www.specialolympics.org/>

The Arc of the United States: <http://www.thearc.org>

The Office of Disease Prevention and Health Promotion, www.healthypeople.gov

United States Department of Agriculture – MyPyramid.gov – Steps to a healthier you: www.mypyramid.gov/

CCFH Supplemental Resources

Exceptional Teaching Online

An innovative, interactive online program offering training to implement a disability ministry. Starting Bible school programs ministry to families, and community outreach are among the subjects addressed.

CCFH offers many additional resources. Some that may be suitable for learners served by this publication are listed below.

Go to our Online Store at www.ccfh.org to order any of these and view our complete offerings.

Book

No Disabled Souls by Jim Pierson

Readers will be touched and inspired by the stories of Jim's friendships with special people. Learn from his experience how to accommodate individual needs and how to form a friendship that may change *your* life!

Workbooks

Abide in HIM – Evangelizing With Adults with Disabilities

This inspirational tool for encouraging ministry with adults with disabilities features material suitable for individual or group studies.

Being a Man or Woman of God

Guidance for dealing with relationship questions when ministering with teens and adults with cognitive disabilities.

By Faith – Beginning a Disability Ministry

Use this workbook as a classroom guide in conjunction with Module 1 of Exceptional Teaching Online.

Good Social Skills

A Bible Study for Persons with Developmental Disabilities. This 17-session study uses four familiar Bible stories to help develop social skills.

Learning the Basics of Disability Ministry

This workbook addresses Christian education not only in Sunday school but in a small group or other setting ministering with learners of all ages.