Guide to Talk Moves

Co-designing involves supporting youth by working with them in sustainable and non-hierarchical ways individually, in groups and through youth representatives to collaboratively create experiences, artefacts, spaces, processes and desired outcomes.

What are talk moves? Talk moves are the pedagogical moves that educators make to facilitate and scaffold engagement in ISL among youth without being the one doing all the talking or decision-making.

This guide highlights pedagogical moves to create an equitable learning community through co-designing with youth. This guide serves as one example of how to enact the Core Equitable Practice (CEP) of Co-designing, as described in the Co-designing Insights 2.3 document.

Questions for Group Discussions

- How have youth had opportunities to co-design in my/our program because of who they are, what they have experienced and/or what they know? How have youth been denied those opportunities?

- Have some youth been granted opportunities to co-design because of who they are and how their experiences and cultural knowledge may more clearly map onto STEM?

- What makes me/us uncomfortable with youth-adult co-design of spaces and programs? Why?

- From my/our own experience, what talk moves have I/we used or experienced to support youth co-design practices?

- What are some ways co-design talk moves might be combined with other practices in ISL (e.g., authority sharing)?

- What talk moves have I/we already used? Which do I/we want to add? Which ones will be the most impactful to support co-designing with youth? Which will be difficult?

- In the most recent lesson taught, how could I/we integrate these talk moves to transform who/what matters in STEM?

Things to Keep in Mind

This tool has been designed with partner educators. Themes include reviewing and critiquing, representing, and making youth presence visible.

Some talk moves can work for multiple practices. For example, questions to co-design with youth may also work to promote youth authority.

This tool can be used alongside the Equity Compass tool to enhance discussions on talk move goals and outcomes.

Some of these talk moves may look like ones you are used to seeing, such as revoicing. However, **we call attention to when and how these moves are used to desettle what/who matters in STEM and what expertise is and can look like.**

Examples of Talk Moves

Reviewing and critiquing with youth to develop new and critical organizational knowledge	Create spaces for youth to lead by eliciting youth ideas via wait time, think/pair/share, etc.	*"What's missing in this space* right now? *What would you change* to make this program more empowering and helpful for others?" "*What if* you could re-design this whole robotics camp? Would you have different learning goals, or the same goals but different activities?"
	Asking for and centering youth expertise	"Maddie, *can you share more* about that? *How would you lead* a light up lesson to help teach younger children about electricity?"
	Verbally acknowledging no one knows everything and we're learning together	"You know yourselves, your desires, your dreams, and your ideas. *We need that expertise to make this program better*."
	Scaffolding youth ownership of design goals and in decision making	"Let's spend 10 more minutes discussing each other's sketches for the new tool corner. Then after lunch *we will get into small groups to combine ideas* into collaborative blueprints on poster paper."
	Adapting co-design to specific contexts of the STEM learning space	*"Because we only have 2 weeks for this unit,* let's look at this list of activities and *let's decide what's doable* in that time frame."
Representing youth-adult co-design to adults in power	Prompting further participation to ensure representation	*"What do others think about the ideas we have* so far about how we might change this camp schedule to better support our work? *What would you add or change* to our list before we share it?"
	Prompting youth to invite adults into their ways of being, knowing, seeing, and feeling the world	*"How do you want visitors to feel* when they enter this space?" "What should the Board of Directors *learn about us and what we do* already in this program?"
	Create space/time for co-designing practice to become central to organizational culture	*"I want everyone's ideas* represented in the staff meeting next week when the graphic designer's here, so *I'll copy all statements into this summary document.* Should I include names?"
	Communicating to turn youth co-designs into Institutional reality	To supervisors: "*What needs to happen* by March to get this new program jumpstarted?" "Who needs to be CC'd on this email?"
Evidence of visibility and presence by co-designing physical spaces	Populating spaces with youth-chosen objects, youth-co-designed display features, and youth-created work artifacts	"Should we use this shelf to display work-in-progress or final prototypes? *What's our goal* for displaying works in progress here?" To visitors: "Here's a postcard describing how youth leaders designed this room. Did you see the sign with all of their signatures?"