

Title I furnished funds for a 10-week day camping and swimming program which extended five days a week from June 17, 1968 through August 23, 1968. A total of two hundred twenty-one residents participated in these programs,

The physical fitness aspects of the camping program were running games, relays, and an all-day hike. The residents in the swimming program were more directly involved in actual physical fitness. A partial continuum of the swimming skills included holding one's breath, flutter kick, front float, back float, human stroke, back fin, diving and treading water.

Our Project Teach programs in Pine and Spruce (the youngest children on campus) have no physical fitness programs perse. Here we have many multi-handicapped children. Our efforts are directed toward self-care skills: feeding, toileting, grooming, hygiene, physical development (crawling, walking, etc.), sense training, communication, dressing, and social development. Although we feel that these areas have priority, some ambulant children could benefit from a physical fitness program.

As such, I feel that perhaps a few boys in Pine and girls in Spruce could beneficially participate in organized bending and stretching exercises, running games and relays, rhythmic movements to music and exercises and games to promote balance and coordination. These exercises would, in time, enable them to partake of more complex skills, such as hopping on one foot and skipping.

Our Project Teach program in Maple, which houses adolescent boys, includes gross motor activities throughout each day. We are in the process of equipping a recreation room in the basement with a bicycle exerciser, treadmill, striking bags, floor mats, and games such as suction darts,

horse shoes, bowling, and shuffle board. We are presently developing a program whereby the boys will be involved in tumbling and other exercises with and without mats for five to ten hours a week. Some of this time will be allotted for vigorous play on the playground with the swings, see-saws, jungle gym, bicycles, and tricycles.

I feel that the programs I have suggested for Pine and Spruce and the ones we are developing in Maple are realistic programs for the residents in Project Teach. One difficulty we have previously encountered is that our younger children and adolescents do not follow directions very well, even when demonstrations are given. Our "teachers" are permitted to wear slacks for demonstration and participation purposes.

Mr. Ray Roach
Project Teach

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