

### #TASK 3

Costruire modelli per il coinvolgimento della comunità

Strategie per creare un dialogo intergenerazionale efficace

Obiettivo: Identificare e organizzare strategie che possano aiutare a costruire conversazioni e relazioni significative tra le generazioni.

#### Input teorico

1-Discuti esempi di momenti intergenerazionali di successo o falliti (all'interno o all'esterno della tua organizzazione).

- A) **(Outside our NGO) Community garden:** In our cities (in problem neighborhoods) these "community gardens" have been created, by the municipalities, where all the people of the neighbourhood can take care of gardening. These projects, which also involved schools, were an opportunity for young people to meet older people and exchange ideas. The result was an opportunity for the elderly to pass on agricultural knowledge and techniques, things that are certainly being lost in recent years.
- B) **(Inside our NGO) Cinema Set and projections with magic circles:** intergenerational moments during the shooting of a short film (we brought together young and old people who exchanged knowledge) but also during some screenings/cinema forums and a public meeting that we organized entitled "Youth, South and Cinema".

2-Breve riflessione: cosa fa sentire un giovane al sicuro, curioso e apprezzato quando parla con una persona anziana e viceversa?

- A) **Total understanding:** Very often we see older people suffering from "juvenoia", the perennial thought that the next generation is always and in any case worse, in the constant idea of a continuous degradation of values and lifestyles. When, on the other hand, one happens to meet older people who esteem young people, see themselves in them and speak with understanding and curiosity, very interesting conversations ensue. On the other hand, however, young people must approach older people with respect and curiosity. Pretending to be interested leads nowhere, better to avoid it. I believe that the eyes of the elderly often see us as children, and for this reason it might be fruitful to ask a lot of questions, so as to lead the elderly person to open up, almost in the memory of when they were parents and were bombarded with questions by their children.
- B) **Freedom:** The young person must feel that can say whatever wants without the fear of being judged, therefore of talking about difficult and "taboo" topics.
- C) **Placement at the same level:** The elderly should recognize in the young not only a person to be enriched but also from whom to enrich themselves with new knowledge. The same on the contrary.

#### Task pratico

##### **Titolo: Progettare un'attività intergenerazionale passo dopo passo**

Il gruppo delinea un semplice modello di attività che: Promuove il dialogo tra giovani e anziani, può essere adattato a diversi contesti culturali e utilizza un metodo creativo e coinvolgente (ad es. fotografia, disegno, suono, passeggiate, cibo, scatole dei ricordi)

<b>Title of Activity</b>	<i>Past Roots &amp; Future Paths at the Same Level in Freedom</i>
<b>Objectives</b>	<p>Enabling the elderly to pass on what is slowly being lost. In particular, they were thinking of farming and gardening techniques and also passing on old traditional recipes, perhaps even with the idea of renewing and supplementing them with newer recipes. ‘In return’ the idea would be to teach the elderly how to use smartphones and computers to entertain themselves or perhaps to keep in touch with their friends and relatives. They could also be given AI basics to solve everyday tasks but also audiovisual tools;</p> <p><b>Giving and receiving on the same level, also breaking down taboos.</b></p>
<b>Materials needed</b>	<p>small garden, public or private with basic cultivation tools. For the culinary aspect, a kitchen and cooking utensils would be needed. Plus also fresh raw materials bought on a day-to-day basis.</p> <p>For the digital workshops, on the other hand, the smartphones and personal computers of the elderly have to be used, supplemented with specially purchased materials. An Internet connection would of course be necessary.</p>
<b>Step-by-Step Process</b>	<p>1 step: Involving schools and the civil community (local NGOs, Senior committees etc)</p> <p>2 step: Organize activities that make the two factions, previously separated and then together, known. This is important to make them both feel the same.</p> <p>3 step: provide them with a precise agenda characterized by tasks but also by moments of listening to the activities of others. In this way everyone will be attentive because they will be creators and listeners at the same time, just as the internet world has taught us.</p> <p>4 step: provide for non-formal activities that mix traditions and innovation (reels, games, competitions, etc.)</p>
<b>Recommended Duration</b>	6 months + Impact after the project (long tail)
<b>Tips for Engagement</b>	Involve the whole community, establish a reward (like a trip), provide an economic reward