

## Guide to Talk Moves

**Recognizing** is when educators engage in purposeful strategies to notice the lived lives and community wisdom of youth. It involves noticing what youth bring to STEM learning, and then leveraging these resources towards powerful learning opportunities for youth.

**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 Recognizing, as described in the Recognizing Insights 2.1 document.*

### Questions for Group Discussions

- How have I/we sought to recognize 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 recognizing practices with some youth more than others?
- What makes me/us uncomfortable with recognizing youth in STEM spaces? Why?
- From my/our own experience, what talk moves have I/we used or experienced to recognize youth?
- What are some ways recognizing 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 recognizing 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 publicizing, using questions to recognize, embodied recognition, and sustained recognition.

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

<b>Publicizing youths' ideas, actions, expertise, and artifacts</b> (elevating personal to public, leveraging peer resources)	Validating Youth Ideas	"Thank you for sharing your story. I like the passion in your statement. That is a tough, but necessary question to ask. Let's think further about Mary's question."
	Revoicing	"That is powerful. So you mean that ...? Oh, so his point is this ... " Writing down youths' ideas on a white board
	Showcasing youths' artifacts	Displaying youth work in prominent places of ISL spaces. Using youth-produced work to educate visitors to the space. For example, a youth-made light up sign greets visitors at the door of their program.
<b>Using questions to create recognition opportunities</b>	Questions for eliciting and recognizing youths' ideas	In the beginning, instead of starting with content delivery, elicit youths' related experiences and ideas. "We're exploring {topic} today. What do you think might be going on here? What does this remind you of?"  "What kind of interrogative questions can we ask?" "What you just said sounds really important. Would you tell us a bit more about it?"
	Questions for eliciting and recognizing youths' actions	"Would any of you know how to sew (or insert practice)?" => "Look at those who raised their hands. They are experts of the day."  "I learned (x) from my dad." "That is so great. Would you teach us...?"
<b>Embodied recognition</b>	Body languaging	e.g., inclining your body to youth, nodding, opening arms
	Facial expression	e.g., smiling, eye-contact, engaged listening
	Shift in actions to recognize	e.g., pausing to listen, walking with youth (to continue to listen and recognize)
<b>Sustained recognition</b> (in-depth, developing authentic relationships with youth, connecting experiences across space and time)	Verbalizing what was recognized before and connecting it to the current recognition	"Is there a book you are reading right now? May I ask what it is about?" (Insert any activity youth enjoy.)  Based on knowing a youth wants to become an entomologist, "I found this spider while cleaning up! Do you want to help safely identify it?"
	Verbalizing what was recognized before and leveraging it to help youth enact expertise	"I noticed you really liked the [activity/tool/material]. Ok. Then, why don't we add a fun design project using [activity/tool/material]. Any of you having any ideas?"
	Making youths' critique/suggestions present by changing instructional plans and tools	"You once said that this activity may look better with some changes. Which change would you recommend?"  "Does the change we made work?"