

# Simple Interactions

## Growing Positive Relational Practice in Museums

children's  
museum.  
pittsburgh

 SIMPLE  
INTERACTIONS  
[www.simpleinteractions.org](http://www.simpleinteractions.org)

  
FRED ROGERS CENTER  
for early learning and children's media  
at Saint Vincent College



A photograph of the Children's Museum of Pittsburgh building, which is a modern structure with a white metal frame and glass walls, situated next to the historic Pennsylvania State Capitol building. The Capitol building features a large green dome and classical architectural details. A large tree is on the left, and a tall skyscraper is in the background. The sky is blue with some clouds.

children's  
museum

pittsburgh

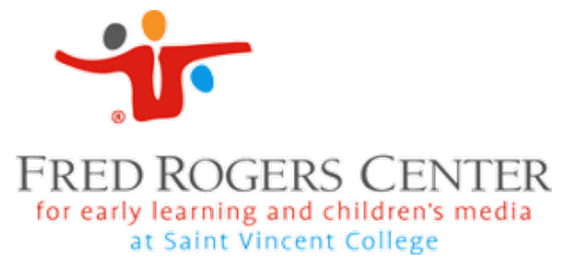
CHILDREN'S



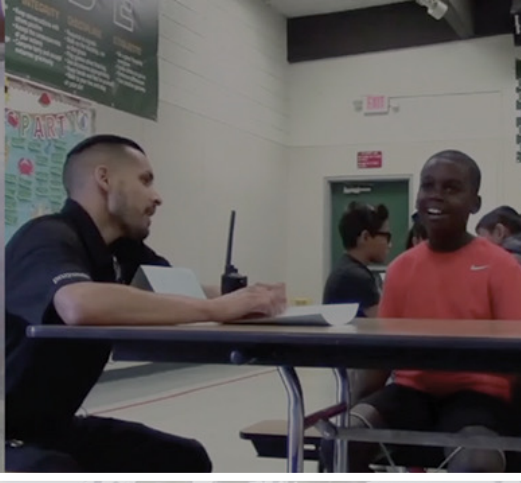
# FRED ROGERS CENTER

Staying true to the vision of Fred Rogers, we help children become confident, competent, and caring human beings.

↓ EXPLORE









# Project background...

- Two-year IMLS project with three informal learning organizations
- Three Simple Interactions series
  - Introduction sessions
  - Small Group workshops
  - Asynchronous resources
  - Celebration of learning



Allegheny County  
**Library  
Association**  
CONNECTING COMMUNITIES



THE WESTMORELAND  
MUSEUM of AMERICAN ART



# THINK ABOUT...

What do you want children,  
youth, and families to get out of  
their experience at your  
museum?





Three ideas about  
growing relationships

What makes a relationship?



Trust doesn't happen by accident.  
And there are no shortcuts.

I'm firmly convinced that it's through  
relationships that we grow best —  
and learn best.

- Fred Rogers



# Creating an Environment of Relationships

Stated simply, relationships are the “active ingredients” of the environment’s influence on healthy human development.



... active ingredient ...

**Drug Facts**

**Active ingredient**

Sodium fluoride 0.243%  
(0.15% w/v fluoride ion)..... Anticavity toothpaste

**Purpose**

**Use** helps protect against cavities

**Warnings**

Keep out of reach of children under 6 yrs. of age. If more than used for brushing is accidentally swallowed, get medical help or contact a Poison Control Center right away.

**Directions**

- adults and children 2 yrs. & older: brush teeth thoroughly after meals or at least twice a day or use as

**Drug Facts (continued)**

directed by a dentist

- do not swallow
- to minimize swallowing use a pea-sized amount in children under 6
- supervise children's brushing until good habits are established
- children under 2 yrs.: ask a dentist

**Inactive ingredients** sorbitol, water, hydrated silica, disodium pyrophosphate, sodium hydroxide, sodium lauryl sulfate, flavor, xanthan gum, sodium saccharin, carbomer, cellulose gum, blue 1

**Questions?** 1-800-492-7378









simple  
interactions are  
the building blocks of the  
active ingredient

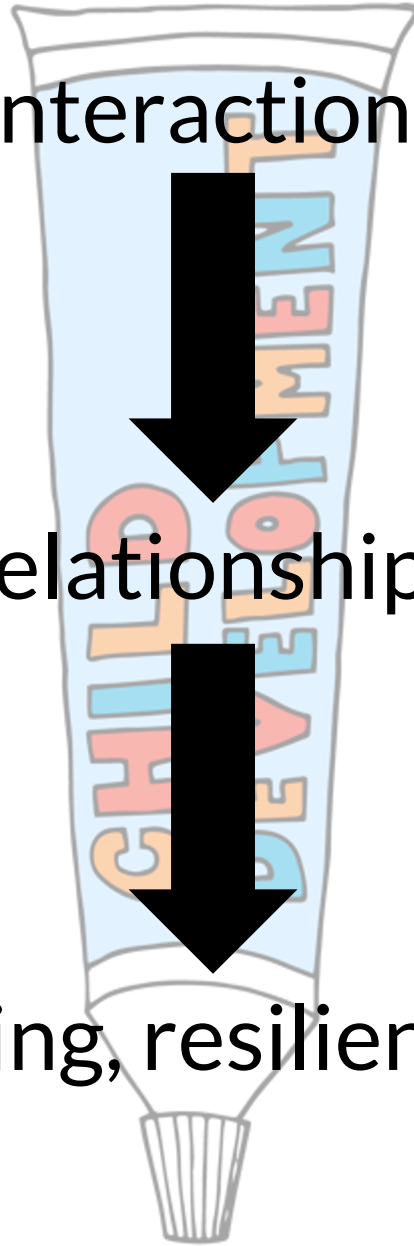
interactions



relationships



learning, growing, resilience, community





What does it take to make a  
relationship?

The power of human relationships  
comes from simple, ordinary moments

**Ms. Paula**



What does  
Ms. Paula do?

What difference does  
Ms. Paula make?







Deep and simple  
is far more essential  
than shallow and complex.  
- Fred Rogers



CONNECTION

CONNECTION RECIPROcity

CONNECTION RECIPROcity

INCLUSION



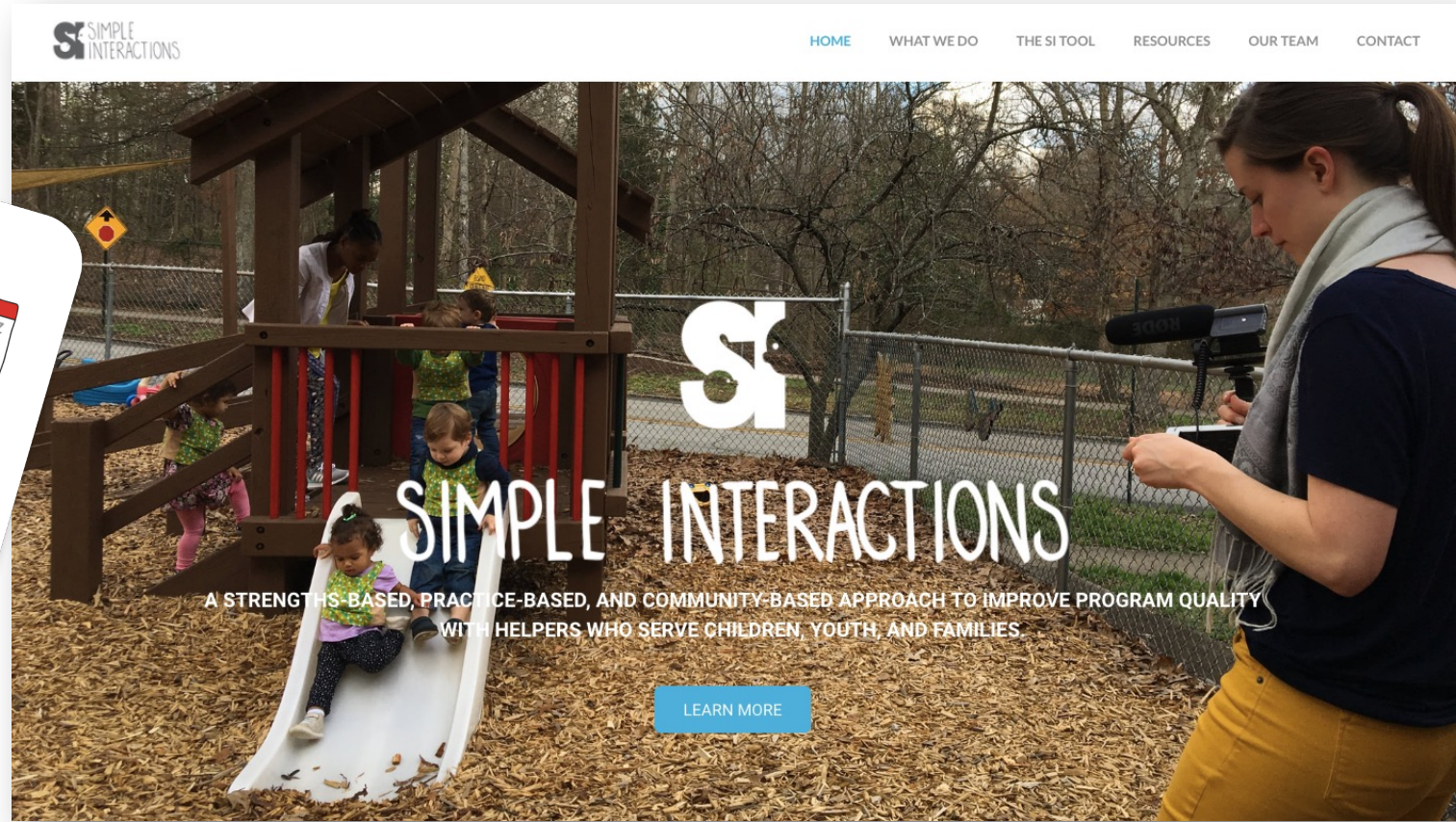
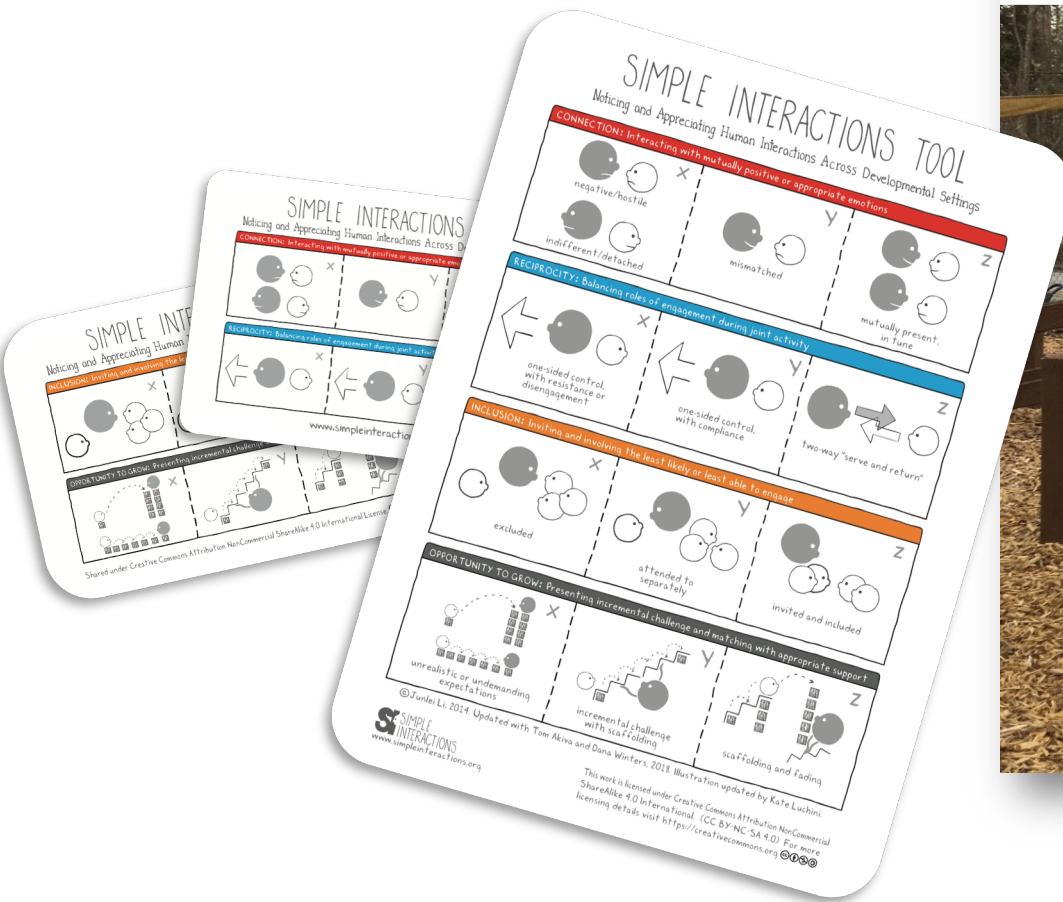
CONNECTION

RECIPROCITY

INCLUSION

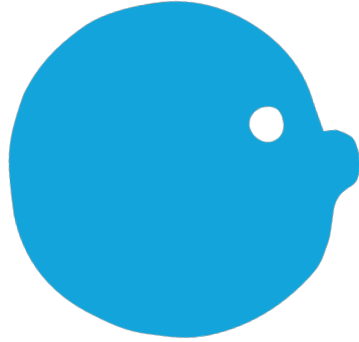
OPPORTUNITY  
TO GROW

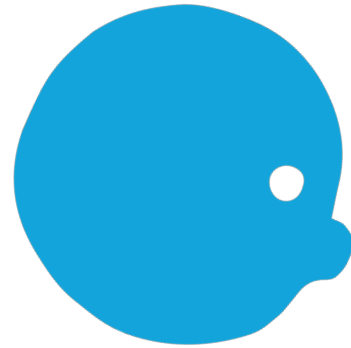
# www.simpleinteractions.org



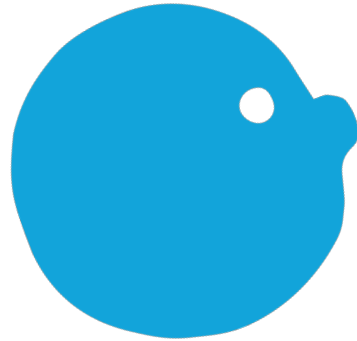
How do we support the making of relationships and interactions?





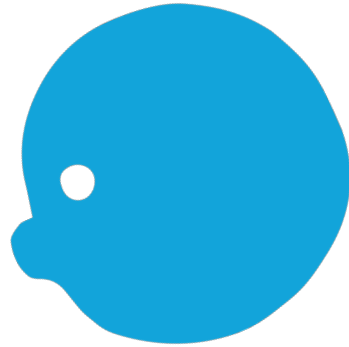


Working  
with families



Supporting  
School Groups

Working  
with families



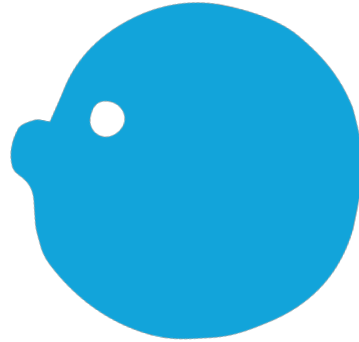
COVID-19  
Protocols

Supporting  
School Groups

Working  
with families



Creating  
Great Exhibits



Supporting  
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Supporting  
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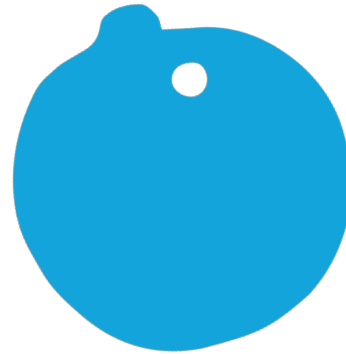
Staffing

Working  
with families

Attending to  
immediate needs

Creating  
Great Exhibits

Supporting  
School Groups



COVID-19  
Protocols

Staffing

Working  
with families



Parents (or educators) can set the example by just being themselves rather than trying to be perfect parents (or educators) ...

There were times when I couldn't be with our sons, or when I couldn't give them undivided attention. I've realized that **everything does not have to be perfect in order to be effective.**

*Fred Rogers*



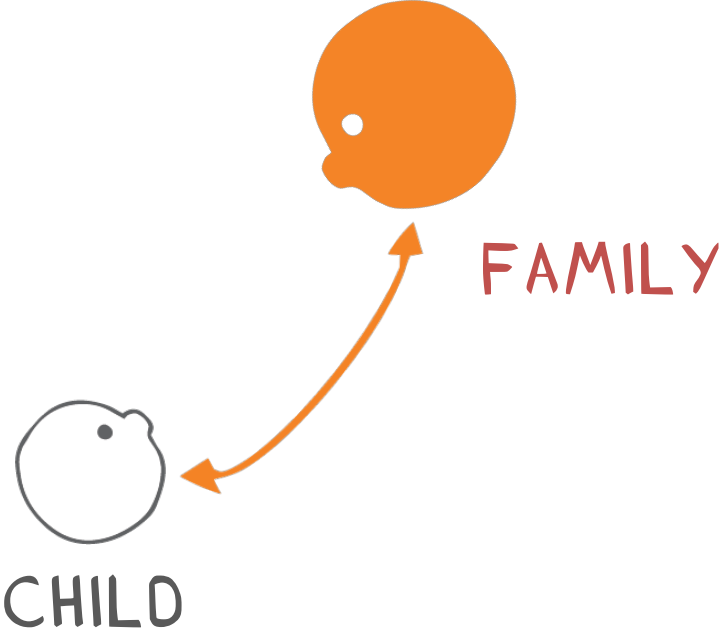
If everything does not need to be perfect,  
what do we need?

# A Relationship-focused Vision for Engaging Families and Building Communities

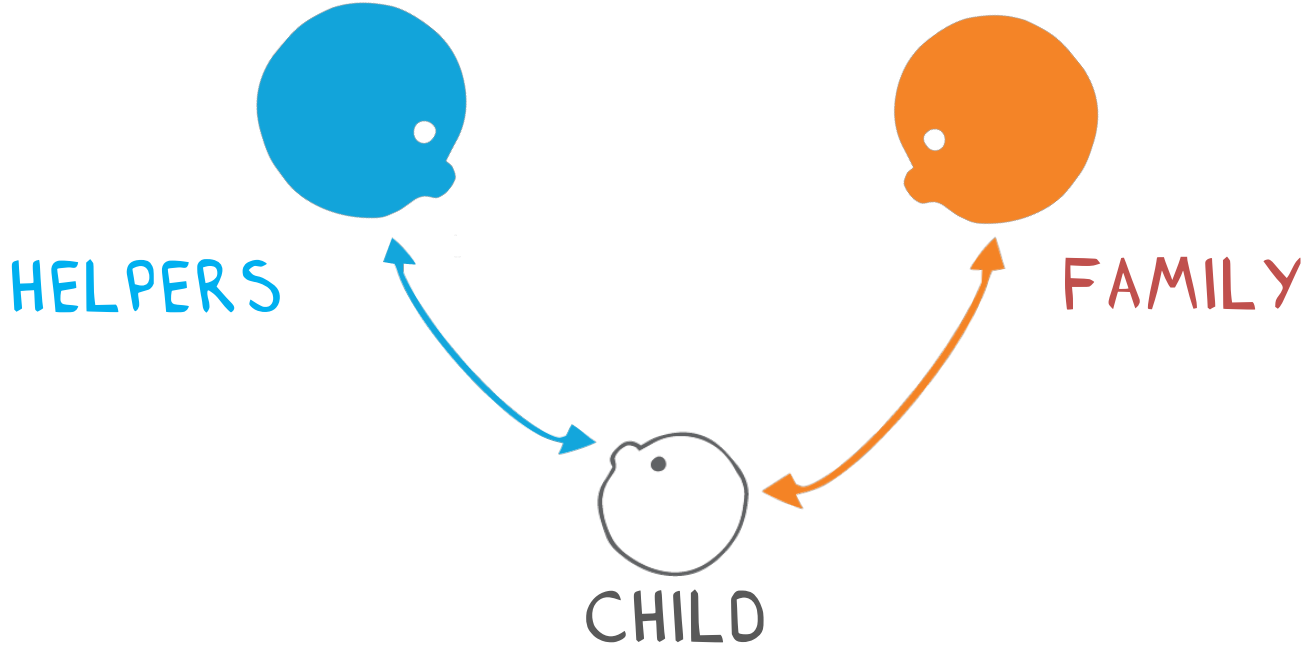


CHILD

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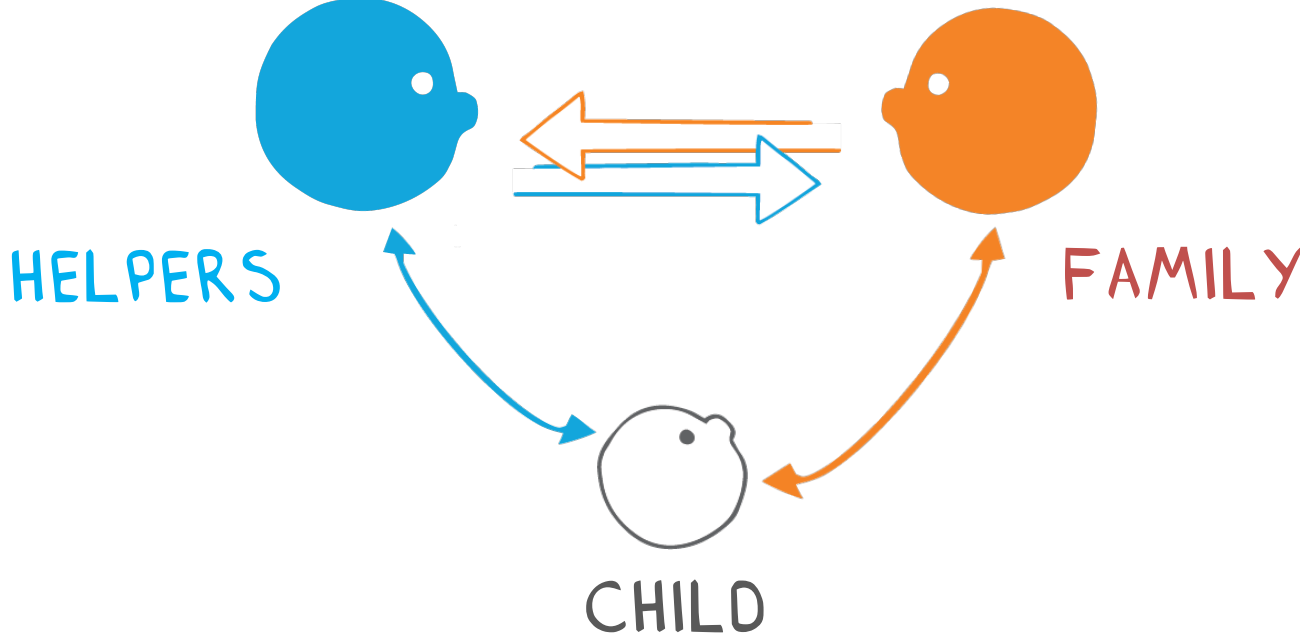


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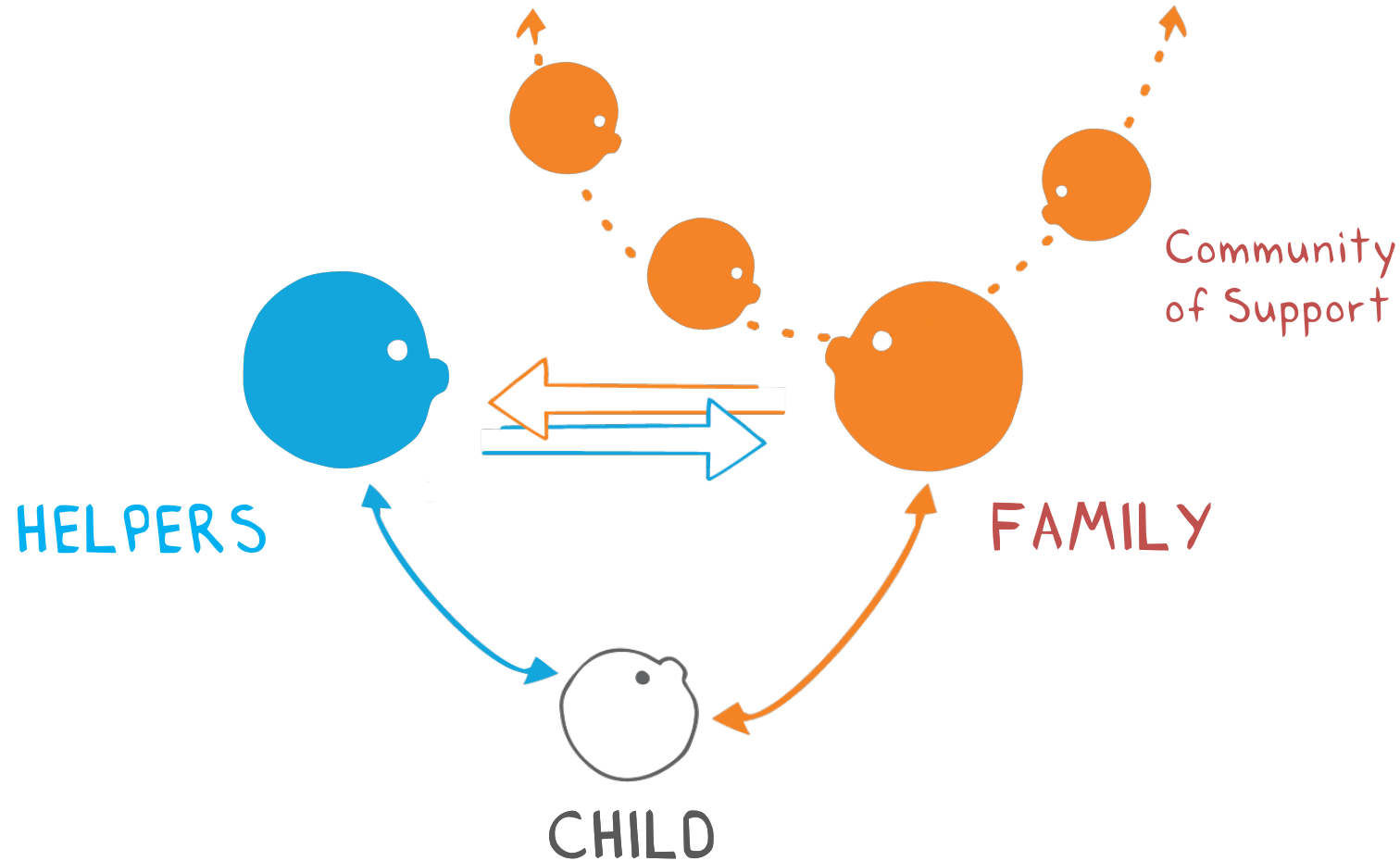




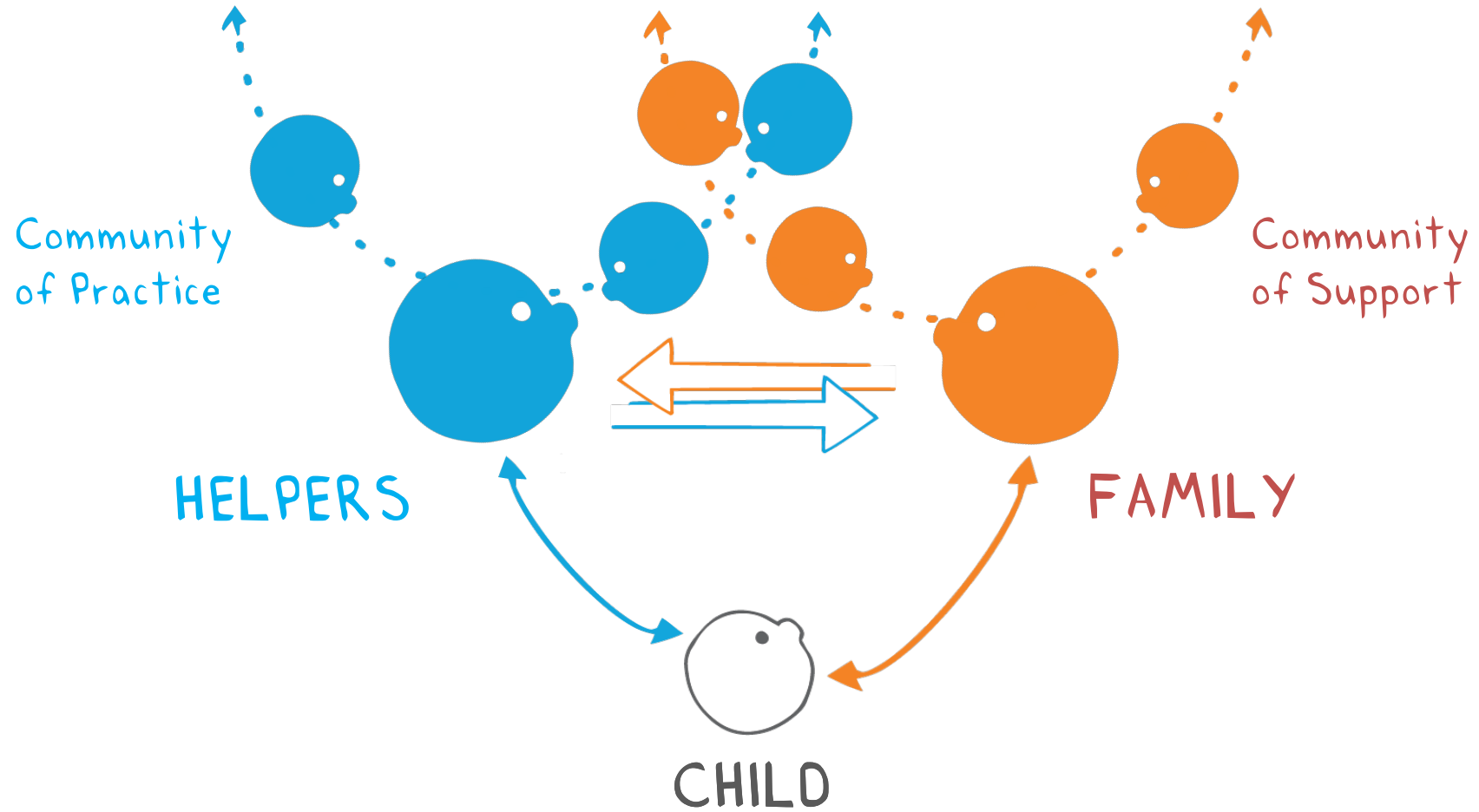
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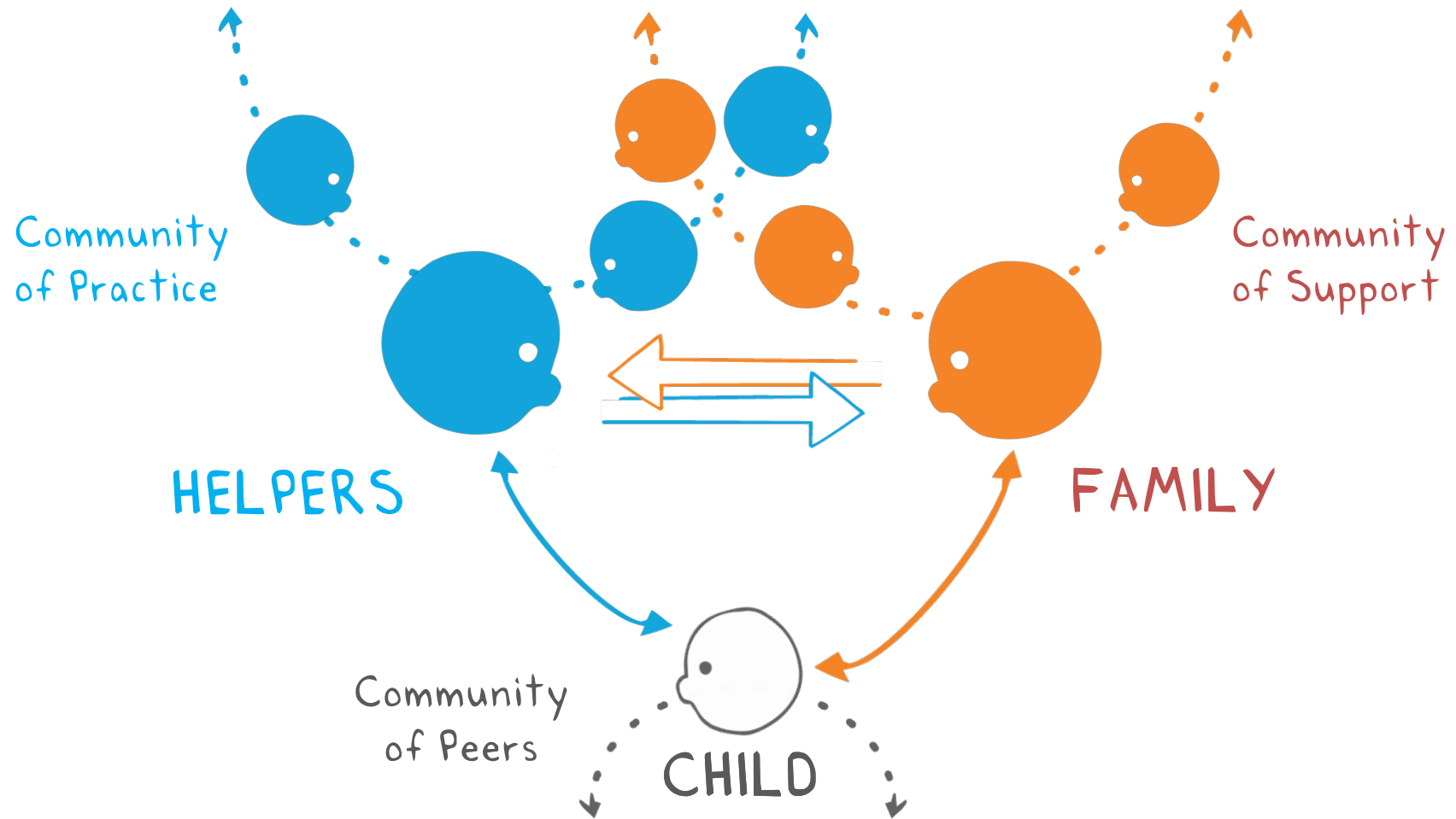
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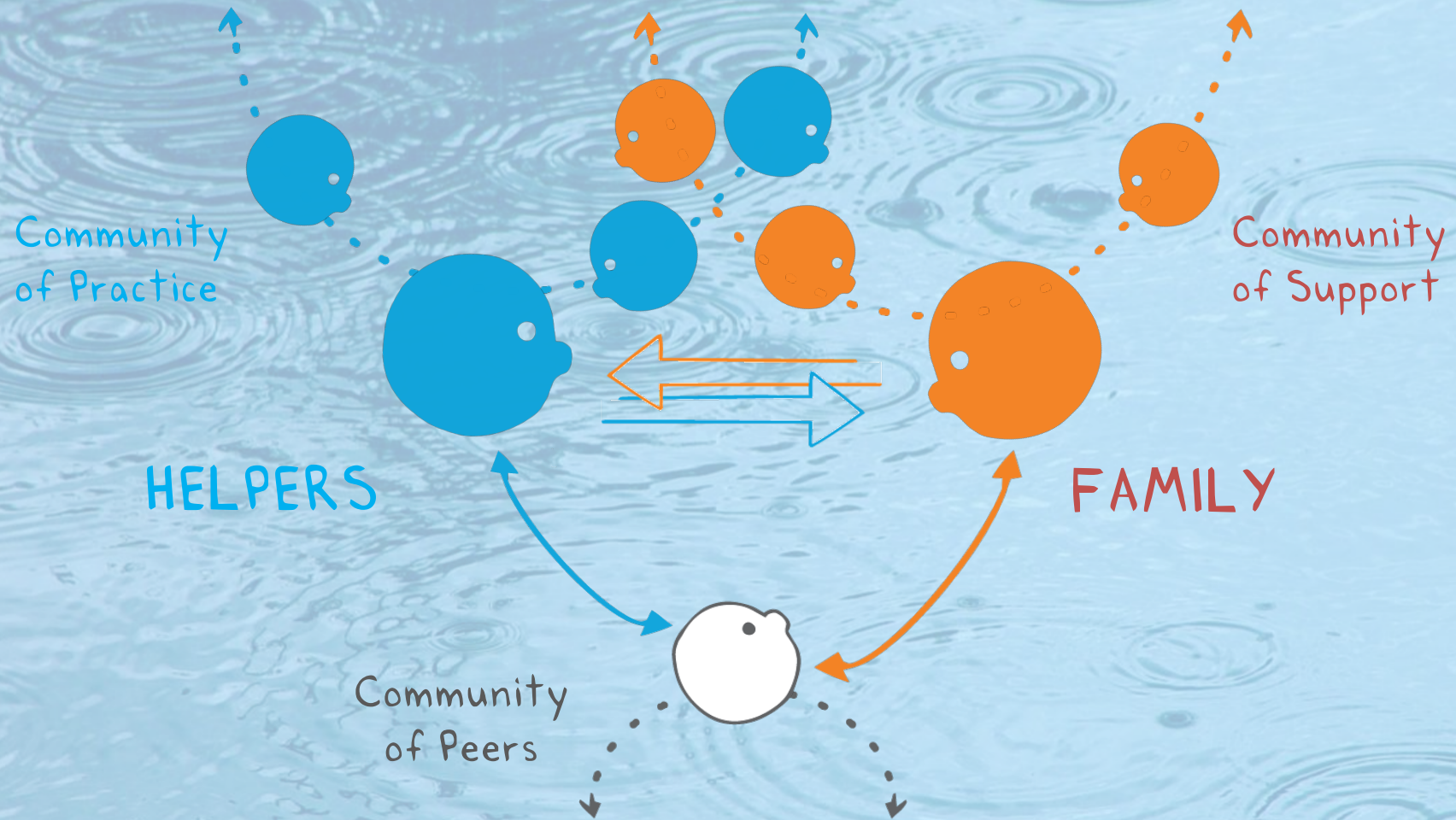






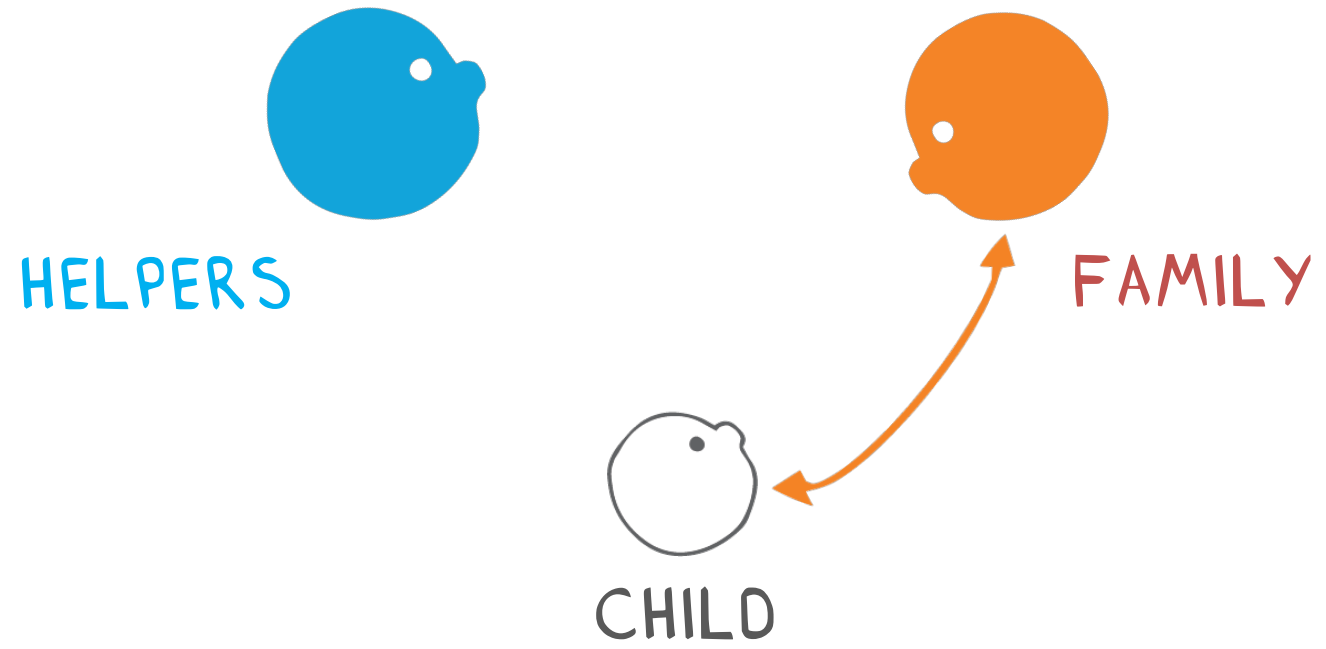


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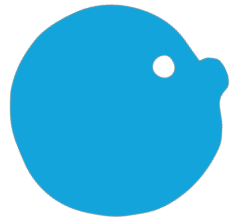






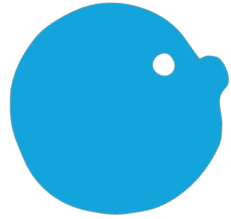




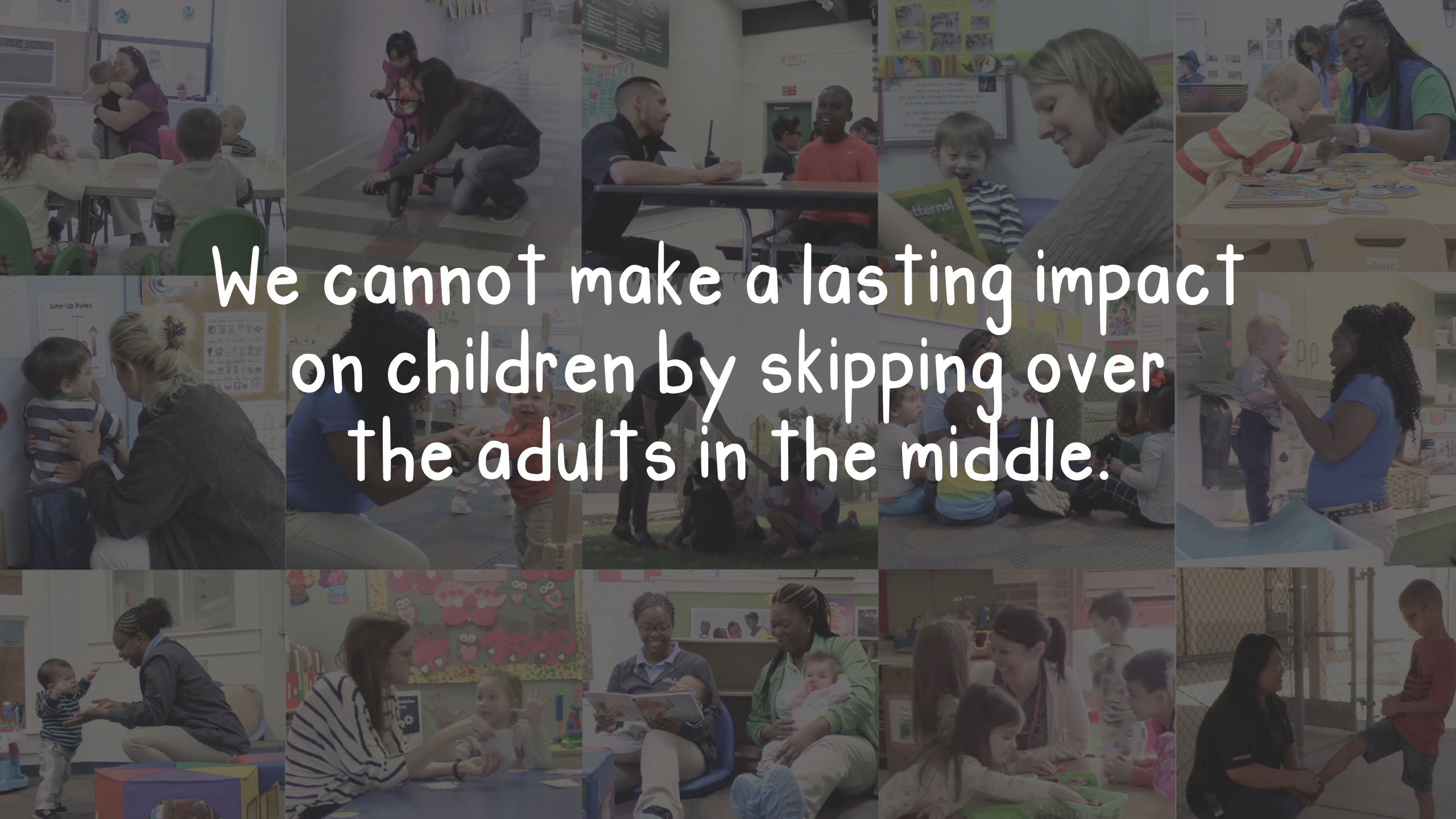


HELPERS

HELPERS

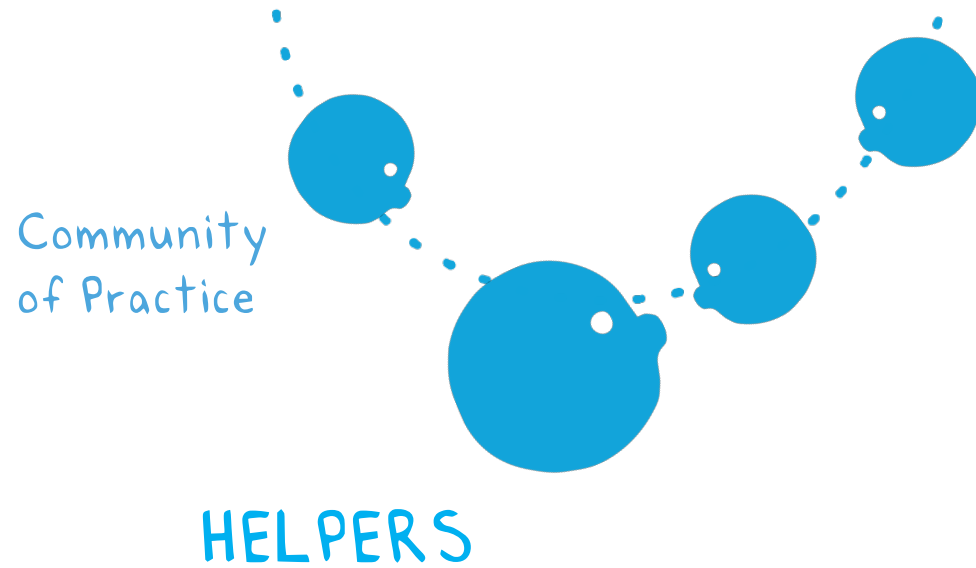


Do for *helpers* what the best helpers do for children and families.



We cannot make a lasting impact on children by skipping over the adults in the middle.

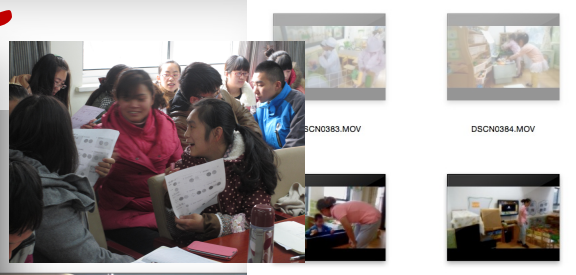
# Strengthening **Communities of Practice** to Support the Helpers and Families







# Community of Practice

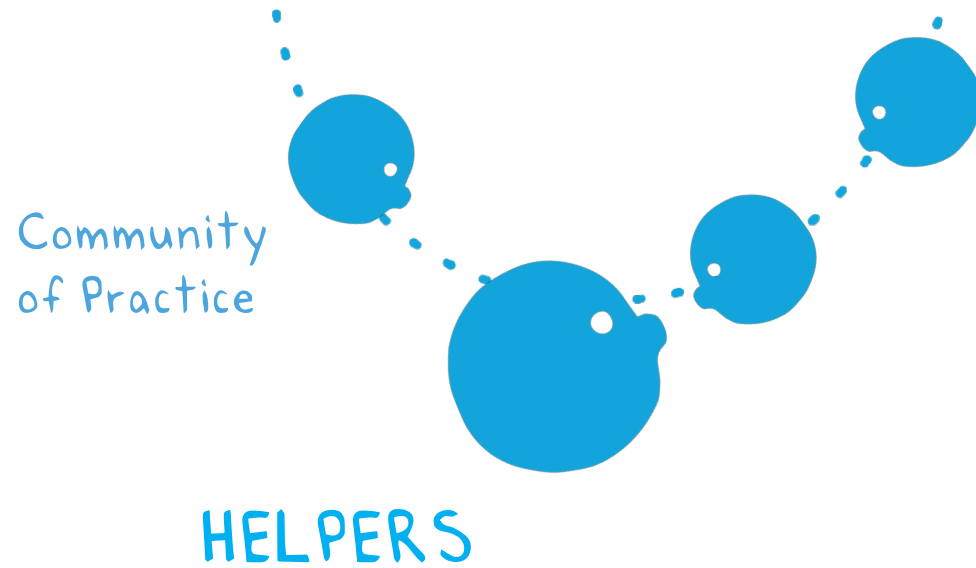




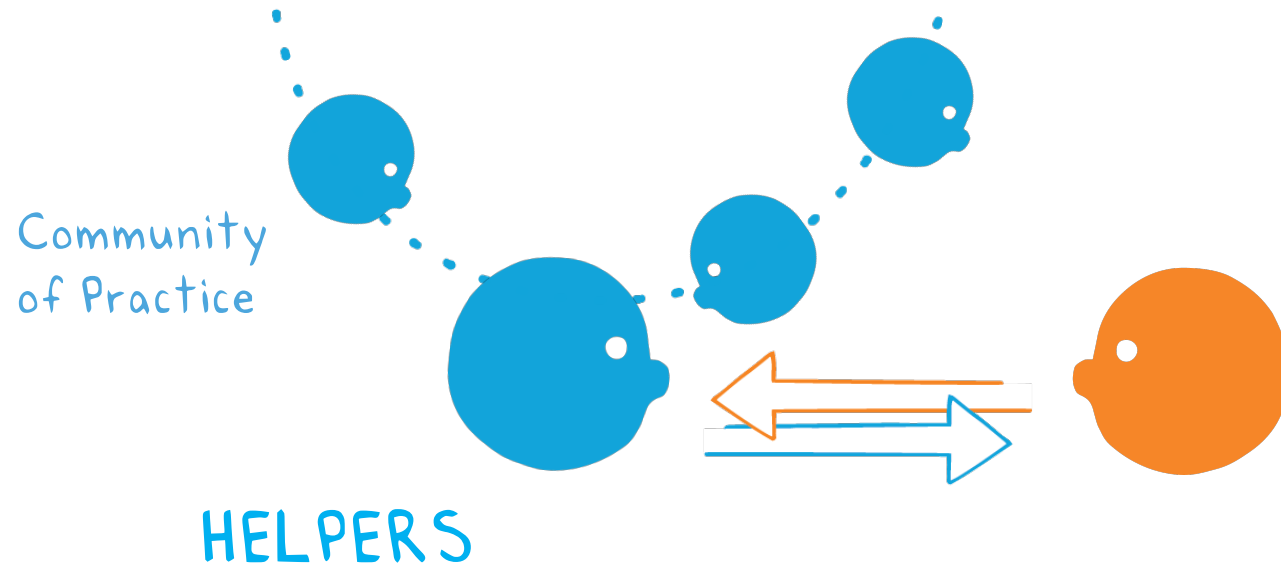
# What Does a Community of Practice Do?

1. Share common **practice challenges**
2. Identify **what we are already doing well** to adapt with the resources we have
3. Give **collective voice to advocate** for supports and resources we need

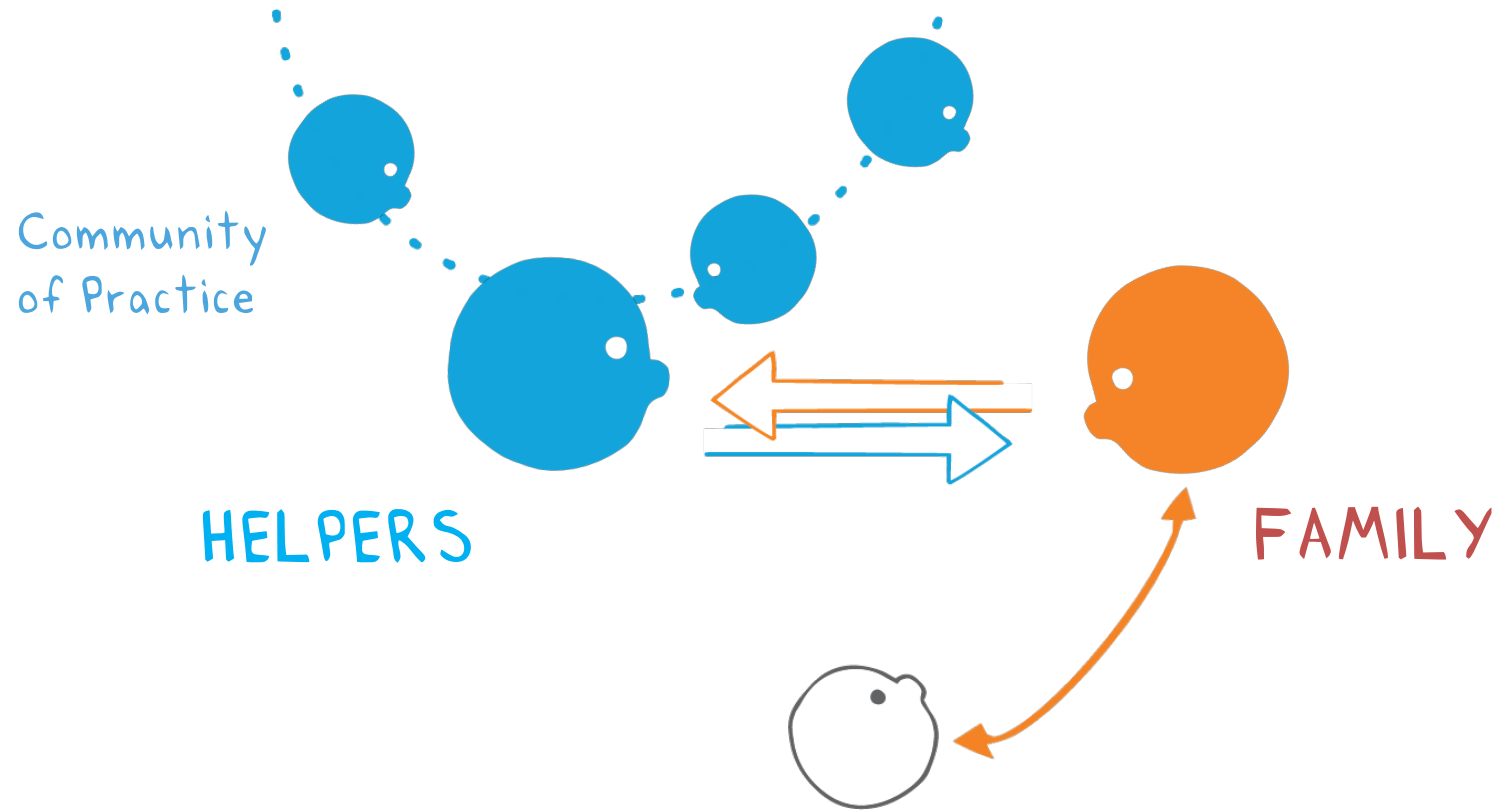
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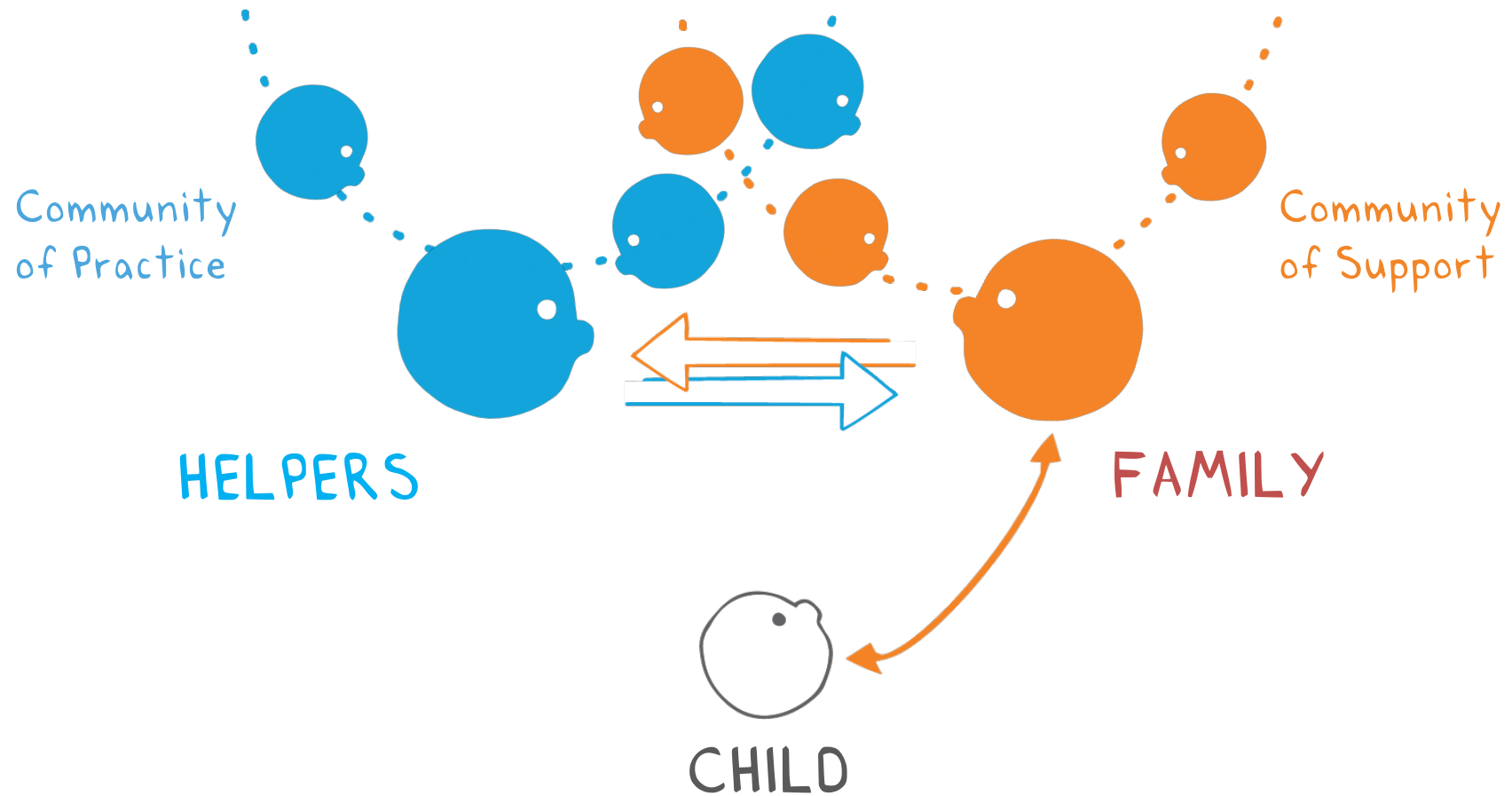


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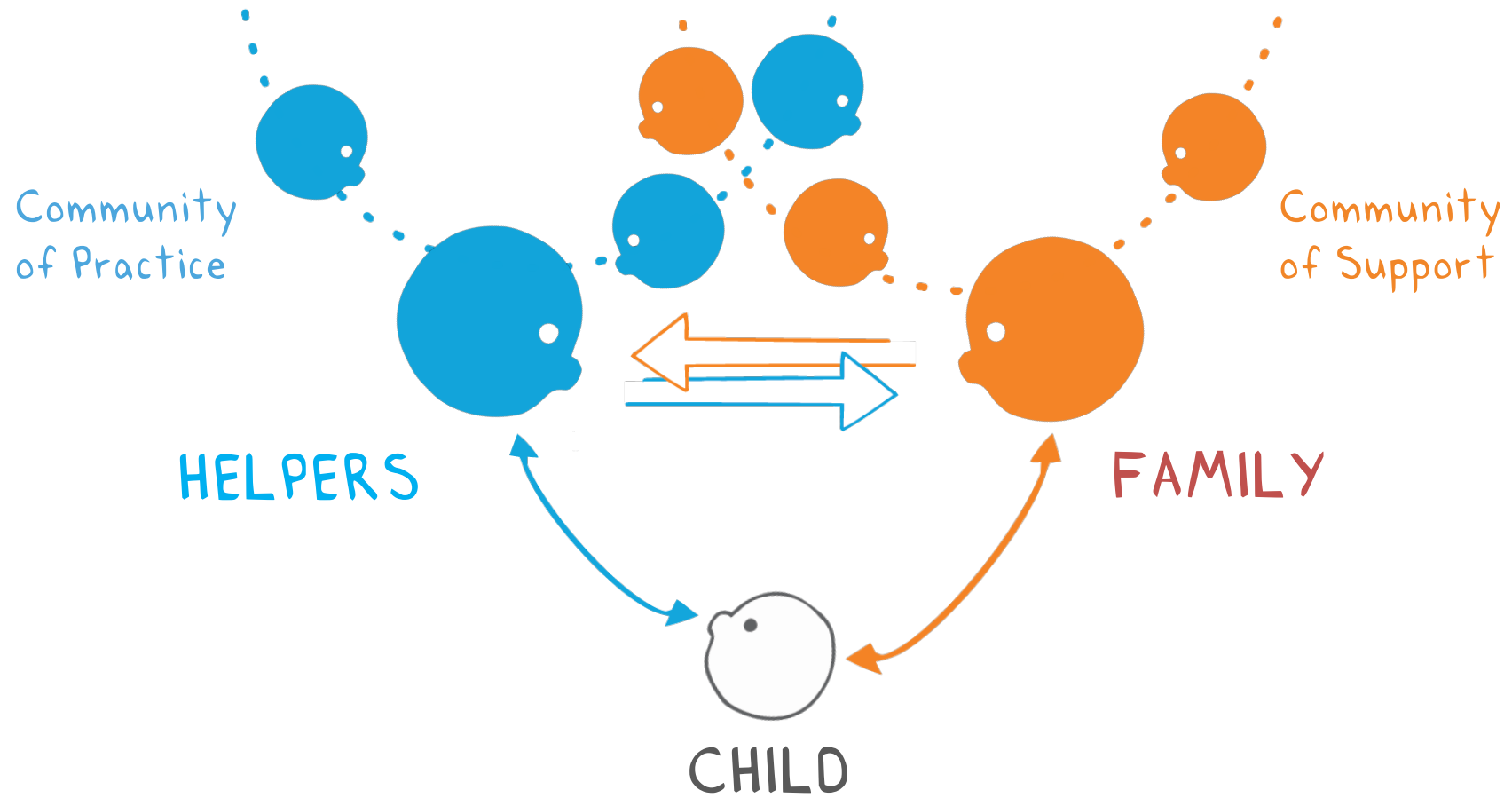




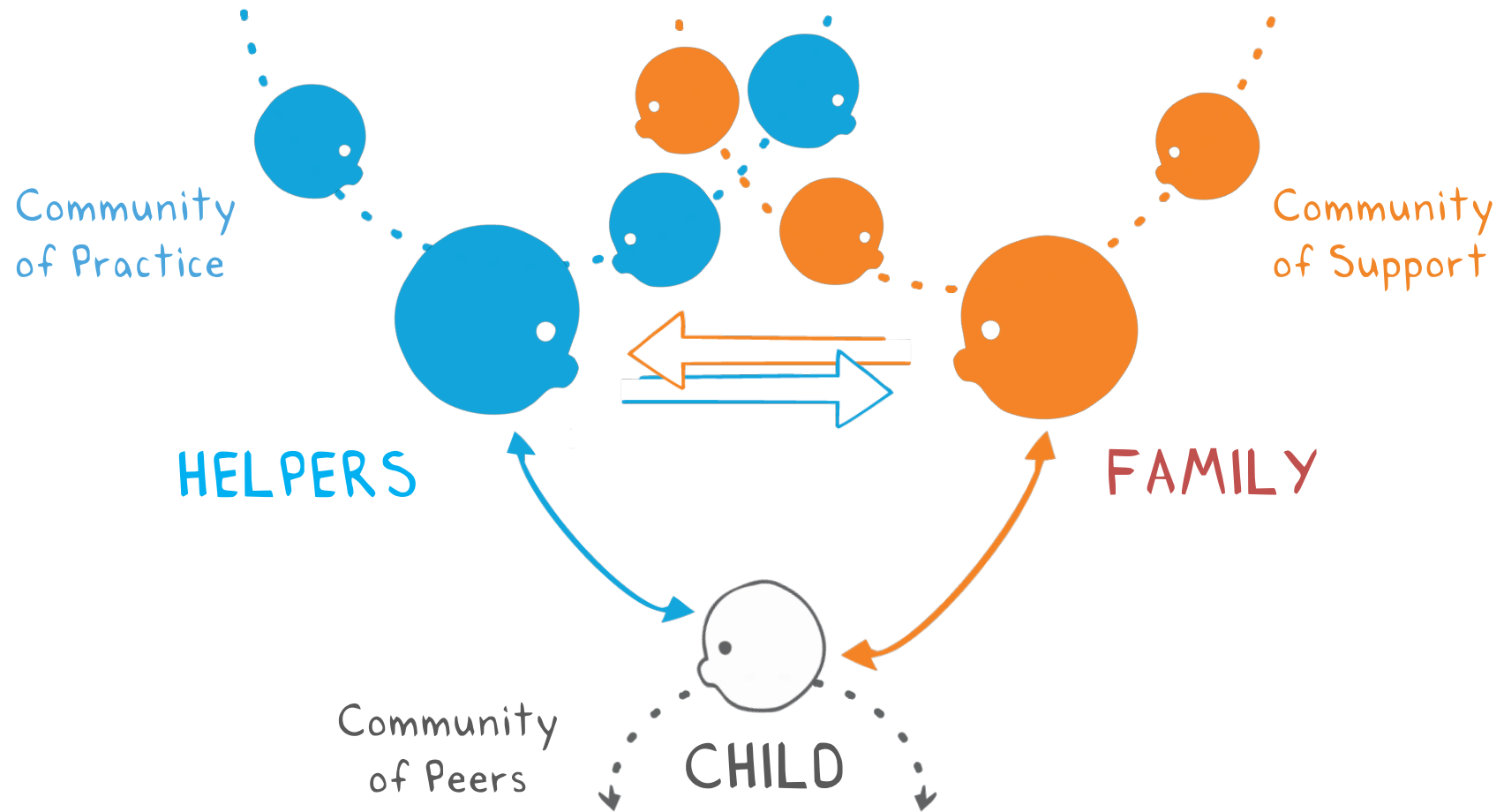
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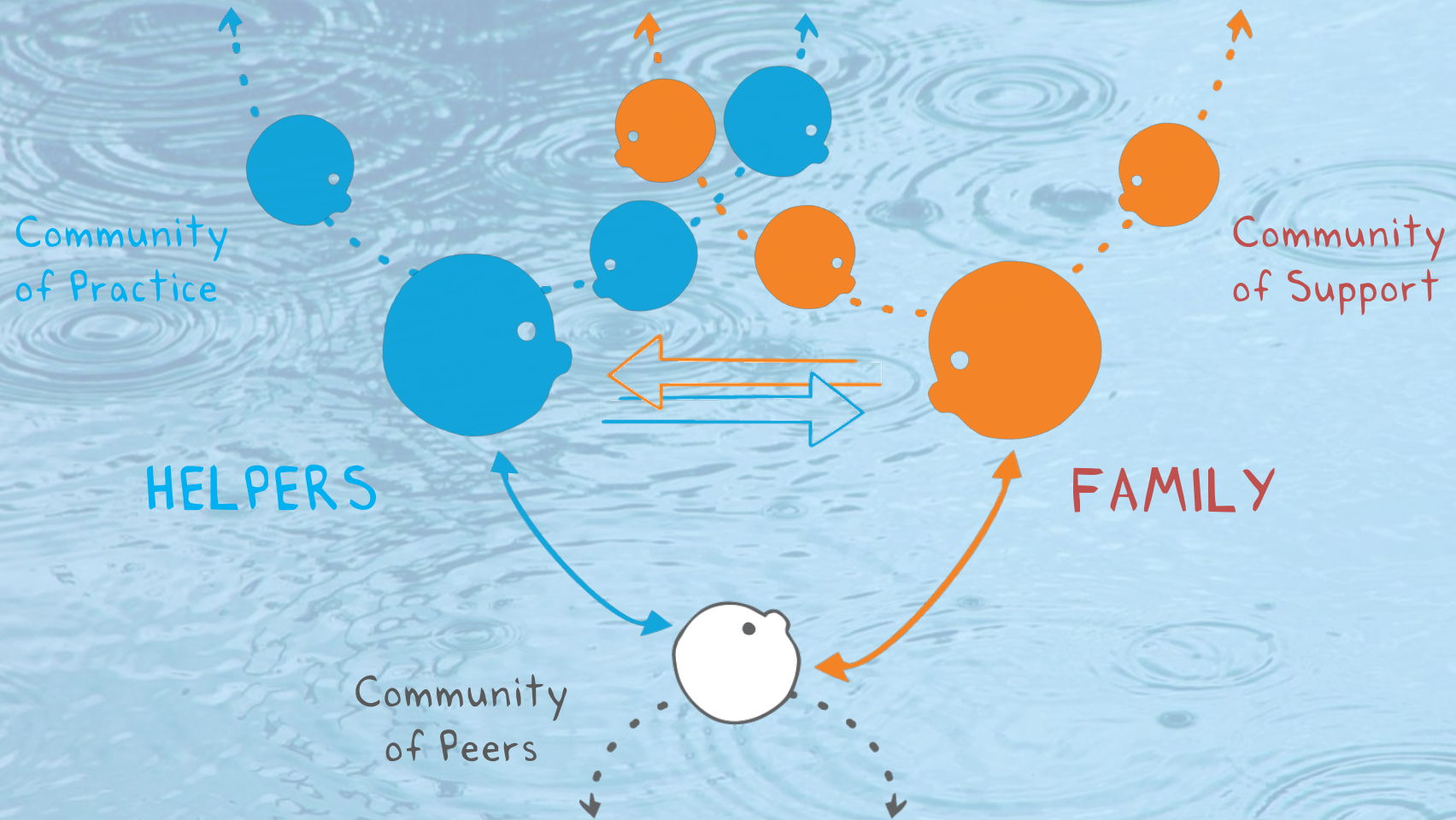
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ASK THE ESSENTIAL QUESTION





1.

Having At Least One Matters

2.

The Power of Human Relationships  
Comes from Simple, Ordinary Moments

3.

Everything Does Not Have To  
Be Perfect To Be Helpful

So What?



What is something you'll remember from this session?

What interactions would you like to enrich?

What questions do you have about human interactions?

So What?

Questions?

Thank you!

