

## Guide to Youth Bids

**Authority Sharing** involves supporting youth to use their expertise to educate others, including other youth and adult educators. It requires the stance that youth have powerful ideas and experiences that matter in learning and doing STEM.

**What are youth bids?** Youth take actions to prompt and seek attention from educators and peers. When youth make an authority sharing bid, they seek to share their knowledge, expertise, and perspectives.

### This guide provides:

- One example of how to enact the Core Equitable Practice (CEP) of Authority Sharing, as described in the Authority Sharing Insights 2.8 document.
- Examples of how youth may seek to share authority, drawing on our partner educators' implementation of informal STEM programs.
- Ways to notice these bids and readily respond to them in ways that value youth for who they are and what they bring to the learning environment.

### Questions for Group Discussion

- How have youth had **opportunities to have authority** in my/our program because of who they are, what they have experienced and/or what they know? How have youth been **denied authority**?
- How have I/we **responded to such bids**? Which **new learning outcomes**, if any, emerged from my/our response to bids for authority sharing?

### Things to Keep In Mind

- Youth bids can require multiple responses at once. For example, youth bids to share authority by presenting their expertise and knowledge can also require the core equitable practice of educator recognition.
- This tool can be used alongside the Equity Compass tool to enhance discussions on youth bids goals and outcomes.

### Why do youth make bids? Youth often actively seek to do the following:

- To **disrupt** the ways in which everyday knowledge and practice of STEM and schooling position students as deficient, or without power and authority.
- To **amplify** their already-present brilliant and agentic acts of everyday knowing and practice and to have their transformative potential made visible.
- To be **rightfully present** and legitimately belong as fully human in ISL.

## Examples of Youth Bids

### Disrupting: Asking to take leadership

During a robotics camp, educator Chris **was hosting a daily wrap-up** in which youth share knowledge and skills used to build and code robots. **Brittany asked, "May I lead the discussion?"**

**Chris noticed** Brittany's question as a bid for taking the leadership in the discussion. He answered by physically moving a step back from the front. Chris **trusted** that she would facilitate the discussion in a meaningful way. As **Brittany facilitated** the discussion, she freely used the whiteboard to **publicize what her peers were sharing**, which were the tips and skills they developed and used. Brittany **encouraged her peers to come forward to showcase** their artifacts. How **Brittany led the discussion taught Chris** ways to share authority by making sure to visibly honor everyone's ideas.

**Bid:** Asking to take a leadership role

**Response:** Noticing the bid and agreeing, stepping back

**Authority Sharing:** Youth takes on leadership role and includes peers as experts too

### Amplifying: Sharing expertise and knowledge from home

During a maker camp, **Lukas** approached educator Chris and **shared his experiences** in woodwork saying, "I love making things with wood. **My uncle taught me how to drill.** I went to his garage and cabin to help with woodwork. You should be really careful, but I like it." **Demonstrating** to Chris how to drill, he noted what his peers should know as beginners.

Chris **recognized** Lukas sharing experiences and demonstrating skills as a bid for amplifying the expertise that matters for making with woods, which come from Lukas wanting to help his peers handle the tools safely while being confident that youths can do it. Chris **solicited Lukas' help for working with his peers**, particularly those who were working with drills and wood cutters for the first time. Lukas patiently peer-taught and **Chris learned from how Lukas encouraged his peers** drawing from his awareness of which struggles peers might encounter in woodwork and how such struggles can be overcome.

**Bid:** Sharing past experience and relevant expertise

**Response:** Noticing bid, recognizing and valuing expertise, facilitating sharing of expertise

**Authority Sharing:** Youth draws from expertise to teach peers, provides insights for adult

### Rightfully Present: Wanting to legitimately belong in ISL space as just who they are

During a DNA extraction activity in a Forensic program, educator Chris was talking with youth about genetic diversity and commonality among different living organisms. Then, **Tiffany challenged** Chris, stating matter-of-factly and with confidence, "Let me be frank. I feel uncomfortable. **How would you respond to those who would not agree with evolution?"**

Chris **immediately revoiced** Tiffany's question for her peers and **thanked her for** raising the question. Chris **recognized** her question as a bid for getting to be her whole self, including her religious identity in this space. While acknowledging different explanations for the reproduction and development of living organisms, Chris helped Tiffany and peers attend to the idea that DNA's structure and function made it useful as evidence in forensic investigations to identify individuals. Listening to Chris's explanation in detail, **Tiffany nodded and said,** "I think basically you made me understand that, though there will be something I want to know more."

**Bid:** Sharing a question based in youth identity

**Response:** Revoicing question, taking time to discuss, as a group, multiple explanations

**Authority Sharing:** Multiple ideas and ways of thinking as legitimate, valuable, worthy of discussion

### Reflecting:

- Which example of youth bids resonates with your experience?
- Share and add youth bids for authority that you have experienced.
- How might you respond to share, disrupt, redistribute, or restructure authority in your space?