

LIPMAN METHOD FOR INTERGENERATION DIALOGUE

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*Is it possible to use the Lipman
method in educating and training
adults and adolescents
for a better dialogue?*

The work

Using Lipman method with groups of adolescents and with groups of adults (theachers and parents)

Using Lipman method with adults: parents, teachers, social works and youth leaders who are in some way involved in relations with adolescents.

Where?

in the schools

(nursery schools, high school “ Domenico Cotugno” in L’Aquila - Italy.)

at CREADA Centre (www.creada.it).

at Università Cattolica del Sacro Cuore di Milano.

What did I find?

Adults are close to asking philosophical question.

Adults want to know more to solve their problems and they want to learn **how** to do it!

Each session is organized in the following way:

1. INTRODUCTION

The best thing that I have learned!

2. READING A TEXT

- Lipman's Lisa text
- Texts invented using Lipman's model (adapted to Italian situation)
- Text created from a record session of adolescents using their dialogues and ideas.
- Exercises from Lipman's manual to Lisa text (adapted to Italian situation)

Sara's Value

"Dad, do you think I'm a good ice-skater?" said Sara dropping her bag on the floor.
"Of course you are, Sara! You can skate very fast on ice!" her father replied moving his eyes from the TV towards her.
"So, do you think a person who can skate very fast on ice is a good skater? My trainer says being fast is not enough, it's not a matter of time" said Sara opening her arms.
At that moment Mr Testa understood the thing was serious and that the sports program he was watching would be definitely interrupted.
"That's true" he said, turning to his daughter "it's not just a question of speed. Good skaters can also make figures properly. They're smart and fluent."
Sara shook her head and says: "You don't even know how much training and effort you need to make those movements which appear to be so natural! And when you try for it, judges are always so strict!"
"I still remember one of your latest competitions: there was a judge who gave you all very low marks. God knows how he could judge you like that...you were all so well-prepared" Mr Testa sighed.
"That's true, it seemed like perfection was never enough for him. We couldn't get what the most important thing for him was, we didn't manage to catch what his way of judging was. Someone tried to be faster, someone else paid more attention to figures, or to expression, but marks kept on being low ones." Sara blushed remembering that episode.
Then her father looked at her and asked: "Do you think you are a good skater?"
Sara hesitated a bit and then she meditatively replied: "I don't know, I'm working hard at it: I never miss my training sessions, I always listen to my trainer and I try to put in practice what he says, I carefully do my exercises.. I don't know ..."
"I know you've made a lot of progress and you're better now than when you started skating: God knows how much better you'll get!" her father said, smiling.
And Sara smiled, too. "That's true, do you remember? I couldn't even stand on my skates!"
"Yeah, but you didn't give up anyway because you wanted it. Granny used to say that when she took you to your trainings, you used to be nervous and your belly ached, and when you came out from the gym you were always smiling. The most important thing for us was seeing that skating made you happy. What's the most important thing for you now?"
"Such a difficult question... I need time to think about it..."
"Would you like us to think about it together?"
"Hey Dad, do you know you're very good at asking questions today? You're worth the highest mark!"
"I didn't know it was a competition, otherwise I'd had worked harder at it!" replied Mr Testa looking at the credits sliding on the screen.

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(translated by Irenè Nicoli)

3. WRITING THE SESSION'S AGENDA

- The agenda produced by the adolescents becomes a link between them and the adults, *like a painting* links the observer and the artist.

4. WRITTEN EXERCISES

Our thoughts are in our heads but in our instruments too.

Community of inquiry with adults is certainly a community of practice.

I work to transform a community of inquiry in a community of educational inquiry.

5. EVALUATION

Reflection and analysis

Questionnaire (QPCC Questionario di percezione di convinzioni e competenze - M. Pellerrey)