

A stylized illustration of a school building with a superhero flying over it. The superhero is a small figure with a red cape, green shirt, and black pants, flying horizontally with arms outstretched. Two yellow streaks trail behind the superhero, suggesting speed. The school building is drawn with light blue outlines, showing windows, a central entrance with a portico, and a flagpole on the right. The title 'TIME IN' is written in large, bold, yellow, sans-serif capital letters across the middle of the image, partially overlapping the building and the superhero's path.

TIME IN

Where Suspended Students become Super Heroes

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August 2016- April 2017



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In the very beginning, colorism was the sole focus of my thesis.

Colorism is a problem that has been affecting people of color for centuries, however is finally being spoken about openly in the present day. Colorism is defined as “prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group.” Colorism is often confused with Racism, defined as “the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.” Colorism, however, can be deeper than Racism being that it consists of prejudice within the same racial group and not against another racial group.

what is colorism and who does it affect?

1947 Doll Test Results

“The Clarks asked black children to choose between a white doll and -- because at the time, no brown dolls were available -- a white doll painted brown. They asked black children a series of questions and found they overwhelmingly preferred white over brown. The study and its conclusions were used in the 1954 *Brown v. Board of Education* case, which led to the desegregation of American schools.”

Your Blackness Isn't Like Mine: Colorism And Oppression Olympics

Why We Shouldn't Let Colorism Overshadow Jesse Williams' Activism

“Williams, now 34, has continuously acknowledged and owned his own privilege throughout his rise in the advocacy for Black lives. Conversely, Monday morning, a slew of news commentary and social media discussion aroused on the validity of Williams' plight because of his light-skinned and blue eyed appearance. Many wondered if Williams was 'Darker' skinned would he be so widely popular or well received?”

“Williams' speech was profound and emblematic of what it means to be “truly woke,” yet for some it wasn't enough. While many tweeted their adoration for his message, there was a vocal group of people expressing their frustration that Williams — a light-skinned, biracial Black man, was being given center stage as “the face” for the Black Lives Matter movement. While criticizing his appearance, they conveniently ignored that there are plenty of prominent Black folks with darker complexions who haven't said a damn thing their entire lives about social justice, stars with platforms even bigger than Williams.”

From Nina to Lemonade, Why We're Still So Bad at Talking About Colorism

“In 2016, debate over colorism returned with renewed force. If you were looking, it was there on *The Bachelor*, when two half-black girls and their Haitian-born competitor argued about whether it was harder for a dark-skinned girl on the notoriously white show.”

“I was never on the cover of Ebony or Jet. They want white-looking women like Diana Ross — light and bright.” — Nina Simone

Although black people know colorism as intimately as they know racism — as do Indians, Koreans, and pretty much every non-white culture — it is not discussed nearly so openly.

Viola Davis on the Paper Bag Test, *New York Times*

“Hold up a paper bag to your face. If your skin is lighter than that, you're all the good things: smarter, prettier, more successful. If you're darker, you're ugly. That's been working its way through our race for hundreds of years. I'm dark-skinned.”

The Skin Color Paradox and the American Racial Order

Social Forces, December 2007

<http://scholar.harvard.edu/jlhochschild/publications/skin-color-paradox-and-american-racial-order>

“Because most Blacks see the fight against racial hierarchy as requiring their primary allegiance, they do not see or do not choose to express concern about the internal hierarchy of skin tone. Thus dark-skinned Blacks' widespread experience of harm has no political outlet— which generates the skin color paradox.”

“Studies show that darker-skinned black Americans continue to fare worse than lighter-skinned ones in key metrics shaping society, from pay and jail time to self-confidence and rates of marriage. The freshest statistics, published last year, suggest that darker skin, in matters of pay and prison, can actually affect your odds of success more than race.”

ON THE BLURRING OF THE COLOR LINE: WAGES AND EMPLOYMENT FOR BLACK MALES OF DIFFERENT SKIN TONES

Daniel Kreisman and Marcos A. Rangel*

http://www.mitpressjournals.org/doi/pdf/10.1162/REST_a_00464

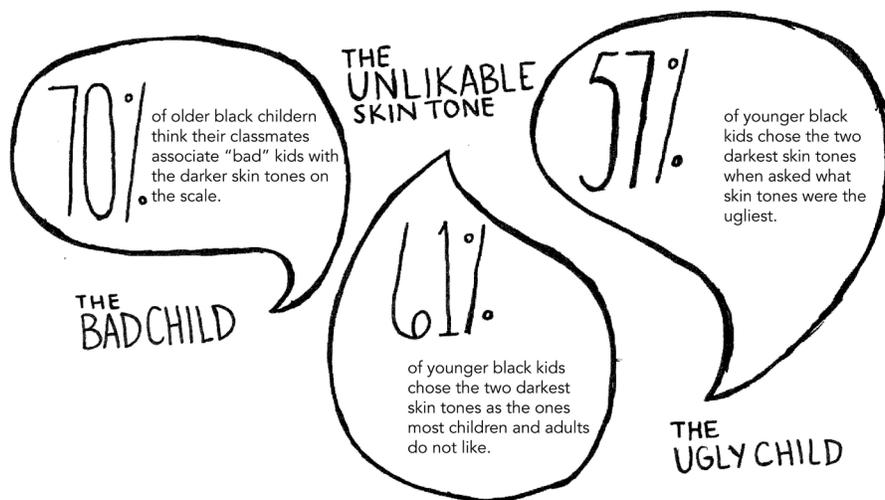
'Dark Girls' Documentary: Black Woman Shares Childhood Experience With Colorism

“Then, the mother made a statement that her dark-skinned daughter didn't expect to hear. “She adds, “Could you imagine if she had any lightness in her skin at all? She'd be gorgeous,” the woman recalls.”

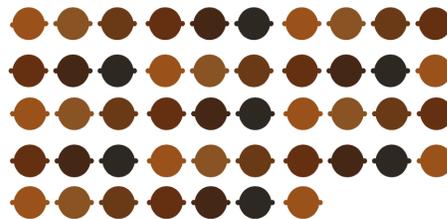
Colorism, Children, and Education.

In 2010, CNN released the study titled “Kids On Race” where they researched the perceptions children had of other people based on their skin tones. In order to use this they used common tests such as “The Doll Test” and “Skin Spectrum” tests. The study was conducted on children between the ages of 4-5 and 9-10. The large conclusion of the study was that children both white and black show bias towards lighter skin tones.

The Yale Child Study Center did a study about bias in elementary schools and how that increases suspensions. Black preschoolers are 3.6 times more likely to get suspended than white students. Even though black children make up 19% of preschoolers in America, they make up 47% of suspended preschoolers. The Yale study found that teachers, both black and white, look to the black students in their classrooms when told to actively look for problematic behavior.



Black preschoolers are 3.6 times more likely to get suspended than white students. Even though black children make up 19% of preschoolers in America, they make up 47% of suspended preschoolers.





In an attempt to connect the case studies I found on colorism and education, I developed this theory.

If Black children are getting suspended more leading them to fall behind in class, always the ones to get in trouble with their teacher, and looked to for problematic behavior doesn't the conclusions that their peers have come to make sense?

----- The Dumb Child

----- The Bad Child

----- The Unlikable Child

Thesis Statement

African American 4 year olds who have been suspended from school deal with a lack of self confidence upon returning from suspension and need room within the school day that recognizes self worth.

There are a disproportionate amount of expulsions and suspensions of African American 4 year old boys. Preschool expulsions and suspensions cause young children to lose their early education placement or time in are, directly undermining their access to educational opportunities.

Black preschoolers are 3.6 times more likely to get suspended than white students. Even though black children make up 19% of preschoolers in America, they make up 47% of suspended preschoolers.

The Yale study found that teachers, both black and white, look to the black students in their classrooms when told to actively look for problematic behavior.

Since my thesis is one about colorism, I will be looking at this issue focusing on black teachers and their interactions with black children.

I know that I can not solve colorism, but a huge symptom of it is a lack of self confidence and I believe that this thesis can be a way of diminishing that symptom within preschool classrooms.

I believe that I have found a connection between the Yale study and in the CNN study. In the CNN study, when prompted to identify the children with negative attributes, the children explained their choices based off the decisions of the adults in their lives (parents and teachers) and what they think that adults like. If teachers are targeting the black male students in the classroom (shown in Yale study), it makes sense that the students are repeating their actions.

Activity Plan Development

I. Color Spectrum Test

activity & testing cohort

I will be leading a skin tone spectrum activity with 4 year old African American preschools who live in Newark, NJ. In this activity the students will be asked very simple, character based questions and there answer will be to point to the character on the page that best describes that characteristic. Each character on the page will be the exact same illustration, just with a different skin tone.

objective

The objective is to see what biases exist within this age group and how extreme these biases are. This will help me figure out what skin tones this age group prefers and also scope deeper on who my ideal target audience will be (students, parents, or teachers) based on learning patterns.

insight

CNN Doll Pilot Demonstration http://i2.cdn.turner.com/cnn/2010/images/05/13/expanded_results_methods_cnn.pdf

“The tests showed that white children, as a whole, responded with a high rate of what researchers call “white bias,” identifying the color of their own skin with positive attributes and darker skin with negative attributes. Spencer said even black children, as a whole, have some bias toward whiteness, but far less than white children.”

“70% of older black children think their classmates associate “the bad kids” with the darker skin tones on the scale.”

“61% of younger black kids (4-5) chose the two darkest skin tones as the ones most adults and children don’t like.”

“57% of younger black kids chose the two darkest skin

tones when asked what tones were the ugliest.”

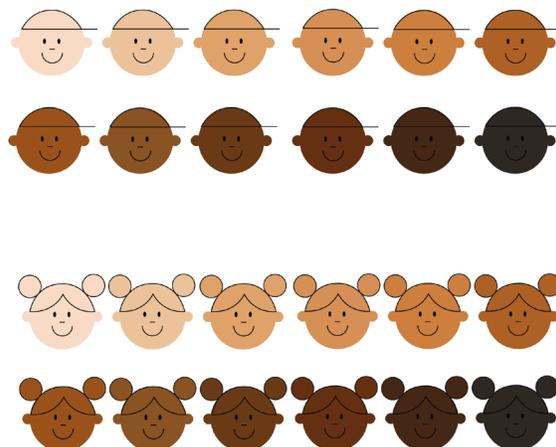
outcome & output

Ideally I would like open, honest answers from the kids, but I want to keep a friendly atmosphere going for them to avoid fear or awkwardness. Kids get scared easily, especially if they think they are doing something wrong, so I want to make sure to maintain the mantra that no answer is a bad answer.

activity sequence & timing

The activity sequence will be a question, an answer from the student, and a quick explanation from them. I’ll probably only ask the students 10 questions each then followup with the parents of students that it will be worth talking to more indepth, also hopefully doing interviews with those parents as well.

I was advised to make the initial activity interview no longer 15 minutes (squirminess and class time).



II. Emotions & Reasoning

activity & testing cohort

The testing cohort for this activity will be African American male students at an elementary school in Newark, NJ who have been placed on suspension, ISS, or detention more than once since they have been a student at the school. The activity is also open to Life Academy students that are current students who were expelled or suspended from another elementary school.

objective

The objective of this activity is to determine emotions and reasoning that surround the suspension period and returning to the classroom. This school struggles with their suspension rate, but has not had the opportunity to develop the program. This activity will give the students the opportunity to talk through the behavior that got them suspended, how they feel about their suspension, and how they feel about returning to class.

insight

I already know that suspensions have a negative affect on the self esteem and work ethic of these students that ultimately undermines their educational opportunities. I also know that African American Male preschoolers students are suspended at a much higher rate than any other race which is due in part to teacher bias in the classroom.

I know that the current suspension practice in this school (and in most schools) do not inspire growth over punishment. In fact most in school suspension practices mimic that of our criminal justice system.

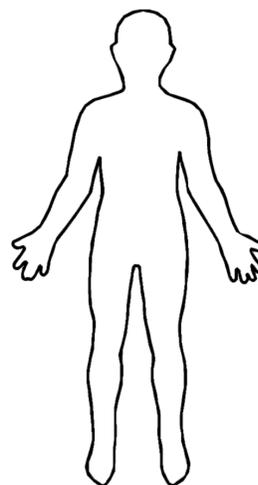
I also know that children act and interact with each other based on adult influence.

activity sequence & timing

Students are given the prompt to color in the “human silhouette” page using the “emotion key” the describe how they are feeling today.

The six emotions available are happy, scared, excited, sad, angry, and loved.

The students then have prompt cards (example Mom, Dad, Teacher) to describe who/what made them feel the way they feel today. Then we’ll talk about why. This activity should take 15-20 minutes.



mom	dad	sister
teacher	friend	classmates
brother	grandma	grandpa

III. Cartoon Characters

activity & testing cohort

The testing cohort of this activity will be classmates of students that are suspended that have been identified as best friends or family members of students who have been suspended. The activity involves comparing cartoon characters with well known and specific character traits to students who have been suspended.

objective

The objective of this activity is to identify honest behavior, emotions, and personality of students who have been suspended. I've seen that students (and even adults) have difficulty speaking about themselves.

insight

My hypothesis is that I will learn more about these students and their feelings initially by speaking to their peers and family members who are at the same age. Using familiar cartoon characters will be the easiest way for students to talk about emotions and personality.

ex.

“Star re is outwardly optimistic and ditsy whereas Raven is a loner and typically moody.”

“Mickey Mouse is happy and jolly whereas Donald Duck is loud and grumpy.”

activity sequence & timing

This activity should take 10-20 minutes per student. It will mostly consist of character identification and explanatory questions so I can know that best way to work with the suspended student.



In School Observations

goal

Conduct observations with 3-5 students in the classroom after returning from suspension. Observe their actions, participation, and relationship with teachers and other peers. Have one on ones with students, if possible.

Further simplify activity plan, readdress desired outcome from the activity. Make sure that the activity is simple enough for the student to understand while still very specific to reintegration into the classroom after suspension.

desired outcome

Clear(er) idea of how reintegration into the classroom looks for my target audience.

Understanding of the teacher-student relationship in this situation.

Understanding of the language that is used with these students, how they understand it, and how they react to it.

students

Sabir

Age: 4

Type of Suspension:
In School Suspension

Reason for Suspension:
"Temper Tantrum in classroom" resulted in knocking snacks and school supplies off of table.

Has been suspended before:
Yes

IEP Student:
Yes

Isaiah

Age: 4

Type of Suspension:
Out of School Suspension

Reason for Suspension:
Fight with another student.

Has been suspended before:
Yes

IEP Student:
Yes

Marques

Age: 5

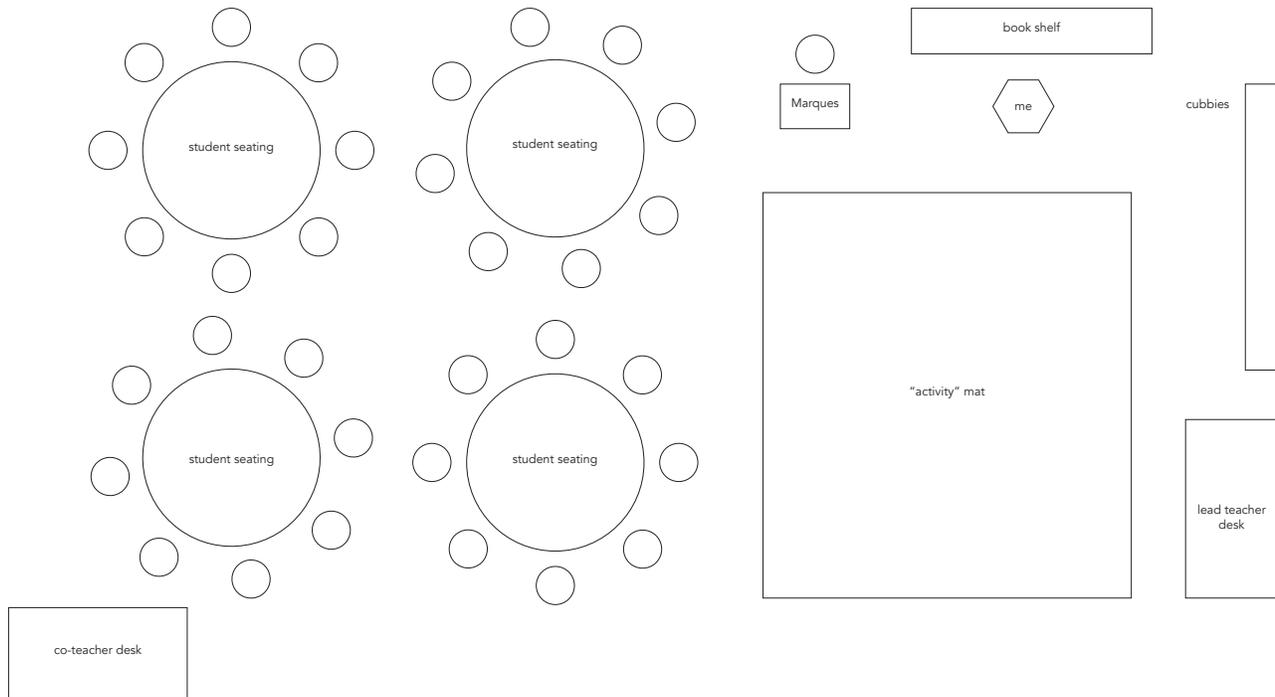
Type of Suspension:
Out of School Suspension

Reason for Suspension:
Used *multiple* swear words and derogatory terms directed at teacher after a conflict in the classroom.

Has been suspended before:
Yes

IEP Student:
No

classroom map



observations

classroom seating and participation

Marques was separated from his peers and said nearly nothing throughout the entire time that I was in his classroom. He also was not encouraged to participate.

While on on the "activity mat" the same students were called on repeatedly. When Sabir was given the opprotunity to answer a question, he stuttered on his answer until he eventually quit and another student was called on.

Isaiah showed up to school an hour late, he was not welcomed back, rather was asked where he was. He said "his mom had a bad morning."

slanting vs not slanting

Slanting: when students are instructed to sit up straight with hands folded during lecture and to sit up straight while completing activities.

In classroom where students are required to slant while completing their activities, they finish the assignment quickly, fidget, and play with their classmates. They are also scolded for fidgeting.

In classrooms where slanting is not required the students highly concentrate on their personal activities and are still (generally) attentive during their lecture.

teacher conversations when students are present and not present

"Isaiah's absent, again."
- in front of students

"I just don't know what's up with that kid, were going to have to have another conversation with him."
- among eachother

The Storyline of a Suspended Black Preschooler

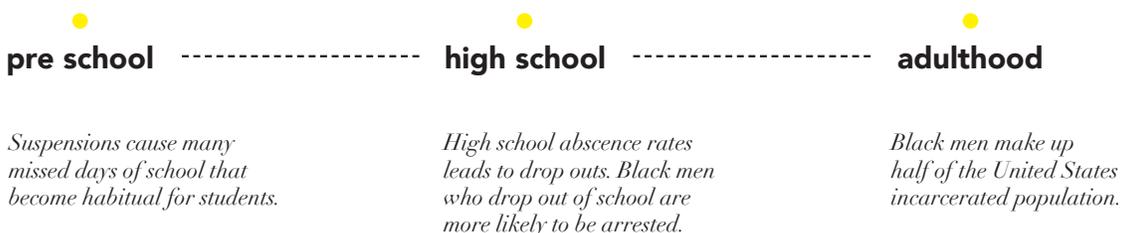
After my first few observations I quickly discovered that my cohort of suspended students were not returning to the classroom sad and isolated which was my assumption, but angry, disinterested in school, and likely to be absent or get suspended again.

This made me consider their future. For this I collected data to demonstrate the outcomes of suspension for a black male preschooler as they grow into adulthood.

Students miss on average 1-2 days of school when suspended. As mentioned earlier students who get suspended are also likely to be abnormally absent from school. This is a pattern that is maintained from elementary to high school.

Nationally, students who miss 3 or more days of school a month are more likely to fail their grade level. Failing a grade for a Newark high school student creates a high risk of dropping out.

A 2014 study shows that Black Male High-School Dropouts have a 70% chance of going to prison. This could be the future for Sabir, Isaiah, or Marques.



Adult Cohort

To test my theory of life long opportunity gaps, I added a cohort of adult men who had been suspended throughout their education to my this. My hope for this was to get insight on the type of men my preschool cohort would grow up to be and what my adult cohort would have wanted for themselves as children. I asked the five men in my cohort to do a series of activities from “twitter journal” entries reflecting on their childhood to meditation exercises.

Some of my findings were that all of the men were close with another student who had been suspended often, these friendships lasted even in adulthood. They all owned the definition that they were a “bad student”, they were well aware that this was a role that everyone knew them as in school. Lastly, they all wished they had a mentor or teacher earlier in life that recognized the suspensions were not an effective form of discipline for them, they stopped caring about the suspensions over time.

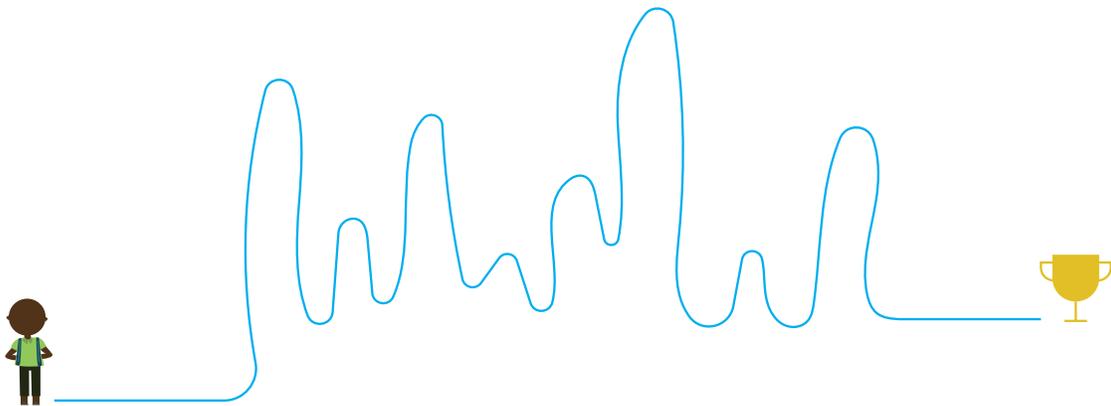
“I got real sick once in high school and I absent for almost a week. When I got back to school everybody asked me what I did, why were you suspended? They just assumed I got in trouble because I was always in trouble.”

- A.A., 25

A Predefined Future

When looking at the life of an unsuccessful African American man, it is easy to say that he is that way because he did not want to or worked hard enough to be successful. I feel that it is important for my thesis to address the predefined futures of Black men in America. From my in school observations, I noticed suspended students were isolated in the classroom upon returning from suspension. They were sat in a desk away from their fellow classmates, their teachers described this as a tool to keep the student from distracting their classmates. I also noticed teachers having a conversation about a suspended student and his behavior in private and in front of other students.

It is not a foreign to believe that our judgments of others can be determined by the opinions of our friends and people we trust. The question I would like to raise is how does a suspended preschooler not become defined by their suspension? What happens to a student when their teachers and peers set low expectations for them because of their behavior record? The answer is they stop trying because they are not expected to try and this mindset follows these children into adulthood. If they feel that a system is built against them for their entire lives, they will not have the strength or drive to break it down.

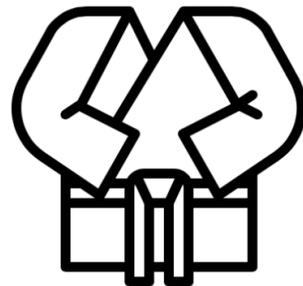
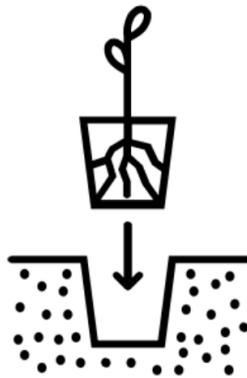


Mindfulness in Schools

In the Fall of 2016, I noticed that schools including mindfulness in their curriculums were making headlines. One program in particular was the “Mindful Moment” in Baltimore where instructors were replacing detention with a yoga course in a middle school. After the first month of the program, coordinators noticed that not only did the amount of students in detention decrease, but none of the students received detention.

I found this idea to be a powerful method of decreasing suspensions in school. It is a way of both recognizing that a student has gotten in trouble in school while also providing a healthy form of reflection. This made me consider the many ways mindfulness could be implemented in a school (meditation, gardening, karate). Although problem was bigger than “suspension”, I thought prototyping mindfulness in a school with suspended students would be a good place to start.

can **mindful activities** in school affect **suspension rates** and **self confidence**?



First Prototype Story

“I walked into (Blank) Academy elementary school on December 20th 2016 enthusiastic to practice mindfulness with group of three 4 year old boys. The school was filled with children in gigantic puffy winter coats and tired young teachers, all excited I’m sure for the upcoming winter break. After allowing the boys to get adjusted in their classrooms, I made my rounds to escort Marcus, Isaiah, and Khalil to our morning activity.

We walked to room 106, an empty classroom designated for special education periods and electives. The students and I sat on a large rectangular rainbow mat with our legs crossed and hands folded in our laps. I then told them that we were going to sit in silence with our eyes closed for 10 minutes and “think happy thoughts”.

Marcus, the most outspoken four year old I’ve met, then exclaimed “TEN MINUTES MS. JADE?!” To which I replied “you can do it” while Khalil and Isaiah laughed.

The next ten minutes of our lives would involve awkward silence, laughing, eye peeking to see what was happening in the room, and tons ofidgeting even from me as I quickly realized my go to ripped jeans were not the best pants for meditating.

When we finished I asked the boys how they felt and what did they do to which they replied “ok, chicken nuggets, cartoons, and my dog.” I walked them back to their classrooms feeling extremely anxious. I realized I spent the entire time wondering if I actually knew what I was doing. It had finally hit me that mindfulness may be a freeing activity, but it could not be winged. Everything that I did with these kids needed to be intentional. I had to come up with a plan.”



The Intervention

My intervention involves practicing mindfulness in elementary classrooms with suspended students. Mindfulness has been a proven practice in schools to improve behavior in the classroom while reducing suspension and detention rates. These improvements can be found in programs such as Baltimore's Mindful Moment. However, programs that focus on decreasing suspension rates tend to cater to middle and high school students. Seeing that my research showed me that the problem begins in elementary, I knew my intervention had to be there.

I prototyped this idea during November and December of 2016 at the 18th Avenue Elementary School campus in Newark, NJ. While meditation is great and none of my preschoolers received detention during my initial prototypes, my prototypes showed me that the kids were not accustomed to meditating or sitting in silence for long periods of time. During our first or four meditation sessions, the students would fidget often and were visibly bored with the activity. They are four year old black boys who like to get a little rowdy so my intervention has to reflect their personalities.

This involves building a program where they can work in groups, stimulate their minds and body, and relate to the experience.

In problem statement, my initial goal for thesis was to help my cohort of suspended students become self confident, determined, leaders in the classrooms. To create relatability, I asked the students to think of someone who was brave, hard-working, and strong. They identified figures such as their parents, firefighters, and Batman. In their words, these people were super heroes.

Combining the idea of being a Superhero and being Mindful, I noticed that yoga poses look a lot like superhero action moves when you put a cape on them. Adding a superhero component to mindful activities allows this to the intervention to be relatable and understandable to my target audience while still reducing suspension rates.



Virabhadrasana II



Super Speed



*when colorism and elementary school discipline meet mindfulness
(STILL WORKING ON THIS)*

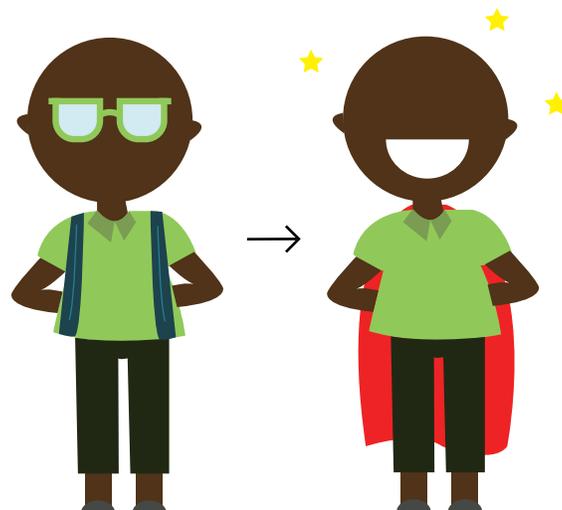
Time In is a in-classroom program for Black Male Elementary students who have been suspended and show signs of repeated problematic behavior that make them likely to get suspended again. The program will a space for these students to address and express their emotions in order to increase their self confidence, motivation, and rigor in the classroom.

The program allows the students to leave behind their “Suspended Secret Identity” to practice their Hero moves in privacy.

The program is mind and body focused, addressing the high and low energy needs of the students. Both are proven ways of decreasing stress and improving behavior among children in this age group.

“Nurturing Mindless in Children and Youth”, a study completed in 2011 by the Prevention Research at Pennsylvania State University, concluded that mind and body focused programs in elementary schools not only increased the attention and attendance of students, but also improved their mental health, self-awareness, and self regulation.

Time In is designed as a collaborative program between family yoga instructors and teachers. The family yoga instructor is educated on how to stimulate a child in this subject while the teacher protects the confidentiality of the suspended student and can actively measure the student’s growth in the classroom.



how it works

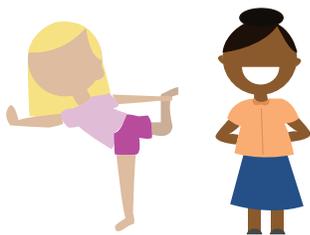
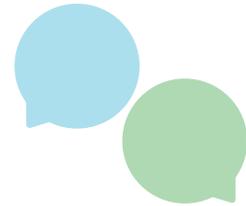


step one

Time In is introduced to elementary schools through our website, school summits/fairs, and guidance counselor outreach.

step two

A school leader or teacher expresses interest in Time In. A meeting is set for the school representative to better understand the program and for the Time In instructor to become familiar with the suspension issues this school is facing.



step three

School leaders and teachers are equipped with all program knowledge to introduce to parents of participating students. Teachers are trained on how to measure student growth while they are participating in the program.

step four

The Time In program begins in the school on a one month trial period for assessment, measuring, and evaluation. This is a traveling program where instructors will conduct mindful exercises with students 15 minutes before they attend class and 15 minutes before dismissal.



Program Roles

School Leaders introduce the program to their faculty and the parents of students. They embed the program in the culture of the school and ensure everyone is committed to it.

school leaders

Through a partnership with a local yoga studio, PowerFlow, training yoga instructors will conduct yoga and high energy activities with the student. The partnership allows the trainees to receive hours towards their yoga certification while providing a free volunteer service for the program.

+ training yoga instructors

+ elementary school teachers

+ parents

Parents are the gate keepers of Time In, if they do not agree with the program their students can not participate. Parents ensure the authenticity of the program with their input. They also know their child better than anyone else and can monitor growth from home.

Teachers act as program champions for measuring and evaluation. They complete weekly rubrics to determine the student's growth in the classroom within the categories of self confidence, determination, leadership, and discipline.

Measuring & Evaluation

Success of the Time In program will be measured through a rubric that determines a student's growth. Growth is determined through a series of questions within four categories: Self Confidence, Determination, Leadership, and Discipline. The categories are based on the qualities of a hero and "on track student" that I determined with my student cohort and their teachers. I plan to further develop this evaluation sheet after my next round of prototypes.

student:

teacher:

school:

date:



Y N

self confidence

Is he raising his hand in class?

Does he express kindness and enthusiasm throughout the school day?

Is he easily discouraged when they get an answer incorrect?

determination

Is he actively working through school assignments?

Does he ask for help when needed?

Is he active and attentive during class activities?

leadership

Does he encourage classmates during class activities?

Does he volunteer to help around the classroom?

Is he setting an example for his classmates?

discipline

Did he complete all class and homework assignments this week?

Did he come to school everyday this week?

Was he given detention, in school suspension, or out of school suspension this week?

Did he show any behavior that could have warranted detention, in school suspension, or out of school suspension this week?

Communication Docs

Recruiting Newark Public Schools

time in + Newark Public Schools



Practicing mindfulness in school equates to lower suspension and detention rates. Students are more likely to rise to their next grade level and graduate from high school which puts them in line to become the next leaders of their city.

Are you an elementary educator interested in implementing a yoga program at your school?

contact Jade Broomfield
at jbroomfield@sva.edu

it's free!

Time In not only has the capability to help an at risk population within an elementary school thrive, it will also be provided to the school free of cost through my partnership with Powerflow Yoga NJ.

learn more at JoinTimeIn.com

Time In is a superhero themed classroom program for Black Male Elementary students who have been suspended. The program is a space for these students to address and express their emotions and high energy needs in order to increase their self confidence, motivation, and rigor in the classroom.

Communication Docs

Recruiting Yoga Trainees

time in + training yoga instructors

Through our partnership with PowerFlow Yoga Montclair, you can gain **five training hours a week** by being a volunteer Time In Instructor.



Are you an energetic trainee interested in elementary education and helping inner-city youth?

contact Jade Broomfield
at jbroomfield@sva.edu

learn more at JoinTimeIn.com

Time In is a superhero themed classroom program for Black Male Elementary students who have been suspended. The program is a space for these students to address and express their emotions and high energy needs in order to increase their self confidence, motivation, and rigor in the classroom.

Communication Docs

Recruiting Parents

Even when they make mistakes, our kids are still our heroes.



Has your child been suspended and since struggled academically?

Ask your School Leader about *Time In* or contact Jade Broomfield at jbroomfield@sva.edu

learn more at JoinTimeIn.com

Time In is a superhero themed classroom program for Black Male Elementary students who have been suspended. The program is a space for these students to address and express their emotions and high energy needs in order to increase their self confidence, motivation, and rigor in the classroom.

To conclude this paper I would like to take a moment to travel to the year 2037.

A 25 year old African American man is walking through Newark, NJ on an average day. He is reflecting on his life and how it is everything he wants it to be, whatever that may be. He considers a turning point in his life and credits it to a super hero program he participated in while in elementary school.

I think about this a lot as I am completing my thesis. What if Time In is the thing that changes the life of a child in need. What if the results of this program are reflected through a lifetime of success and not a series of 15 minutes in a classroom.

Moving forward, I plan to introduce this program to schools all throughout Newark and grow it to the best it can possibly be for the students. I plan to continue questioning whether mindfulness is the answer by prototyping programs beyond yoga such as gardening and karate. Most importantly, I will continue to track student growth. This is a program of longterm change, I do not expect to see major growth in a month. However, positive change is what these students need and I will do everything in my power to advocate for them.

Special Thanks To

my thesis advisors

Tina Park and Miya Osaki

My amazing DSI Cohort

Cheryl, Aubrey, Noah & Chessa

My parents, family, and friends.

And finally

**Every courageous Time In
participant, young and old.**