

Guide to Talk Moves

Reclaiming involves restructuring power relations so youth shape social and physical STEM spaces. It means youth ‘taking back’ power to claim who belongs and what it means to engage in STEM by shifting how materials and relationships are allowed to be structured. This centers youth lives and their pasts, presents and hoped-for futures with and in STEM.

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 Reclaiming, as described in the Reclaiming Insights 2.4 document.

Questions for Group Discussions

- How have I/we sought to support youth to reclaim STEM in my/our program -- drawing from who youth are and what they bring -- their feelings, ideas, histories, hopes and fears?
- Have I/we been more successful in supporting reclaiming practices with some youth than others?
- What makes me/us uncomfortable with youth reclaiming STEM spaces? Why?
- From my/our own experience, what talk moves have I/we used or experienced to support youth reclaiming?
- What are some ways reclaiming 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 reclaiming 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 soliciting youth visions, supporting reclamation actions, and publicly showcasing youth reclaiming.

Some talk moves can work for multiple practices. For example, questions to embrace humanity 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 unsettle what/who matters in STEM and what expertise is and can look like.**

Examples of Talk Moves

Asking for youths' vision for reclaiming space

Asking youth to critique and reimagine a space's powerful potential

"What kinds of spaces (or what kinds of changes to this current space we're in) would you want to see and visit that would help youth to learn about and do things in STEM?"

"In which spaces here do you feel you belong? How about outside this building? What components of a space make us feel powerful, smart, comfortable, accepted/welcomed, happy, focused, etc.? What about a space can make us feel tired/unfocused, frustrated, unheard, etc.?"

"What would you want to change in this center?"

Asking for youths' imaginations and presenting educators' own hopes for the space

"Before, you came up with this statement: This is a space for making cool things and building confidence in STEM. Do we all still love that?"

"We would like to make new signage for this room. This is our current prototype. Would you help us design the sign? How would you want it to look? How do we want people to feel or what do we want them to know when they see this sign or this display?"

Drafting a mission together

"What is our room a space for? Who is our room for (e.g., what ages)? Which adults should be allowed in, or not? Why? What kind of adult help, and what kind of helpful materials, should be offered here?"

"What kind of experiences should our science center offer for youth? What should they be able to do, say, touch, hear, see? How do you want them to feel or think or create?"

Supporting youths' reclaiming space and narratives

Facilitating youths' examination of the programs, rooms' display, and practices

"Let's take a tour of our science center together. We would like you to share your imagination...how you want to change the space -- the walls, the signages, the furniture?"

Acting on youths' vision for the space

"Following your ideas and requirements (within budget limits), we created this new space, now officially named the Chill Zone. Thanks so much for leading this design process! What do you think of it?"

"By looking back at your initial designs, would you like to add any more ideas to make this Chill Zone feel more like the space you imagined?"

Showcasing and Publicizing youth efforts to be visibly present in the space

Showcasing

"What needs to be hung on the wall to make us feel 'at home and included' in this space, or like how you imagined this room?"

Publicizing

"We would like to have an event to show our community the space you transformed. What do you want to highlight during the event?"

"How do you want to introduce our transformation to the community?"