

## Guide to Youth Bids

**Shifting Narratives** involves expanding what counts as STEM, who does STEM, and how STEM can be done by honoring the agency and assets of youth and adults. Shifting the narratives of who can belong in STEM helps youth “see” themselves in STEM in both the present and the future.

**What are youth bids?** Youth take actions to prompt and seek attention from educators and peers. When youth make a shifting narratives bid, they seek to adjust the story of who counts in STEM to include their knowledge, expertise, and perspectives.

### This guide provides:

- One example of how to enact the Core Equitable Practice (CEP) of Shifting Narratives, as described in the Shifting Narratives Insights 2.5 document.
- Examples of how youth may seek to shift narratives, 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 share their narratives** in my/our program because of who they are, what they have experienced and/or what they know? How have youth been **denied opportunities to share and shift narratives**?
- How have I/we **responded to such bids**? Which **new learning outcomes**, if any, emerged from my/our response to bids for shifting narratives?

### Things to Keep In Mind

- Youth bids can require multiple responses at once. For example, youth bids to shift narratives by presenting their expertise and knowledge can also require the core equitable practice of educator sharing of authority.
- 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.

## Examples of Youth Bids

### **Disrupting:** Speaking back to societal narratives framing STEM practice in the real world

During a fingerprint card making activity, Addison said the card can be used to identify a person. To demonstrate, she asked, "Would any of you help me lift my fingerprints?" Youth Monica said, "I should. I am a police officer." Meanwhile, Monica and Cassi were lifting fingerprints. **Monica spontaneously started to role play**, saying "Cassi, you are guilty. We saw your fingerprints at the crime scene." Cassi said, "What? No, that is my room. So, I have my fingerprints there." Monica brought a rubber hammer over, tapped the desk three times and said, "I AM A JUDGE. You are guilty." **Chloe exclaimed, "you cannot say she is guilty yet. I am her lawyer. Show me EVIDENCE."** Monica created a story in which Cassi might have committed the crime. Chloe replied, "No. that is not evidence. That is what you just say. We need evidence. Before then, she is not guilty."

When Addison noticed the roleplay, **she called the attention of the whole group and asked how they could extend it.** What other parts would they need people to play?

**Bid:** Starting a role play illustrating STEM application in real world setting

**Response:** Noticing the bid and amplifying and extending it

**Narrative Shifting:** Role playing is a valid way to explore STEM concepts in a real world context

### **Amplifying:** Wanting youth definitions of a learning space to be institutionally recognized

The Community Center was making posters describing programs. **Star checked in with youth** on the name of their new coding program. **Youth renamed it "Coders Hangout."** Chloe said "At school I have to learn. But here I get to learn so I want to learn. No offense Star, but learning does not have to happen here, but it does happen. **We are a hangout of coders**, and no one is making me learn. **I don't have to learn, which me makes want to learn more**, because it's fun."

Star stated, "**I felt an obligation to what youth wanted the space to feel like.** What I wanted them to learn was second to that, and what I wanted to report about what we accomplished was third. **What they wanted for their learning community's culture**, which was clearly supporting their identity development, **was more important** than anything predetermined by adults."

**Bid:** Renaming and reframing a space and its goals

**Response:** Soliciting and representing youth voice

**Narrative Shifting:** Youth welcome new peers while teaching adults

### **Rightfully Present:** Wanting to legitimately belong in ISL space as just who they are

Preparing for a robot showcase, one peer group made spider-ladybug robots to present a story in which a spider catches a ladybug after it eats another spider. **These girls wanted to convey the message that the weak win out over the strong.** The girls' designs and movements were not easy to realize. **They freely expressed their confusion and frustration** during their troubleshooting.

**Addison gave them questions to consider and feedback** on how to monitor their progress instead of giving direct answers and solutions. When they started to feel frustrated, they encouraged each other, saying "close," "almost there," and "keep going." Through trial and error, the girls' frustration was transformed to joy as they accomplished this difficult task.

**Bid:** Making STEM a site to rewrite tales of strength and vulnerability.

**Response:** Praising and questioning to support progress.

**Narrative Shifting:** Storytelling and vulnerability count in STEM.

### **Reflecting:**

- Which example of youth bids resonates with your experience?
- Share and add youth bids for shifting narratives that you have experienced.
- How might you respond to bids for shifting of narratives of what/who counts in STEM in your space?