

PROGRAM ELEMENTS

The virtual component of the Gangfree Life® LIBERTY program provides student games and physical activities that focus on the values of “Equal, Responsible, True” and offers a means to guide students and staff along a path of respect, collaboration, and leadership, while reducing conflict and engendering fitness of mind, body, and spirit. It does indeed, build a foundation for student success.

With the principles of the evidence-based Instant Recess® as a foundation, LIBERTY revolutionizes the concept by adding verbal, culturally sensitive, collaborative, and leadership elements to its core activities.

The reason for using Instant Recess® as the foundation is GAP’s long affiliation with the UCLA/RAND Prevention Research Center (PRC). Not only has GAP been partnering with the PRC for more than a decade, but several GAP staff members have been trained and certified through UCLA’s Fielding School of Public Health in the theory and application of Instant Recess® , and it has been widely adopted for use at GAP’s STEP UP! after school program, in our Gangfree Life® curriculum, and even in our offices for employees.

In addition, there will be FITNESSGRAM® Focus Games, mentoring, BullyFree activities and Gangfree Life® prevention activities for participating students.

GAP’s innovation is called LIBERTY. Its core activity stimulates the body, mind, and spirit.

Life
Is
Being
Equal,
Responsible, and
True to
You

While LIBERTY’s catch phrase starts with “*Life is being...*” the focus is truly a balance between being and becoming. In the moment, students are being trained to recognize the value of *physical, intellectual, and spiritual* activity. In the process, students are becoming aware that “you” is not only singular but also plural, and that the movement from you(*sing.*) to you(*pl.*) is natural and necessary in a healthy peer group, community, and society.

The *physical* activity comes in the form of Instant Recess®-style core activity routines which use music and movement to increase activity levels. These ten to fifteen minute sessions are designed to reduce unwanted negative characteristics and create desired characteristics.

Decrease Negatives:

- Excessive appetite
- Weight, Blood pressure, waistline
- Percent of body fat
- Fatigue and drowsiness
- Stress and anxiety
- Harmful effects of prolonged sitting
- Conflict

Increase Positives:

- Self-esteem
- Self-efficacy
- Energy levels and alertness
- Sleep quality and duration
- Mood, calmness and relaxation
- Engagement of inactive individuals
- Fruit and vegetable intake
- Water consumption
- Overall physical activity (Including outside of school)
- Supportive school environment
- Cooperation

These are virtual learning group sessions, inclusive and adaptable for students of all levels of skill and ability. For example, students who are intimidated or incapable of following a beat may stand still and move arms only, or students in wheel chairs may use arms and head, etc.

Initially led by professional staff, students with interest and motivation will be trained to become LIBERTY leaders. These leaders will assume leadership roles within the group, leading the other students, innovating, under guidance, on music and movement, and creating a sense of group ownership and intergroup cooperation.

Additional physical reinforcement comes during the FITNESSGRAM® Focus Games. These sessions involve individually focused activities that develop areas of the FITNESSGRAM® Performance Standards where a student or a group of students is performing poorly. As an example, eye-hand coordination, flexibility, and dexterity can be improved through hand-to-hand ball passing, reaching, and bending games. Endurance and stamina, while enhanced through the LIBERTY routines, can be improved by walking, then fast walking, then jogging, then running.

The *intellectual* activity comes from the creation of lyrical or narrative content to be sung or chanted during the music and dance activity sessions. As each type of music brings with it a cultural context, the narrative content reflects the positive, constructive elements of that cultural context so that when recited on a regular basis, the participants first learn then continue to reinforce positive cultural statements about their culture and about cultures not their own.

For example, a ten minute group exercise based on a Chinese tune will have narrative content that relates to Chinese cultural values such as these:

- Confucian values
- Loyalty to your family, husband or wife, country and friends
- Showing respect to parents, older relatives and ancestors
- Honesty and trustworthiness
- Good “face” by living a good, honest life, being good to others and making smart decisions

Thus, every student's cultural heritage can stand at center stage and be showcased and respected, whether, Brazilian, Samoan, Persian, French, Korean, African-American, Jewish, Salvadoran, etc. Lyrics will be projected on a wall or screen to be sure students see and comprehend the correct words and concept.

Additional intellectual development is achieved through BullyFree and Gangfree Life® sessions. BullyFree is GAP’s anti-bullying assembly that is offered in dozens of LA area schools each year.

GAP’s national and international award winning Gangfree Life® classes are research-based, best practices programs that provide facts and the reality of the gang lifestyle, then presents real alternatives to gang culture. GAP provides this full program to more than 40 schools annually, and will incorporate this into the weekly programming.

The *spiritual* activity comes from relating to, or affecting the human spirit or soul of the individual as opposed to material or physical things. In this regard it has nothing to do with religion. It deals with the internal changes in each student as he or she learns to respect, collaborate with, and lead/follow others. Music, dance, and narrative are powerful vehicles for constructive growth and development, and the careful combination of the three in LIBERTY provides the impetus for the part of the catchphrase that states “*equal, responsible, and true to you*” that bring about this change in human spirit.

Additional spiritual competence comes through mentoring, which is not a simple adult-mentors-child paradigm, but ultimately a child-mentors-child one. Thus the mentoring component includes training students with the tools that they can use to mentor others. It also includes giving assigned, responsible school staff the tools to both monitor and mentor student-to-student mentoring. Through the staff inservice session offered at the beginning of LIBERTY implementation and the ongoing Campus Connection, school staff can bolster the creation of a positive peer network infused with positive leadership, norms, and behaviors. Meeting on a monthly basis, or more often if requested, the Campus Connection is a time to get feedback from staff, provide updates on LIBERTY activities and upcoming events, and address areas and/or students needing refocusing or redirection.

Equal in the catchphrase identifies more than mere sameness; it means having the same status, rights, and opportunities, without discrimination on any grounds. LIBERTY applies that to the individual and his or her heritage, and it teaches the individual to apply “equal” to other individuals and heritages, too.

Responsible identifies a duty to do something, to be trusted to do the right thing, and to be morally accountable for one’s behavior. LIBERTY creates responsible moments and situations in which a student learns about personal responsibility and then learns about group and social responsibility as well.

True identifies the conditions of genuineness, loyalty and faithfulness. It applies to the individual being true to herself/himself, and LIBERTY teaches the student to understand the need to be true to others, regardless of gender, age, ethnicity, etc.

As the LIBERTY virtual program progresses and students begin to take leadership roles and train other students to lead as well, the students will be able to create their own music/movement/narrative pieces which can be incorporated into the daily activities. Through staff-facilitated workshops and practices, student creations will be monitored and vetted, so that the end result is something the students own in a cultural sense and that they can continue to do at times and places outside of school.

A typical roll out timeline looks like this.

Weeks 1-3	Staff-led core activities	Virtual class recruitment	BullyFree and GangFree activities	Staff inservice and Campus Connection	FITNESSGRAM® Focus Games
Weeks 4-7	Virtual class student led core activities	Student routines developed	BullyFree and GangFree activities	Campus Connection; mentoring	FITNESSGRAM® Focus Games
Weeks 8-?	Virtual class student led core activities	Student routines showcased	BullyFree and GangFree activities	Campus Connection; mentoring	FITNESSGRAM® Focus Games

PRICE SCHEDULE

PRICE PROPOSAL

PROPOSER: GANG ALTERNATIVES PROGRAM (GAP)

Kindly complete the table below by:

- 1) Indicating with an "X" each of the listed periods during which the proposer would propose to provide Services and
- 2) Providing proposer's rate per hour, day, month or quarter noting that for a per day rate, the services would be provided for at least four hours per school day. For the month rate, Proposer would be expected to be on-campus for at least 20 four-hour school days per month and per quarter is at least four hours per day for 60 school days.

School Category to be Served	Periods (X)			Charges (\$)			
	Before School	During School	After School	Hour	Day	Month	Qtr.
Elementary (K-5/6)		X	X	\$30.00			