Community Building from the Ground Up: Focusing on Relationships

April 27, 2023

children's museum pittsburgh

WAAM THE WESTMORELAND MUSEUM of AMERICAN ART

FRED ROGERS INSTITUTE Saint Vincent College

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pittsburgh

FRED ROGERS
INSTITUTE
Saint Vincent College

WAAM
THE WESTMORELAND
MUSEUM of AMERICAN ART

Allegheny County
Library
Association
CONNECTING COMMUNITIES

PHIPPS

Captioned by:
ZUB-
TITLE

Agenda

- Introductions
- Discussion warm-up
- Describing interactions with the Simple Interactions tool
- Enhancing interactions
- Case study
- Planning activity
- Question & answer

Discussion warm-up

With a partner, describe a memorable interaction you had on your way to the conference.

Describing relationships

Relationships matter

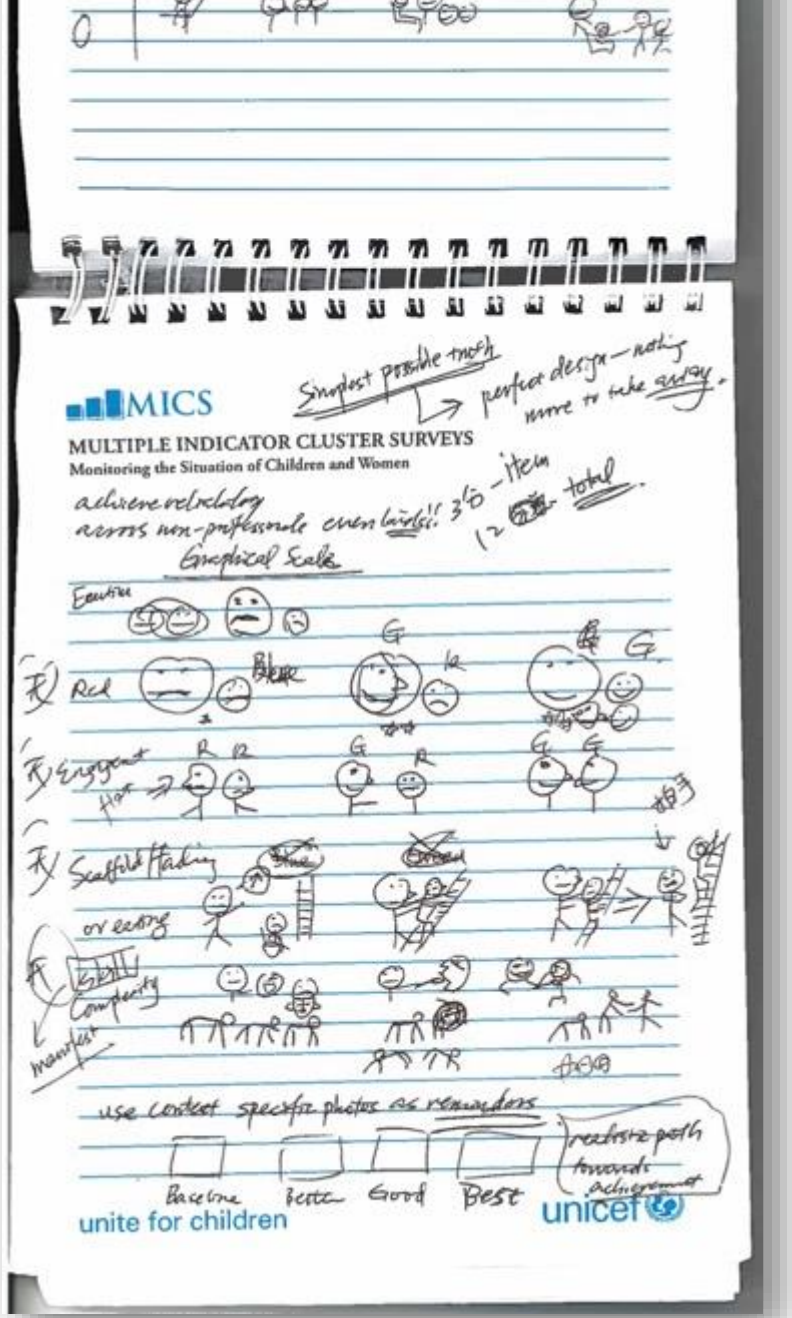
Having at least one relationship can make all the difference.

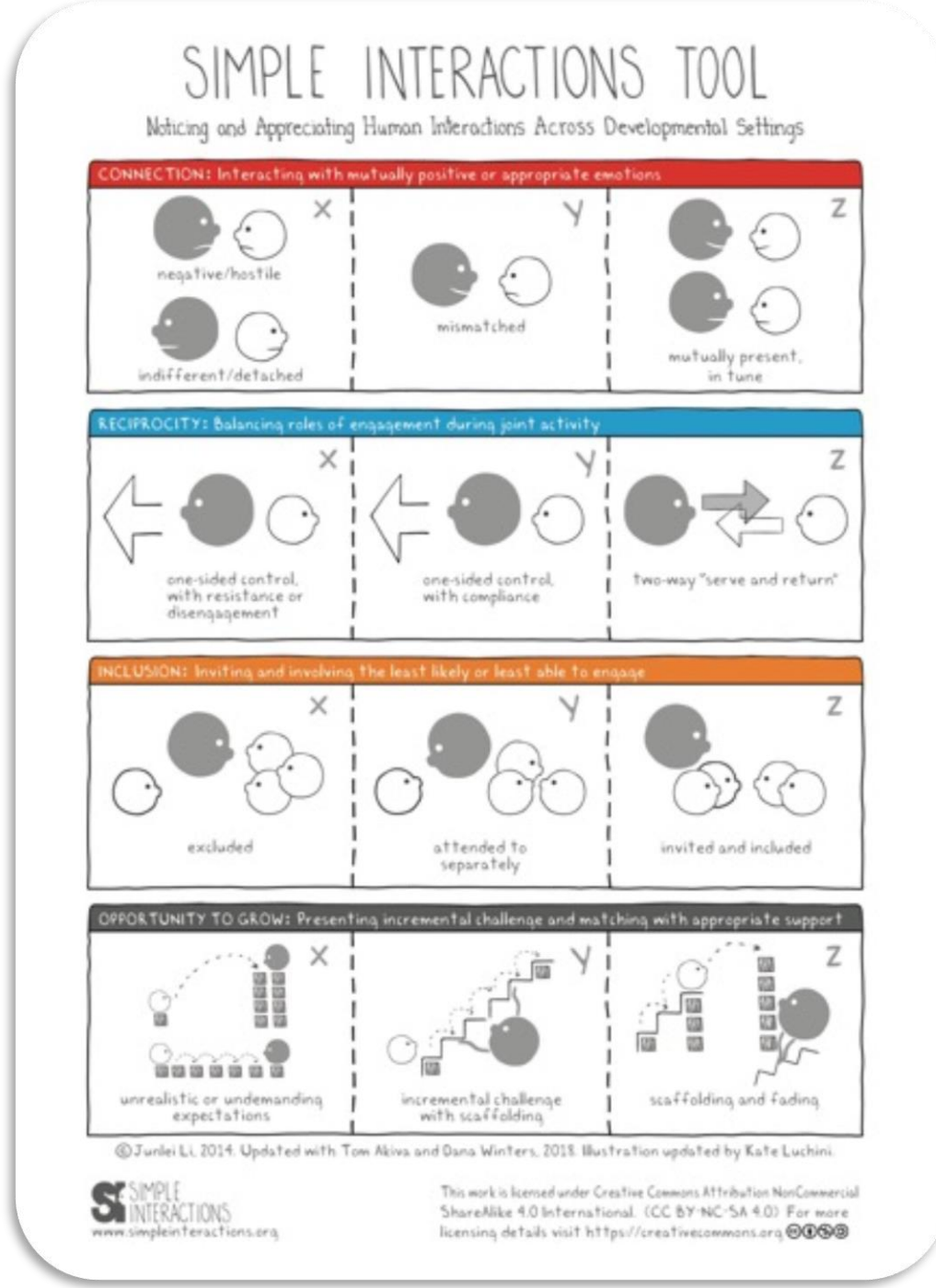
The power of relationships is built on simple, ordinary interactions.

Interactions don’t have to be perfect to be helpful.

What do you notice?

What do you notice?


MICS
MULTIPLE INDICATOR CLUSTER SURVEYS
Monitoring the Situation of Children and Women
Graphical Scale
Baseline
Better
Good
Best
unite for children
unicef


SIMPLE INTERACTIONS TOOL
Noticing and Appreciating Human Interactions Across Developmental Settings
CONNECTION: Interacting with mutually positive or appropriate emotions
X
negative/hostile
indifferent/detached
Y
mismatched
Z
mutually present, in tune
RECIPROCITY: Balancing roles of engagement during joint activity
X
one-sided control, with resistance or disengagement
Y
one-sided control, with compliance
Z
two-way "serve and return"
INCLUSION: Inviting and involving the least likely or least able to engage
X
excluded
Y
attended to separately
Z
invited and included
OPPORTUNITY TO GROW: Presenting incremental challenge and matching with appropriate support
X
unrealistic or undemanding expectations
Y
incremental challenge with scaffolding
Z
scaffolding and fading
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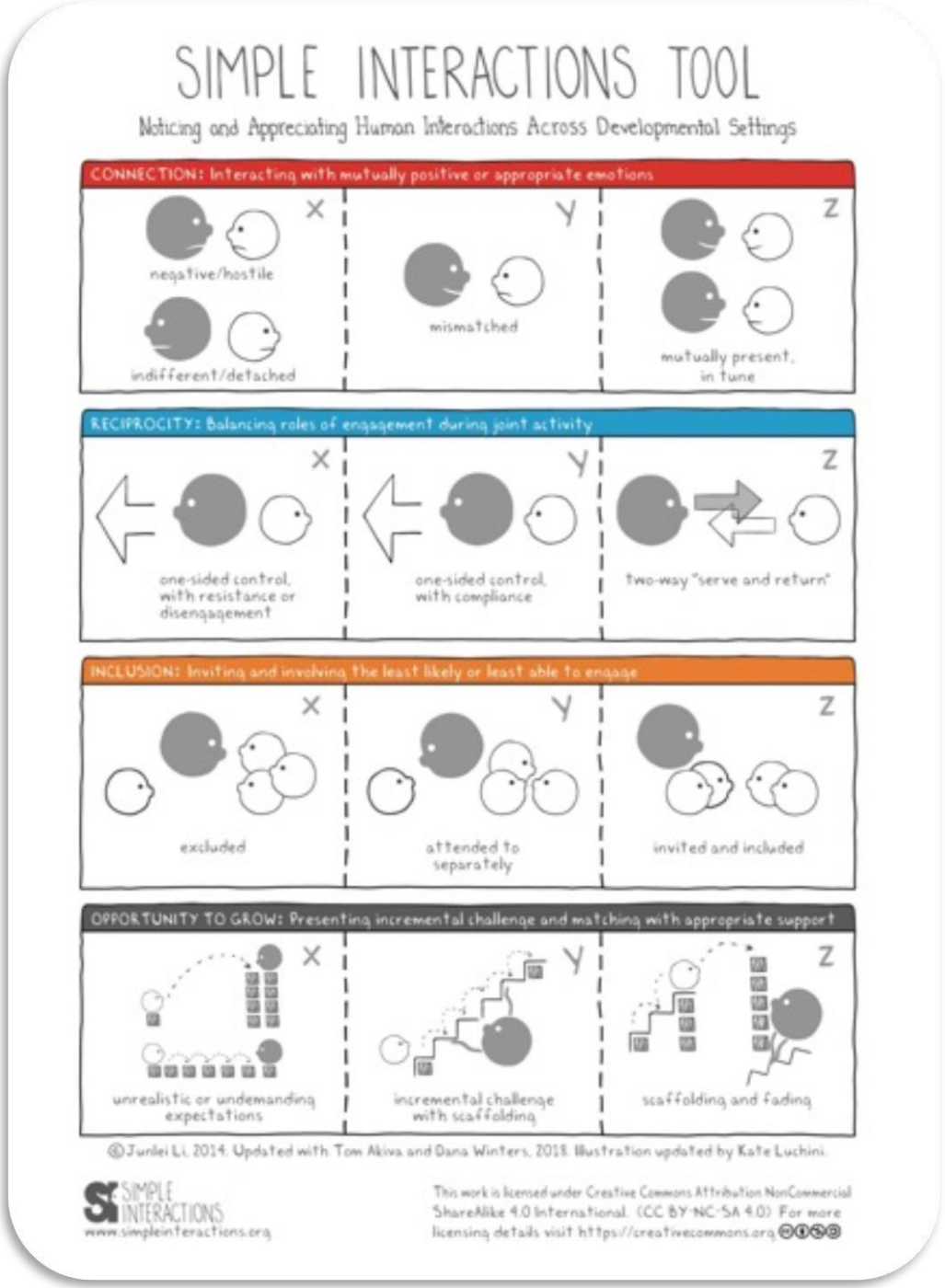
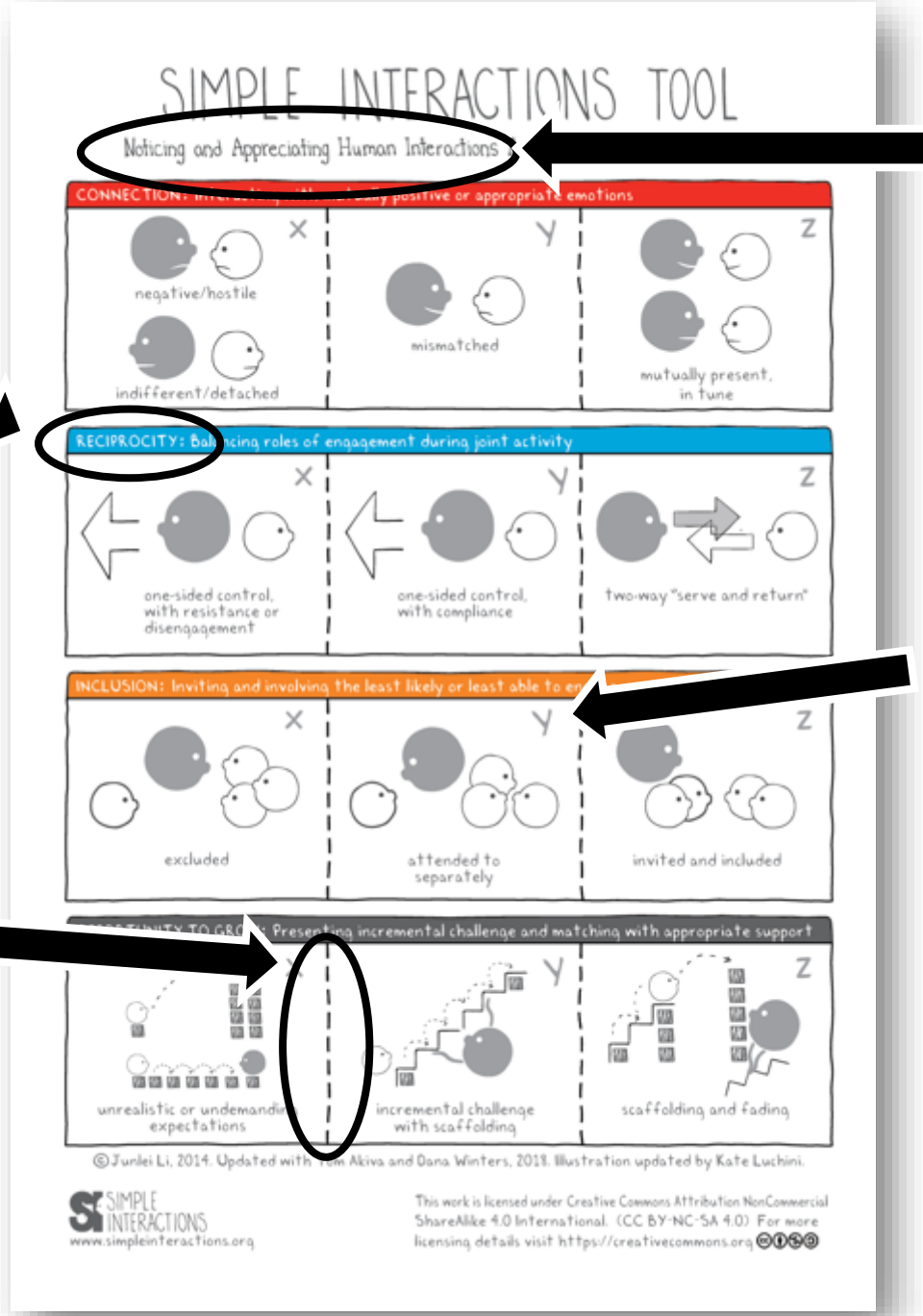
tinyurl.com/SIhandout



Framework of Shared Language

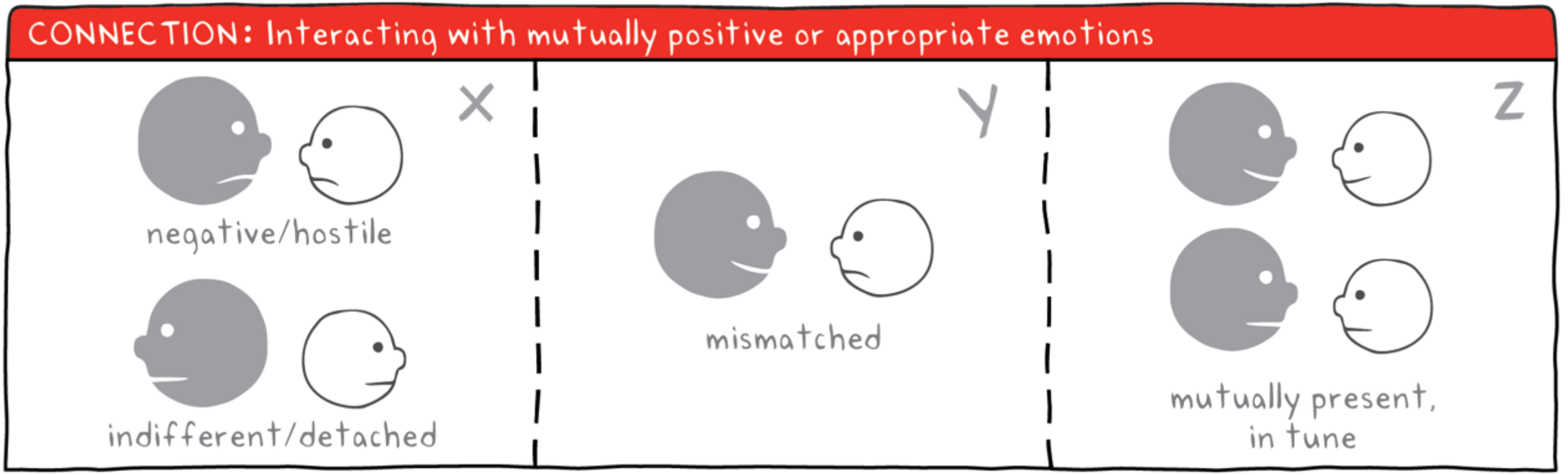


Descriptive, Asset-Based

Categories for Reflection

Fluidity and Flexibility

Connection


CONNECTION: Interacting with mutually positive or appropriate emotions
X
negative/hostile
indifferent/detached
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mismatched
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mutually present,
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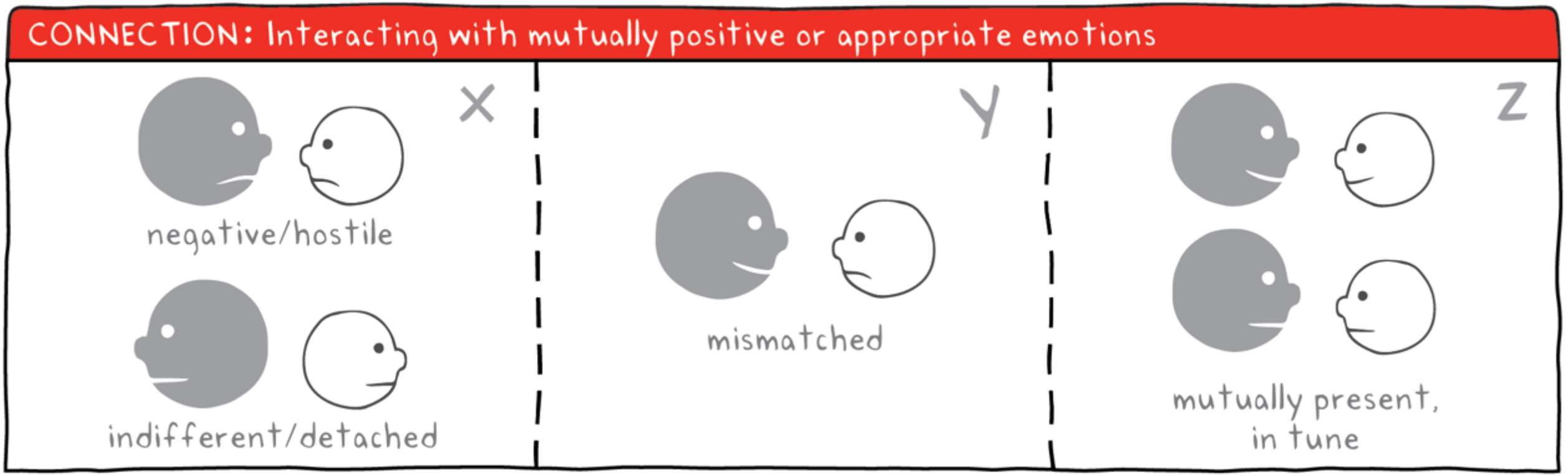
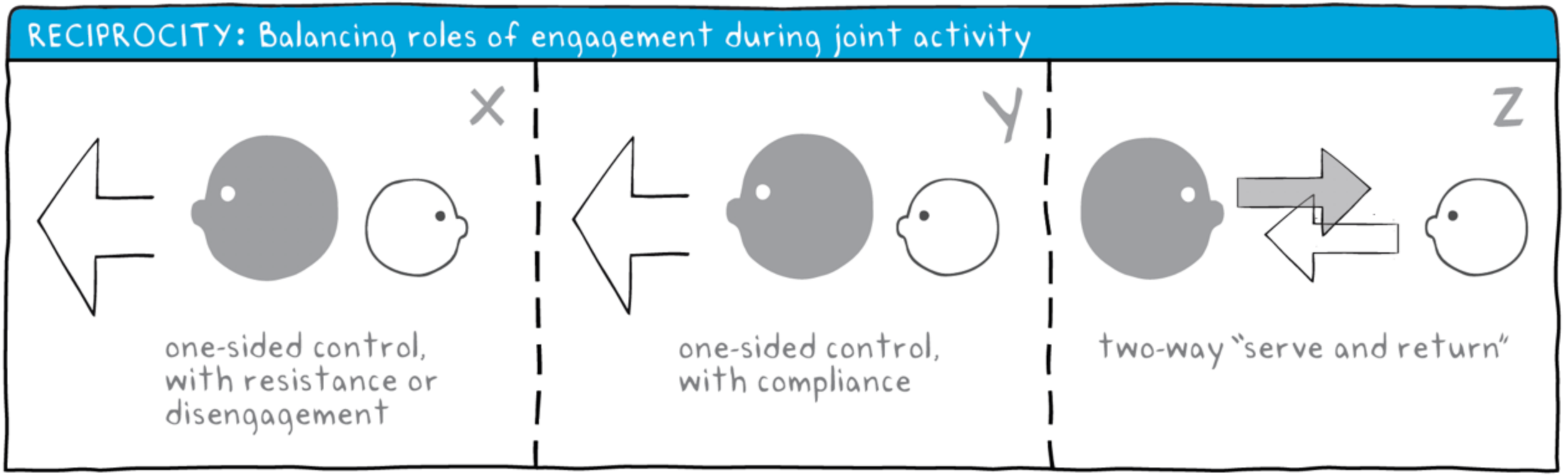
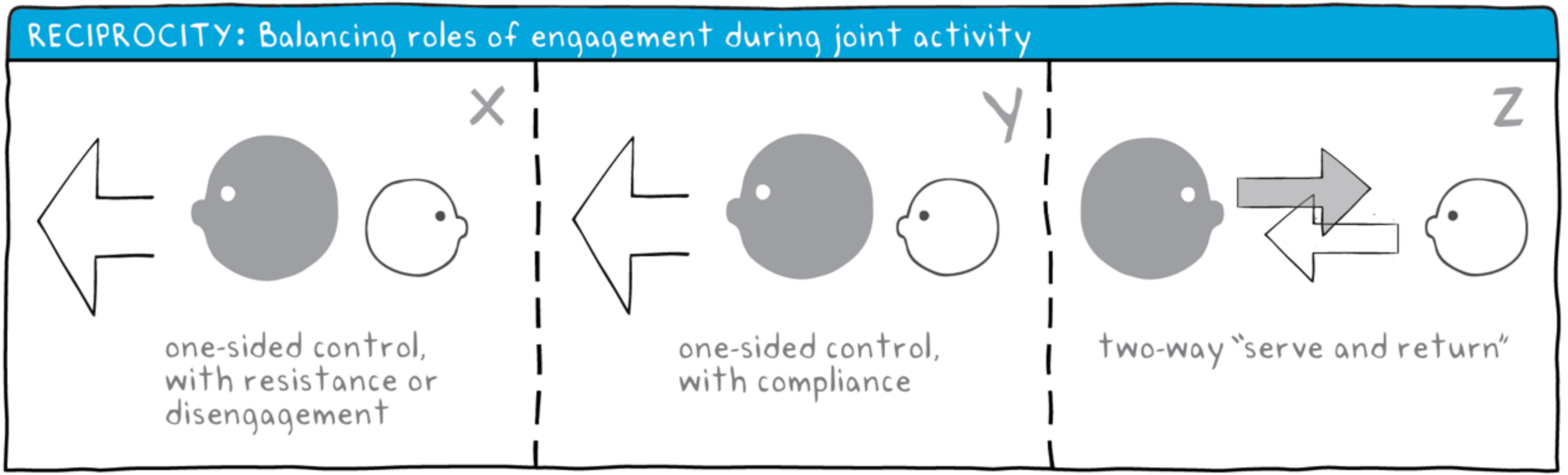
In small groups:
Share examples of Connection X, Y, & Z from your work.



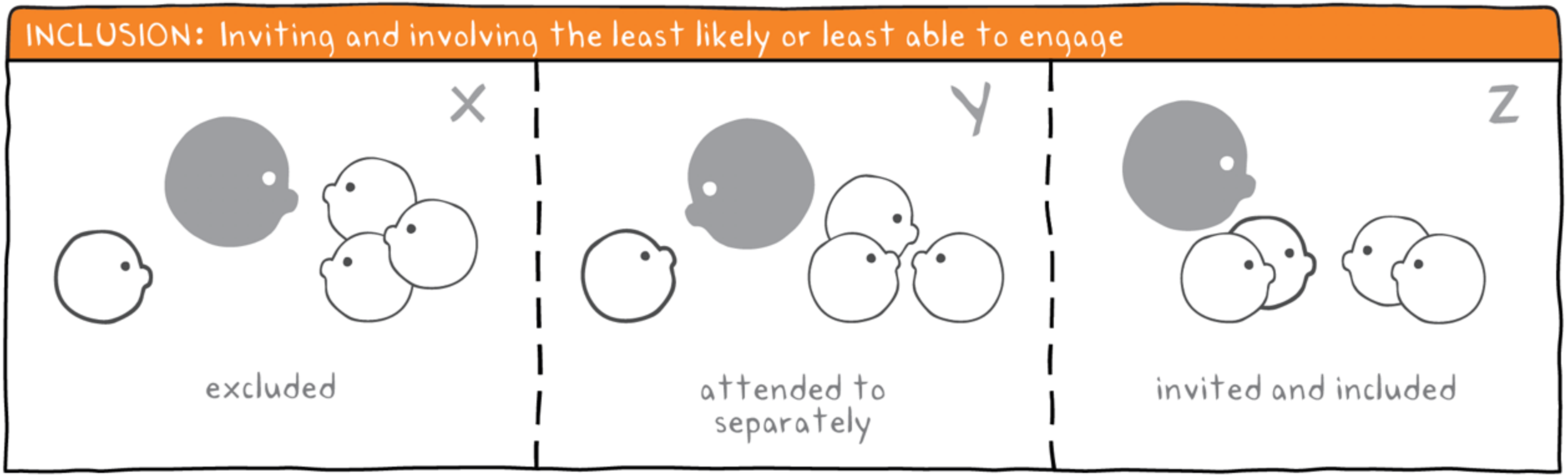
Reciprocity



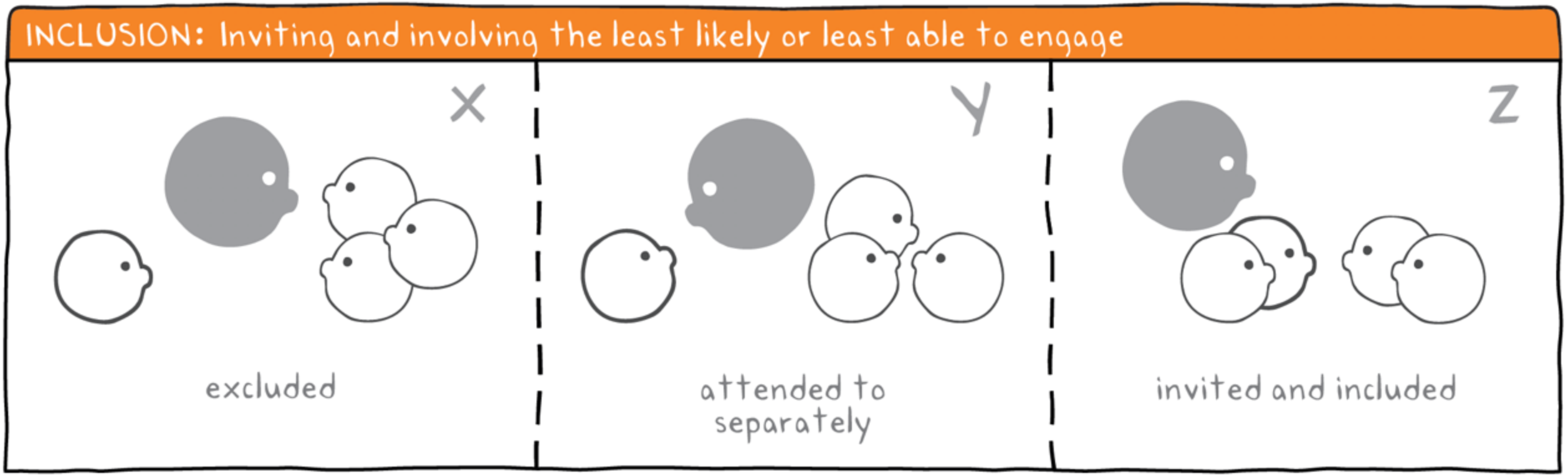
In small groups:
Share examples of Reciprocity X, Y, & Z from your work.



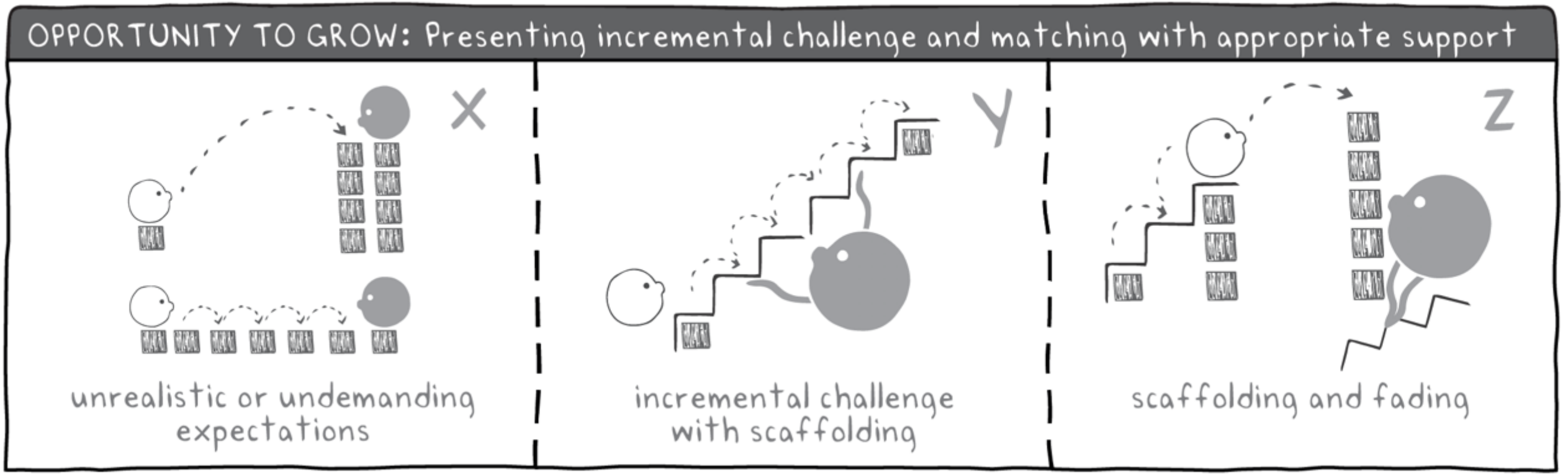
Inclusion


INCLUSION: Inviting and involving the least likely or least able to engage
X
excluded
Y
attended to separately
Z
invited and included

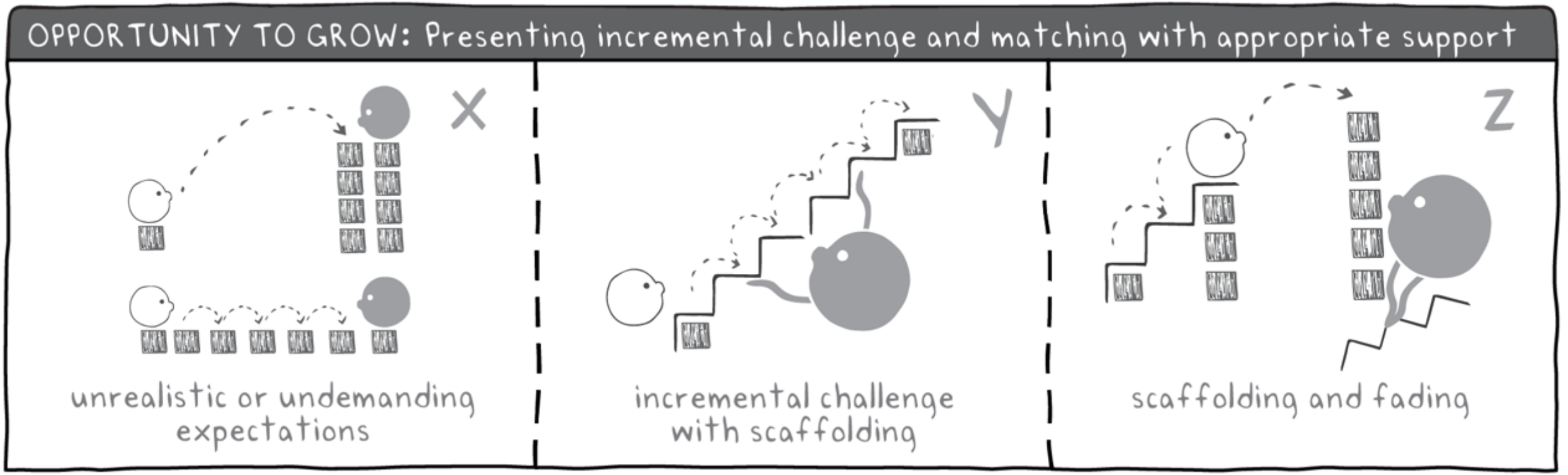
In small groups:
Share examples of Inclusion X, Y, & Z from your work.



Opportunity to Grow



In small groups:
Share examples of Opportunity to Grow X, Y, & Z from your work.



As a learning aid, the Simple Interactions Tool helps us describe relationships so we can…

…begin to intentionally do the best of what we already do intuitively

…start to do naturally what we have learned to do intentionally

…give us ways to communicate what we look for in our communities

Enhancing interactions

Try-it-out Projects

- A (small) tweak in your practice, program, or policy
- Can build on something you already do or be something new
- Something you *try out* (like a mini-experiment) to see what works – it doesn't have to be perfect.

One museum experimented with different seating layouts to promote adult engagement.

Rather than just having a sign, have patrons ask a librarian for a password.

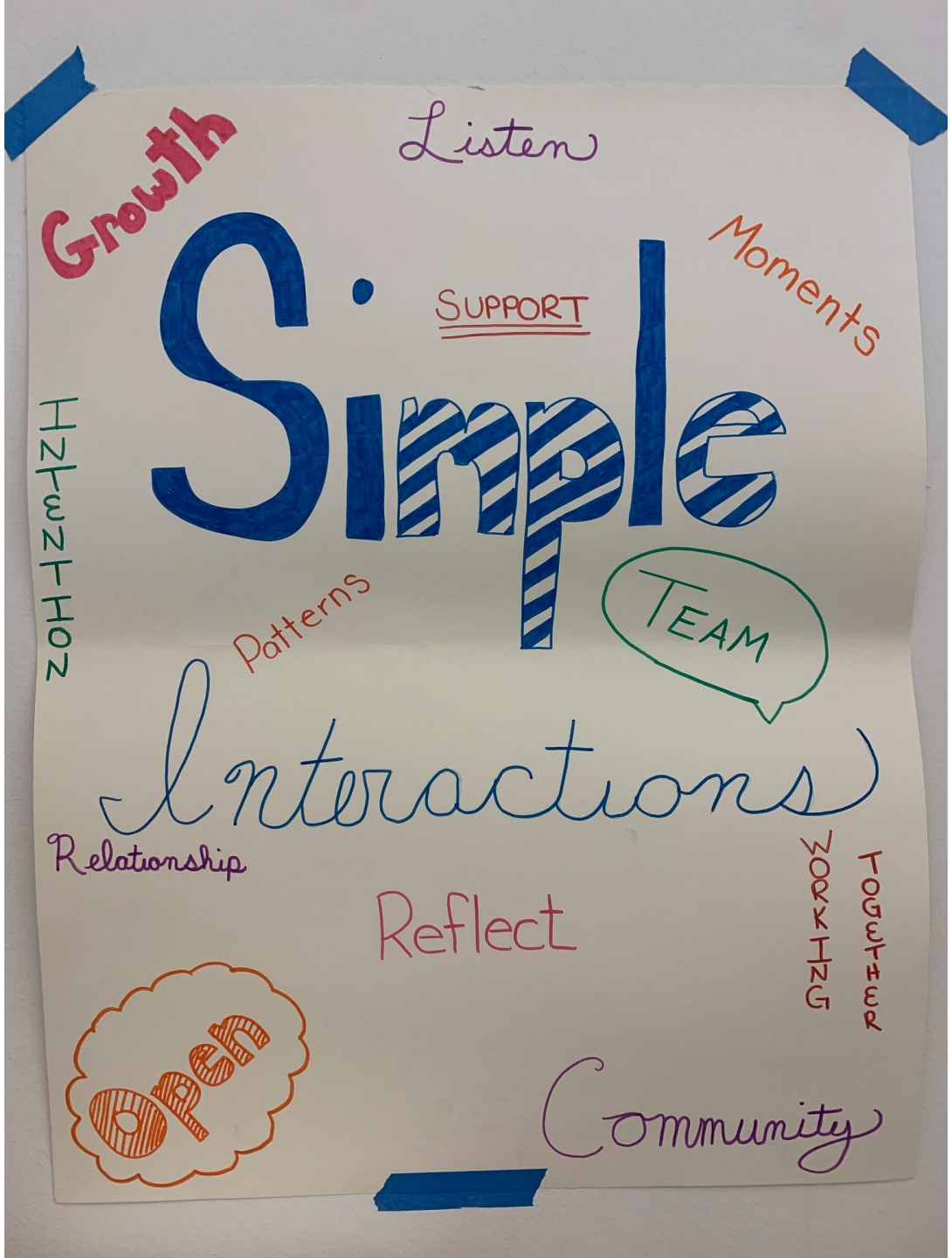
Put names to faces with a polaroid wall in a break room…

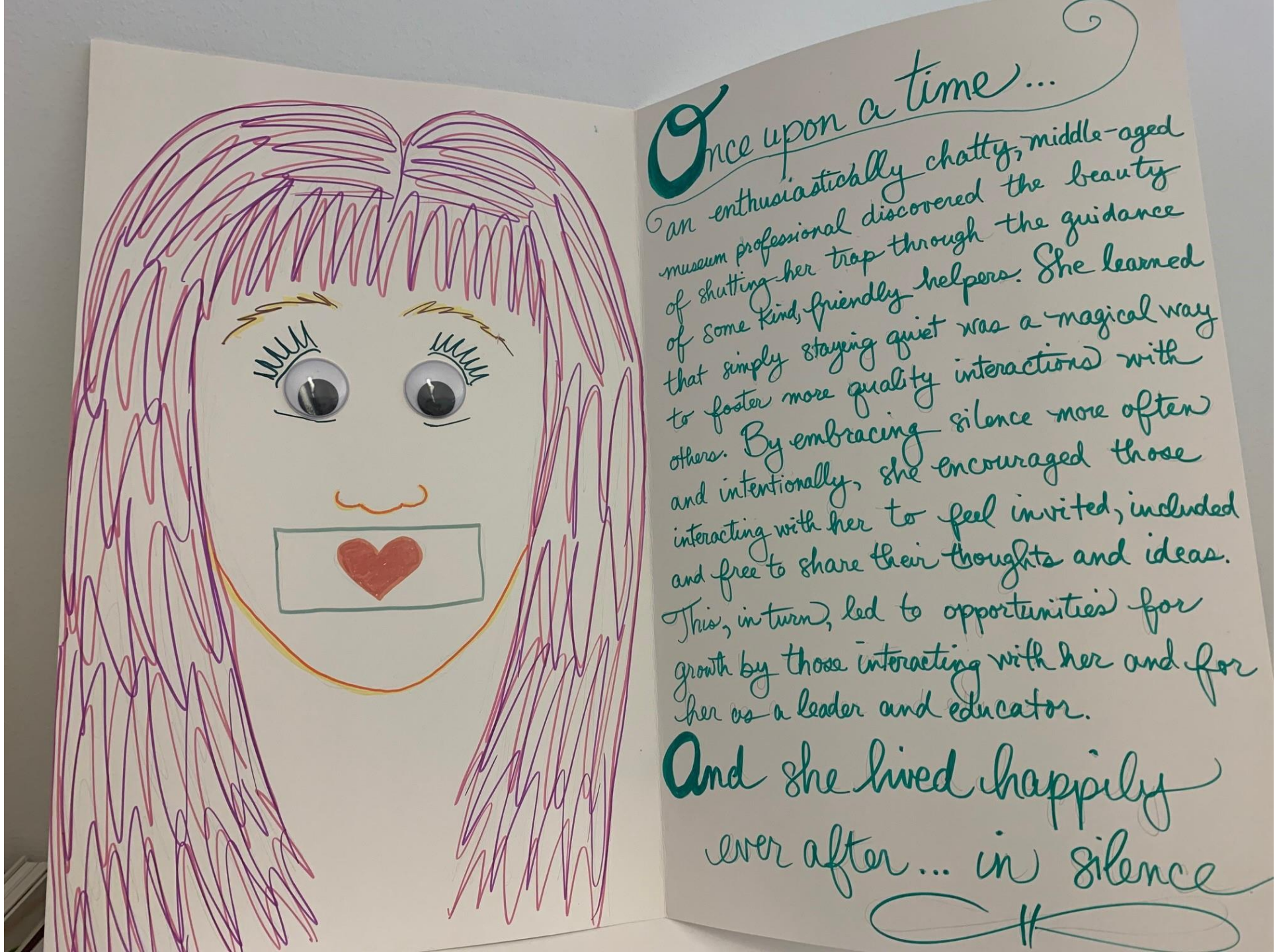
…or maybe all a break room needs is some free coffee.

A question wall can get visitors talking to each other before a program starts.

Case Study

Sometimes challenges are
Doors not Stairs
Y
ental challenge
scaffolding
Z
ding and fading


Growth
Listen
Moments
SUPPORT
Simple
INTENTION
Patterns
TEAM
Interactions
Relationship
Reflect
WORKING
TOGETHER
Open
Community


Once upon a time...
an enthusiastically chatty, middle-aged museum professional discovered the beauty of shutting her trap through the guidance of some kind, friendly helpers. She learned that simply staying quiet was a magical way to foster more quality interactions with others. By embracing silence more often and intentionally, she encouraged those interacting with her to feel invited, included and free to share their thoughts and ideas. This, in turn, led to opportunities for growth by those interacting with her and for her as a leader and educator.
And she lived happily ever after... in silence

WMAA

Plan your “Try it Out” Project

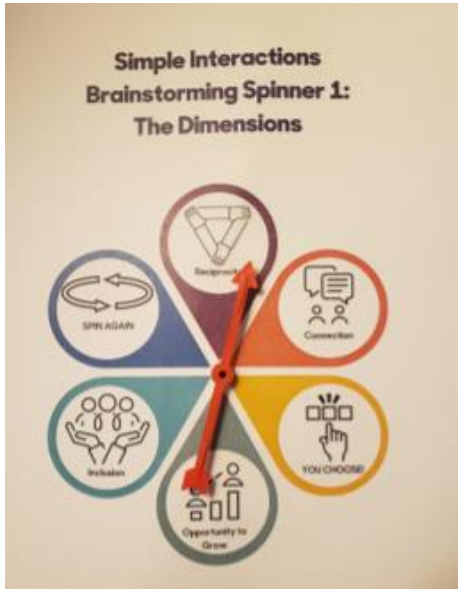
Brainstorm

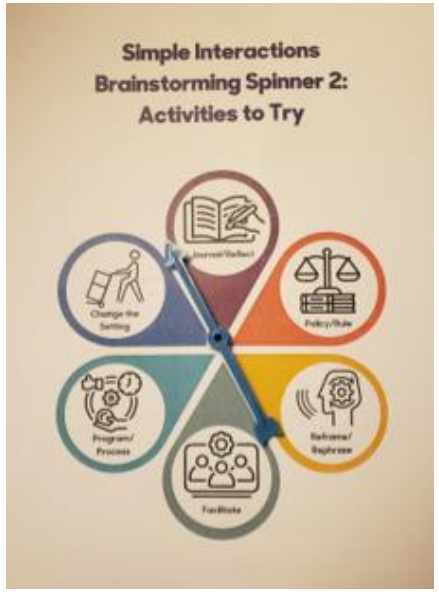
Form pairs or small groups (2-6 people works best).

Take a turn on **Spinner 1** to **identify a dimension** from the tool to focus on.

Take a turn on **Spinner 2** to identify an **activity to try**.

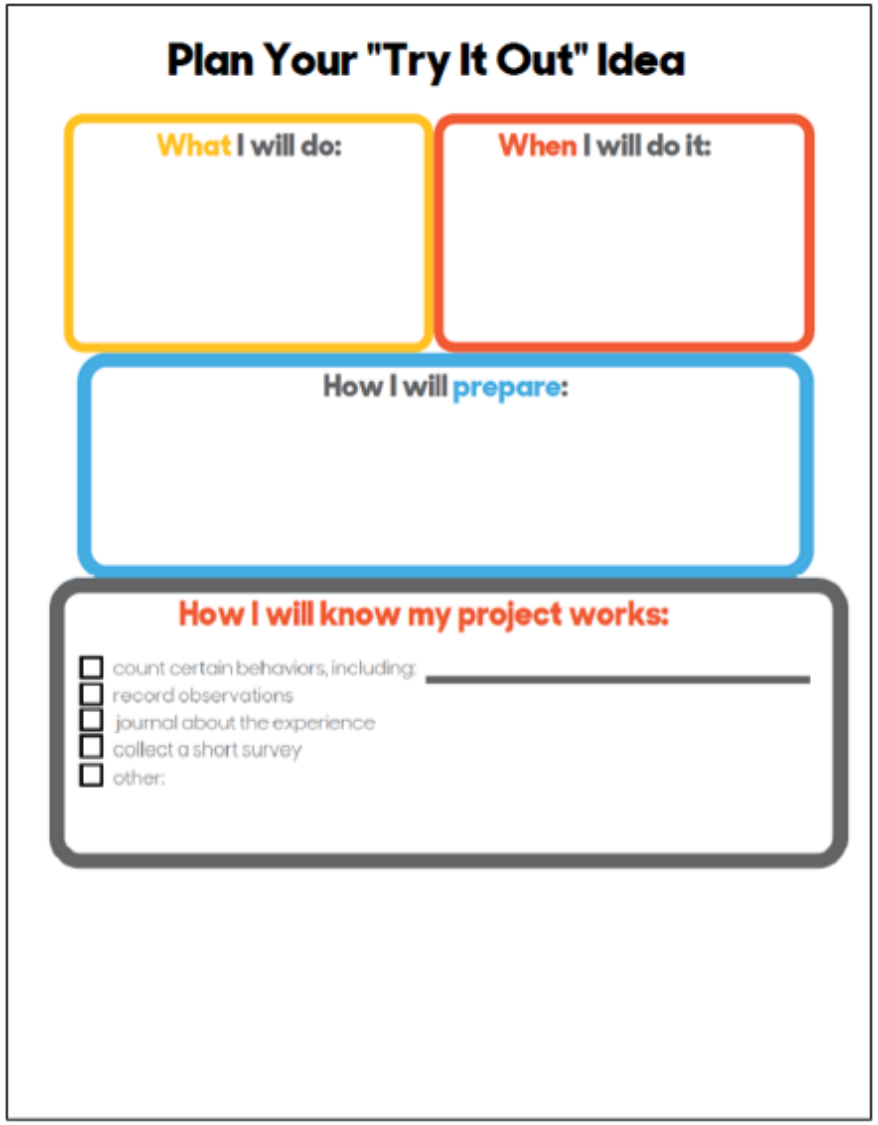
Discuss **how the activity could be used to enhance your practice in that dimension**. Record your ideas in your packet.





Once you've decided, plan it out…

Use the back page of your packet to get specific . . .



Questions

Evaluation