

## 2 italian workshop

### 2. TRAINING FIELD

#### • 2.1 Training Goals and Objectives

Training goals are:

- sharing common knowledge and competences on today's life
- sharing common values about being citizens
- comparing different points of view about living, studying and spending free time

#### • 2.2 Surmises

All activities, training strategies and methodologies will be based on the following surmises:

- Examine the different causes and the different approaches to manage parents-children relationship.

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### 3. TRAINING CONTRIBUTIONS

Each project partner will measure the training process on the following contributions inside each workshop:

- · Training Groups
- · Sorts of Training
- · Training Approach
- · Training Schedule
- **3.1 Training Groups**

Groups to be trained will be described in this section, also including title of workshop, types of staff, type of

training methodology and number of staff/learners involved in it.

Description of them will be delivered in table form in order to be compared/shared with partnership.

#### **Training Groups**

**COUNTRY** italy

**TITLE OF WORKSHOP** The Intergenerational dialogue

**TYPES OF STAFF** teachers- members of the Association "Speranza"(psychologies, social workers, President of the Association, special needs assistants).

**TRAINING** the lack of communication among generations ,especially the newest ones,parents and children.

**METHODOLOGY** debate guided by a psychologist suggesting different causes and different approaches to manage parents-children relationship.The debate was video recorded.

**STAFF(Number of) 8**

**LEARNERS(Number of) 80** Grandparents,parents and children belonging to the Association's territory , and for children attending the nearby school (Laura Lanza school

- **3.2 Sorts of Training**

In this section, trainers will explain the training process, used materials and the length of the training sessions.

Description of them will be delivered in table form in order to be compared/shared with partnership.

**Sorts of Training**

**COUNTRY Italy**

**TRAINING PROCESS** debates on different views on school and daily life (by grandparents,parents and children),intergenerational discussion  
Moderator introduce the matter :being a teenage now , being a teenage when the parents were the same age of their children -Open debate- pros and Cons -Parents , grandparents and children discuss their points of view and about the differences they face in everyday life from the past experience up to today

**USED MATERIALS** computers, interactive board-video camera-microphones

**TRAINING TIMETABLE** from 12 to 14

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- **3.3 Training Approach**

In this section, we will describe how the training process will be delivered. Trainers will include: training methodologies, communication techniques, training tools, any external/internal aid in the training process

**Training Approach**

**COUNTRY Italy**

**WORKSHOP TITLE** The Intergenerational dialogue

**TRAINING** how to fulfill the parents' main task-to talk to their children

**METHODOLOGY** debate guided by a psychologist suggesting different causes and different approaches to manage parents-children relationship. The debate was video recorded.

**COMMUNICATION** school and association web site-articles on the local news paper.

**TECHNIQUES** debate guided by a psychologist

**TRAINING TOOLS** computers, interactive board-video camera-microphones

**EXTERNAL SUPPORT** School "Laura Lanza" -Carini

**INTERNAL SUPPORT** Association "Speranza" with its members

#### • 3.4 Training Schedule

In this section, partners will describe how the workshops schedules were derived from and what the schedule is.

After filling table, a narrative and more specific description will be written, in which total information about schedule, training sites, number of trainees-in case of more than one session for same workshop-, number of trainers and length of each session will be fully explained.

**COUNTRY** Italy

**WORKSHOP TITLE** The Intergenerational dialogue

**AMOUNT OF TIME** 2 hours

**DISTRIBUTED** one session

**TRAINING SITES** NUMBER

**OF TRAINING SITES** one

**NUMBER OF TRAINERS** 8

**NUMBER OF TRAINEES** 80

**LENGTH OF SESSION** 2 hours

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#### **4. ROLES AND RESPONSIBILITIES**

In this last section of 3rd Millenium Family Generation training Guidelines, each partner will give a full detailed information during preparation, management and evaluation of each workshop.

- On 22<sup>nd</sup> May 2013, the I.C. Laura Lanza hosted the second workshop dedicated to the Grundtvig project **3rd Millenium Family-Generation**, our school is carrying on successfully cooperating with The Volunteers' Association "Speranza" located in Carini.

Many parents and grandparents welcomed the event taking part actively to the debate managed by the Psychologist Doctor A.Barretta. The theme exploited has been the lack of communication among generations ,especially the newest ones,parents and children. Which are the reasons? And what strategies to adopt to overcome it?

The theme has been very motivating and involving.Many asked to intervene in the debate suggesting different causes and different approaches to manage parents-children relationship. Moreover parents have been questioning about the lack of consciousness in being a parental figure. In fact many of them agreed that , attempting not to make the same mistakes their parents did with them( lack of dialogue due to an excess of severity and detach in the reallionship), they have been trying to become a more friendly and closer figure to their children forgetting to promote the respect towards themselves in their educational function.

Many parents have been blaming against the invasion of the new technologies in their children's life , responsible for stressing the lack of communication among them and the younger generations.Others thought this was due to the lack of spare time to dedicate to the dialogue with their children becuse of more and more urgent work and life – styles.

They regretted about having so little time as it is important to pick up every sign coming from their children in order to help them in their growth process.

Everyone agreed, in any case, that sharing positive values should be the priority in any educational attitude parents-children. Summing up it has been concluded that :

-A Third millennium parent shouldn't be superficial or careless towards his/her own child , because of the continuous evolution the younger generations have to face, due also to a continuously evolving society.

-It is straightly important to be more careful and more present in children's life although maintaining a definite difference among the roles parent -children.

-It is also important to know the new world the children live in , even though it's totally different from the parents'one.

#### • 4.1 Resources

Full description of the roles in involved people (trainers, project coordinators, psychologist, etc) , and their area of responsibility inside workshop training process.

Trainers and project coordinators: prof. C.Surdi, prof.E.Leto teachers of Laura Lanza School, Mrs Lia Picone manager of the Association Speranza  
Psychologist: Valentina Salerno,....., supporters of the workshops, Angelo Barretta- management of the workshops debates.

For a better comparison among project partners, each organization will provide with an organizational chart of the training team structure.

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Clear identification of training resources, description roles and responsibilities, and list the staff members assigned to every role.

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- **4.2 Work Plan**

Work plan will consist on chronological list of the activities and tasks that must be accomplished to prepare, manage, and evaluate the training process in workshops.

This workplan will show every key person responsible for completing each activity and task, and the expected start and completion dates for each activity and task.

E.Leto- C.Surdi-L.Picone

Organization of the first workshop April 2013

Analysis and evaluation of the results- involvement, enthusiasm, presence of the trainers, final products, comments of the trainers

Dissemination of the results at a local level

Publication on the websites ( the project, the school, the Association's) may 2013

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Organization of the second workshop May 2013

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Publication on the websites ( the project, the school, the Association's) June -July 2013

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