As you walk around the room, describe a time that you experienced each form of kindness.

What happened?
Were you the giver, receiver or observer?
What did it feel like?
KINDNESS
An approach to embedded professional Learning
WHY KINDNESS?
LEARNING PRACTICES OF KINDNESS

- Observable evidence of learner engagement
- Focused on the actions and interactions of learners as they engage in learning processes, rather than on the end results of their experience
- Fundamentally tied to the social and cultural contexts in which it occurs
- Common language identified and developed collaboratively between researchers and practitioners
- Articulates ways to conceptualize, support, evaluate and assess learning through design
LEARNING PRACTICES AS MEDIATING OUTCOMES

SELF-CARE
- Problem Solving
- Creativity

RESPECT
- Persistence
- Communication

COMPASSION
- Collaboration
- Adaptability
OUR PROCESS

Experience-Based Discussion

Content Analysis

What do we value in a learning experience?

What do we design to support?

Identification of Practices

Design of Activity: Evidence of our values and goals through design?

Practice: What is the learning behavior supported by this design?

Evidence: What does it look like for a learner to engage in this behavior?

Revisions

Research-Practice Meetings

Observations & Field Notes

Practitioner-Lead “Design Experiments”
WHAT DO WE VALUE IN A LEARNING EXPERIENCE?

“Kindness as an active noun”

Courage to overcome self-doubt

Forgiveness is a strange thing. It can sometimes be easier to forgive our enemies than our friends. It can be hardest of all to forgive people we love. — Fred Rogers

Strength

“Love isn’t a state of perfect caring. It is an active noun like struggle. To love someone is to strive to accept that person exactly the way he or she is, right here and now.” — Fred Rogers

Notice

Curiosity

Forgiveness of unkind people

When you are challenged to be kind, what you bring to the table: Hard to be kind in the face of? How do we push through it? Maybe kindness is just accepting it and not pushing back?

Inquire

Wonder

“An act of kindness”

Outreach

Perseverance: Keep going in spite of difficulties or obstacles, not giving up (motivation)

Patience

Acknowledging and valuing others; showing gratitude or appreciation

Self-regulation: Managing stress, showing emotional understanding through appropriate identifying and expressing one’s emotions, and motivating oneself

Express voice, vision, & intention

“Forbearance/tolerance” when our ability to be kind is tested

Self-Forgiveness

Yoga

Joy, creativity and curiosity

People have to change within themselves

Peaceful

Gentleness

FEELINGS

Wonder

Express Intention

Courage — to overcome self-doubt

Admitting vulnerability, doubt, uncertainty, Treating yourself with respect

Having courage to ask for help

Self-discipline: Controlling one’s actions and words

Can’t take care of others if you can’t/aren’t taking care of yourself Knowing when to say no

Integrity: Acting in a truthful way, behaving properly when no one is watching

Consider our past and future selves as our “neighbor”

Humility

Difficult feeding Perseverance: Keep going in spite of or obstacles, not giving up (motivation)

Feeling good about who we are

“Feeling good about the choice

Self-Compassion: Treating oneself kindly despite any perceived inadequacies, including Loving-Kindness Meditation practices, mindfulness, or self-reflection

Consideration of the message of the Neighborhood is that if somebody about you, it’s possible that you about others. “You are special, your neighbor” — that is, you’re not the only special person in the world. The person you happen to be with at this moment is loved, too.” — Fred Rogers

Community collaboration: Collaboration with other institutions; community outreach/service

Compasion: “Feeling empathy and or a desire to help another.”

“Regard” vs. members? "A Shared Texans of your local neighborhood?

Neighborhood/Community

Humanity

Access

“We live in a world in which we need to share responsibility. It’s easy to say, “It’s not my child, not my community, not my world, not my problem.” Then there are those who see the need and respond. I consider those people my heroes.” — Fred Rogers

“Imagine what our real neighborhoods would be like if each of us offered, as a matter of course, just one kind word to another person. There have been so many stories about the lack of courtesy, the impatience of today’s world, road rage and even restaurant rage. Sometimes, all it takes is one kind word to nourish another person. Think of the ripple effect that can be created when we nourish someone. One kind empathetic word has a wonderful way of turning into many.” — Fred Rogers

“We are a partner and a resource for people who work with or on behalf of children.”

“Children’s Museum of Pittsburgh is committed to providing an environment of inclusion and respect for visitors.”

“Families, accessed and served by over 300,000 people over the past year.”

“Why is the world less kind today?”

○ Media and Anonymous

○ Individual

○ Identity development

○ Lack of understanding

○ Different cultural values

○ Assumptions that actions are rude

Self-Compassion: Treating oneself kindly despite any perceived inadequacies, including Loving-Kindness Meditation practices, mindfulness, or self-reflection

Self-Compassion: Treating oneself kindly despite any perceived inadequacies, including Loving-Kindness Meditation practices, mindfulness, or self-reflection
WHAT DO WE DESIGN TO SUPPORT?

PROTOTYPE PLANNING

VISITOR-FACING
Kindness Working Group Design Experiment Planning

Targeted Learning Practice(s)/Behavior:

Briefly state or describe the activity/experience that you will be modifying or designing.

What is the original design, if any?

What will you tweak or change through design? Why?

How does or might this change/design support engagement in the targeted learning practice/behavior?

Kindness Working Group 5/9

STEP ONE
Finalize three design experiment ideas. One of these should be visitor-facing, and one should be staff-facing. Talk through the design prompts (from last time). Make sure to specify the observable practices or behaviors you are supporting.

THEN, pick the most feasible idea (to start with).

STEP TWO: REGROUP around 2.15! We’ll talk about observation together.

STEP THREE: Make an observation plan

<table>
<thead>
<tr>
<th>How will you know if you’re successful? What indicators will you look for? What data are you collecting?</th>
<th>Who will do these observations?</th>
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STEP FOUR: What is needed to begin the design experiment within the next week?

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<th>Task</th>
<th>Who is responsible</th>
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STEP FIVE: SHARE?
WHAT DO WE DESIGN TO SUPPORT?
PROTOTYPES
Design Experiment Process

Identify Learning Practice & Problem of Practice
What kind of engagement do we value and want to see learners doing?

Revise
How might we revise your design to elicit more or different kinds of engagement in this practice?

Observe/Collect Data
What is evidence of learner engagement in this practice?

Design/Revise
How might we change our practice to better support this kind of engagement?
CHOOSE AN ASPECT OF KINDNESS VALUED BY YOUR MUSEUM
MINI DESIGN JAM

As a group, discuss this aspect of kindness:

▸ How is it valued by you/your museum?
▸ How is this evidenced (OR NOT) in your museum?
▸ How might you design to better support engagement in this as a learning behavior?

Describe the experience you will be modifying or designing.

▸ What will you tweak or design?
▸ How will this design support learners engagement in the learning behavior?
MINI DESIGN JAM

▸ Use the supplies at your table to design a rough prototype of your idea!
▸ Test your prototype with the table next to you

▸ Revise your prototype and/or concept based on your user testing.
▸ Present your idea and prototype to the larger group
SHARE OUT
Share your design to support kindness as a learning process
THANKS & RESOURCES

Thank You
Lisa Brahms, lbrahms@pittsburghkids.org
Chip Lindsey, clindsey@pittsburghkids.org
Lacey Murray, lmurray@pittsburghkids.org
Peter Wardrip, wardrip@wisc.edu

Resources
▶ Children’s Museum of Pittsburgh: pittsburghkids.org
▶ Making in Museums: makinginmuseums.org