

# Module 4

## Negotiating Family and Facilitator Goals

### Module Overview

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#### Objective

In this module, participants will consider how to balance their own educational goals with the needs, interests, and agendas of family visitors. They will also practice using the cycle of responsive facilitation (observe, support, reflect) as they engage families at exhibits.

#### Materials needed



- Module 4 Video 1 (<https://vimeo.com/user12277459/reveal-module4video1>)
- Module 4 Video 2 (<https://vimeo.com/user12277459/reveal-module4video2>)
- Handouts (one per participant)
  - Introducing Module 4: Negotiating Family and Facilitator Goals (a few copies in case participants need them)
  - Module 4 Video Discussion
  - Module 4 Reflection Homework
  - Final Reflection
- Chart paper or whiteboard and markers

#### Plan for Session (95-105 minutes)



- 1) Warm-up activity, 10 minutes (optional)
- 2) Homework sharing, 15 minutes
- 3) Introducing the module, 10 minutes
- 4) Video discussion, 60 minutes
- 5) Final reflection, 10 minutes

## Warm-Up Activity

10 MIN



If you opt to do a warm-up activity, start the session with it. We recommend the Module 4 activity, Alien Scientist (<http://www.nisenet.org/catalog/improv-exercises>). In general, an effective activity for this module will focus on the need for individuals to adapt their expectations and actions to achieve a group goal.

## Previous Session's Homework

15 MIN



In small groups, participants take turns sharing experiences they had doing the homework: one recent experience they had observing a family or one experience they had interacting with a family. After reflecting on the interaction, participants can also share what they might repeat or do differently in the future.

After 10 minutes, ask a few volunteers to share either their own learning or lessons gleaned from their group discussion. You may want to summarize observations, point out dominant themes, or make connections to practices at your institution.

## Introducing the Module

10 MIN



Introduce this module's topic, paraphrasing what is written below. Participants should have already read "Introducing Module 4: Negotiating Family and Facilitator Goals" prior to this session.

### Introducing the topic



*Today's topic is about finding a balance between the goals of the family and the goals you have as a facilitator—and why striking this balance is important. You will watch two videos, notice how facilitators and family members negotiate the interactions, and discuss strategies and techniques that facilitators can use to reflect on their facilitation choices and customize interactions to best suit the needs of both you and your visitors.*

### Connecting to previous experiences

In small groups, participants discuss their responses to the questions at the end of the handout "Introducing Family and Facilitator Goals." After a few minutes, continue the discussion with the larger group.



- 1) What are some of the different goals, interests, and agendas that family visitors seem to have at your institution?

- 2) What are some of the ways that family goals overlap with your goals as an educator? In what ways don't they overlap?
- 3) What do you usually think about when you are facilitating for a family group at an exhibit? Is there a thought process you go through to guide your facilitation approach?
- 4) Describe a time when you changed your facilitation strategies based on what you understood about the family group. Why did you change your approach? What happened as a result?

## Video Discussion

60 MIN

In this module, you will be using the following two videos:

- Module 4 Video 1: (<https://vimeo.com/user12277459/reveal-module4video1>)
- Module 4 Video 2: (<https://vimeo.com/user12277459/reveal-module4video2>)

### Introducing the videos



This module's videos both take place at the Drawing in Motion exhibit. Ask participants if they have any questions about the exhibit. Refer to the exhibit description handout from Module 1, as needed.

Pass out copies of the Video Discussion handout and give participants a minute or two to review the document. Paraphrase the following information about the videos for participants.



*In the first video segment you are about to watch (Module 4 Video 1), a family approaches Drawing in Motion and the facilitator uses the cycle of facilitation to decide when and how to interact with the visitors. This video segment is the first few minutes of the whole interaction. The second video segment (Module 4 Video 2) picks up partway through an interaction and involves a facilitator negotiating two different, unrelated families simultaneously using the Drawing in Motion exhibit.*

*We will watch each video twice. The first time, ignore the handout and just try to take in the whole interaction. In between the first and second viewing, read over the handout questions. During the second viewing, I encourage you to look for how the facilitators try to balance what they observe about family needs and interests with their own goals. Notice how the visitors—both adults and children—respond to facilitation. After the second viewing, you will have time to write down responses to the handout prompts.*

## Key video moments for the session leader

Below are some moments in the video when something particularly noteworthy happens relevant to negotiating family and facilitator goals. This is not an exhaustive list of every interesting moment in each interaction. We point these out to help you, the session leader, have evidence to support observations by the group. We do not recommend giving these lists to participants.

### Video 1:

- 0:33 The facilitator observes as the adult leads the interaction.
- 1:10 The facilitator tries to orient the family to the exhibit.
- 1:40 The facilitator provides more orientation and the family retries the challenge.
- 2:30 The facilitator observes the family.
- 3:11 The facilitator provides deeper explanation for the older child.

### Video 2:

- 0:52 The facilitator tries several approaches to orienting the group to the coordinate points.
- 2:00 The facilitator provides instruction.
- 2:05 The facilitator asks the adults for input.
- 2:32 The facilitator asks the “button pusher” for input.
- 2:57 One adult suggests a strategy for moving the controls.
- 4:04 The group celebrates success.

## Video discussion: Module 4 Video 1



Watch the video segment twice. Then take 3-5 minutes for participants to quietly jot down their answers to questions on the first page of the video discussion handout.



Next break into small groups of 2-4 participants (if possible, try to mix up groups from previous discussions) and share answers. Ask one member from each group to share a summary of their discussion with the larger group.

In your discussion, keep track of facilitation strategies participants mention on the whiteboard or chart paper. You may want to write down other group responses as well, but keep those ideas separate from the list of strategies. Some strategies participants might mention include: observing to understand family needs and interests, orienting families to the exhibit so that they can take charge of the experience, showing appreciation and encouraging visitors, and supporting adults as facilitators within the group.

- 1) What did you notice happening in this video segment?
- 2) Based on what you observed, what do you think were some of the family’s goals for the interaction?

- 3) What did you see the facilitator do or say to indicate that they were using the cycle of facilitation?
- 4) How did the facilitator engage differently with the different family members?
- 5) What did you see the facilitator do or say to respect the family's goals and interests? Were there times when the facilitator seemed to prioritize his own goals?
- 6) How did the visitors respond to the facilitation?
- 7) What do you think would have happened if the facilitator had tried to impose his own goals in this interaction?

### Video discussion: Module 4 Video 2



After watching the video segment twice, take 3-5 minutes for participants to quietly jot down their own answers to the questions on the second page of the video discussion handout.



Break into small groups of 2-4 participants and share answers. Ask one member from each group to share a summary of their discussion with the larger group. Continue to record possible strategies on the chart paper or whiteboard.

- 1) What did you notice happening in this video segment?
- 2) Based on what you observed, what do you think were some of the family's goals for the interaction?
- 3) How did goals differ, if at all, among family members within the visitor group?
- 4) What strategies did the facilitator use to navigate different family goals?
- 5) Do you think the visitors were satisfied with this interaction? Why or why not?

### Discussion for Both Videos



After watching and discussing both videos, continue the group conversation using the questions about both videos on the second page of the handout.

- 1) What were some of the similarities and differences between these two video segments? How did the adults in each segment approach the interactions differently? How were the approaches by the two facilitators different?

- 2) What are some strategies you could use to understand family goals and interests and find overlap between these and your own educational goals?
- 3) What challenges might you encounter trying to find this alignment with families?

At the conclusion of this module, record the list of strategies generated during the conversations (e.g., take a photo or type the list) and share the ideas with participants. Other relevant strategies that participants might mention include: giving the family space, asking the family what their goals are for the activity, providing options or choice for family decision-making, and offering different roles or jobs for family members.

## Reflection Homework

10 MIN



After this session, participants will observe how families and facilitators negotiate goals while interacting at exhibits. They will also practice incorporating strategies for negotiating family and educator goals in their own facilitation.

Pass out copies of the Module 4 reflection homework handout to each participant. Allow participants a few minutes to read over the handout. Ask for any questions, clarifications, or comments.

Because this is the last module, you may want to schedule one additional, shorter meeting (about an hour) with the group to discuss the Module 4 homework. This can also be a good chance for the group to reflect on the professional development program as a whole. (See the “What now?” section for additional ideas about how to build on the program and continue to promote professional learning within your organization.)

## For Further Exploration

### More Videos

Full-length, unedited versions of the videos from this module (without subtitles) are also available:

- Module 4 Video 1, unedited (<https://vimeo.com/203907190>)
- Module 4 Video 2, unedited (<https://vimeo.com/203907943>)

You can also watch videos that were assigned to other modules and the bonus videos, paying particular attention to what the interactions reveal about how facilitators negotiate their own goals with those of families.

## Readings

The following books and articles can be useful for continuing to explore the topics introduced in this module:

Falk, J. H., & Dierking, L. D. (2000). *Learning from Museums*. Walnut Creek, CA: AltaMira Press. (See especially Chapter 8, “The Contextual Model of Learning”)

National Research Council. (2009). ***Learning science in informal environments: People, places, and pursuits***. Washington, DC: National Academies Press.

<https://www.nap.edu/catalog/12190/learning-science-in-informal-environments-people-places-and-pursuits> (See section 1, “Learning Science in Informal Environments”)

Pattison, S. A., & Dierking, L. D. (2013). **Staff-mediated learning in museums: A social interaction perspective**. *Visitor Studies*, 16(2), 117–143.

[http://www.informalscience.org/sites/default/files/Pattison%26Dierking\\_Manuscript\\_11125.pdf](http://www.informalscience.org/sites/default/files/Pattison%26Dierking_Manuscript_11125.pdf)

Porter, T., & Cohen, T. (2012). ***Learning Together: Families in Museums Staff Training Curriculum***. Boston, MA: Boston Children's Museum.

<http://www.bostonchildrensmuseum.org/sites/default/files/pdfs/Learning-Together.pdf>



### Video 1

- 1) What did you notice happening in this video segment?
  
- 2) Based on what you observed, what do you think were some of the family's goals for the interaction?
  
- 3) What did you see the facilitator do or say to indicate that they were using the cycle of facilitation?
  
- 4) How did the facilitator engage differently with the different family members?
  
- 5) What did you see the facilitator do or say to respect the family's goals and interests? Were there times when the facilitator seemed to prioritize his own goals?
  
- 6) How did the visitors respond to the facilitation?
  
- 7) What do you think would have happened if the facilitator had tried to impose his own goals in this interaction?

## Video 2

- 1) What did you notice happening in this video segment?
- 2) Based on what you observed, what do you think were some of the family's goals for the interaction?
- 3) How did goals differ, if at all, among family members within the visitor group?
- 4) What strategies did the facilitator use to navigate different family goals?
- 5) Do you think the visitors were satisfied with this interaction? Why or why not?

## Both Videos

- 1) What were some of the similarities and differences between these two video segments? How did the adults in each segment approach the interactions differently? How were the approaches by the two facilitators different?
- 2) What are some strategies you could use to understand family goals and interests and find overlap between these and your own educational goals?
- 3) What challenges might you encounter trying to find this alignment with families?

# REVEAL

## Reflection Homework

### *Module 4: Negotiating Family and Facilitator Goals*

#### *Handout for participants*

- 1) Take some time, even if just 20-30 minutes, to watch another facilitator at your institution interact with visitors. When you are watching other staff members, first ask them for permission to observe.
  - When do you notice the staff member using the cycle of reflective facilitation?
  - What examples do you notice of facilitators aligning their goals with those of the family? What examples do you see of family and facilitator goals being misaligned?
  
- 2) Now that you've watched examples of staff and families negotiating goals and considered how to incorporate new ideas into your own practice, you can try these strategies out yourself (if needed, refer to the list generated during the video discussion). Try to incorporate a few new strategies into your facilitation with families at exhibits. Observe how visitors react and reflect on ways you can continue to improve the new approaches. Additionally, try to intentionally incorporate the cycle of reflection into your work, both during and in between interactions with families.