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.

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.
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.

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.

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.”

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?