

Guide to Talk Moves

Re-seeing and Re-shaping is about making visible the informal STEM learning *terrain*—the institutions, people, resources, and opportunities that host and structure youth engagement in ISL — as they currently exist, while simultaneously noticing the rich assets youth bring for re-shaping the terrain in powerful ways.

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 and sustain an equitable learning community. It serves as one example of how to enact the Core Equitable Practice (CEP) of Re-seeing and Re-shaping as described in the Re-seeing and Re-shaping Insights 2.2 document.

Questions for Group Discussions

- How have I/we sought to re-see and re-shape with youth in my/our program -- drawing from who youth are and what they bring -- their feelings, ideas, histories, hopes and fears?
- Have I/we been successful in re-seeing and re-shaping practices with some youth more than others?
- What makes me/us uncomfortable with re-seeing and re-shaping in STEM spaces? Why?
- From my/our own experience, what talk moves have I/we used or experienced to re-see and re-shape with youth?
- What are some ways re-seeing and re-shaping talk moves might be combined with other practices (e.g., co-designing)?
- What talk moves have I/we already used? Which do I/we want to add? Which ones will be the most impactful to support re-seeing and re-shaping? 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 learning about youth interests, soliciting youth as opportunity brokers, and sustaining relationships.

Some talk moves can work for multiple practices. For example, questions to recognize youth may also work to critically be with youth

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

Eliciting youth goals, interests, and experiences

(Youth create connections to interests)

Checking with youth about their interests

You seem like you're really enjoying [activity]. Is my impression correct?

Asking youth to express their interests, goals, expertise

Let's get to know each other better! Let's take turns sharing what I really love to do, what I do well, and what I want to do in the future.

What kind of activities do you want to do next week?

Let's brainstorm who you'd want to see your presentation.

Suggesting connections based on youth interests, experiences, and goals

(Offering connections to future opportunities in and out of institutions)

Encourage youth to be the brokers

The program will be open to 9th-12th graders. Do you have siblings or friends who might be interested? You can take this flyer and share it.

Informing of upcoming opportunities to participate in programs and events

We start our new program next week. You may enjoy the new one as it is related to what we do here.

You can google [topic youth expressed interest in]. The website shows other similar events near you.

We will take a fieldtrip to [location]. Please, fill in the form if you are interested.

We can take a fieldtrip. Where would you like to go?

Noticing Youth Interests and Offering Connections

Do you like [topic/activity]? (If youth say yes): Would you like to know about other programs related to that topic? (e.g., Did you know our science center offers programming camp in the summer?)

Engaging parents and guardians in supporting youths' connections to STEM activities and resources

You (the parent(s) or guardian(s)) may already know how much [their child] loves doing [topic/activity]. She was so focused on it today! I think she might really enjoy the [related event] this weekend.

Sustaining relationships to continue Re-seeing and Re-shaping

(Educators keep in touch with youth to offer continued terrain support)

Following up on previously suggested connections

"Is there a book you are reading right now? May I ask what it is about?" (Or insert any activity youth enjoy.)

How was the program (the educator had suggested)? Was there anything interesting or useful to you?

Supporting Youth in Following Through on Connections (logistics)

Have you talked with your parents/guardians about the event? Talk to them and please let me know whether you can meet the visiting engineers next week. If this is really what you want to do in the future, but next week doesn't work, tell your parent/guardian to text me and we might be able to figure out another time or way to meet them.

If you want to go to the program, do you have a ride? ...Here are dates you can choose. When works the best? ...I checked that the program would be free (or cost ...).