Black Girls Becoming Summer Research Institute
Instructor Position Descriptions

Black Girls Becoming Summer Research Institute is a residential living and learning community experience model held at Vanderbilt University, June 5 – June 17, 2022. This two-week experience engages rising 7th and 8th grade Black girls in a sequence of workshops that support the development of social, emotional, and academic literacies that mine, elevate, and nurture Black girl joy and genius. In the living and learning community model, Black girls come to know themselves and others through the rigorous study of the self.

We are looking for Black women instructors who deeply love and care about Black girls. Research suggests that representation matters for young Black girls to see themselves in their educators. Applicants do not need a Tennessee state teaching license, but must show outstanding knowledge, skills, and dispositions about teaching and learning.

Instructors must be available from 8:00 a.m. – 6:00 p.m.; morning centering instructor will need to be available from 5:00 a.m. to 8:00 a.m.

Follow this link to apply: https://redcap.vanderbilt.edu/surveys/?s=XC9F8MRY8H

Applications DUE: March 21, 2022

Stipend: $1,000

We are seeking instructors to teach the following subject areas:

**Financial Literacy**: This curriculum exposes the girls to a variety of financial skills, including personal financial management, budgeting, and investing. Students will learn how to think critically about finances by exploring how financial literacy can provide avenues for establishing independence, building their futures, and transforming communities. Lesson structure must be balanced between current needs/wants (e.g., going to the movies with friends, money for shopping, grocery budgeting), long-term goals (e.g., buying a car, saving for college, purchasing a house, saving for retirement), and community goals (e.g., supporting local businesses, becoming a small business owner). By the end of this course, students should thoroughly understand financial concepts that are vital to their socioeconomic success, such as debt/loans, interest rate, compound interest, stock market investing, and utilizing finances for community change and social good.

**Visual/Movement Arts:** This curriculum utilizes a mixed-methods (e.g., painting and drawing, sculpture, murals, photography, dance, music, poetry acting) approach to center students’ experiences, amplify their voices, and realize their dreams. Students are encouraged to dream boldly and utilize the fullness of their experiences to celebrate their past triumphs, express their current existence, and visualize their future aspirations. Final projects must demonstrate how the students have participated and engaged in the world thus far juxtaposed with how they intend to engage in the world moving forward.

Link to national core arts standards: https://www.nationalartsstandards.org/

**Critical Consciousness & Activism:** This curriculum centers bell hooks’ theory of Teaching to Transgress to equip students to work against discrimination and dismantle oppressive systems. Instructors must utilize hooks’ pedogeological approach and teaching techniques (e.g., generative themes, Easter experience, dialogue, conscientization, codification). Students will gain expertise in critical thinking and praxis (action/reflection) to reflect upon their reality and transform it through action. Students will thoroughly understand activism, different themes of activism, and different roles of social activism (e.g., the citizen, rebel, change agent, reformer). Required course themes/discussions include, but are not limited to:

- What does it mean to be critically conscious of who you are as a Black girl?
- What does it mean to be critically conscious of who you are as a Black girl in the world, specifically within the United States?
- How does your identity fit within the world (e.g., praxis)?
- How can you utilize your identity to engage in effective and inclusive activism?

By the end of this course, students will become more aware of navigating and exploring personal behaviors, self-efficacy, group efficacy, and stereotypes.

Link to guidelines about critical consciousness & activism:
- https://www.freire.org/concepts-used-by-paulo-freire
- https://commonslibrary.org/the-four-roles-of-social-activism/

**Morning Centering:** This curriculum will involve a multi-sensory centering experience that emphasizes a gentle and restorative approach to self-awareness. Mornings will begin with 30 minutes of healing yoga and meditation (including audio that promotes stillness), followed by 10 minutes of journaling to a self-reflection prompt, and 20 minutes of sharing and listening. This curriculum must promote mental, physical, and emotional wellbeing. Students should leave this class with a more in-tune sense of self, increased emotional intelligence, comfortability with vulnerability, and an immense love of Black girlhood and sisterhood. Other sensory tools (e.g., bolsters, candles, incents) are highly encouraged but not required. Exercise mats will be provided for each girl.

Link to therapy prompts:
- https://mytherapycards.shop/products/mytherapycardsteens?variant=36535100965019