

P4C – PHILOSOPHY FOR CHILDREN

INTRODUCTION

Philosophy for Children (P4C), or some variation of it, is practised in over 60 countries around the world and has a history stretching back over 40 years. The underlying principle is for children and young people to experience rational and reasonable dialogue about things that matter to them and their teachers. All participants work together in a 'community of enquiry'. The aim for each child is not to win an argument but to become clearer, more accurate, less self-contradictory and more aware of other arguments and values before reaching a conclusion.

PHILOSOPHY FOR CHILDREN is often taken up because of its 'effects'. It is thought worthwhile in so far as it improves scores in literacy, speaking and listening and maths tests. It is praised for its effects on emotional awareness and thinking skills. But we argue that philosophising with children and young people is a good thing in itself. Philosophy calls on imagination and reasoning and puts these capacities to work exploring values, assumptions and vital concepts like justice, truth, knowledge and beauty. A philosophical community of enquiry provides a forum where adults and children can search for meaning together. Children become reasonable in both senses of the word — they are adept at reasoning and they are open to the reasoning of others.

It is so important for adults and children to talk together in situations where differences can be welcomed and explored. Normally, they don't talk together in this way enough. It's now recognised that children are influenced by their peers to a far greater extent than we had previously thought. Not surprisingly, young people talk to each other and the talk means something. It's important and memorable. Adults can make classroom talk memorable too, through philosophy. Philosophy for Children promotes a forum for open dialogue in which participants are not content to exchange ideas and opinions as if they were bits of information. Instead they ask questions, sift arguments and explore alternatives. Above all, they try to understand each other. It is possible to find a philosophical dimension, and so an opportunity for philosophical thinking, in any subject in the curriculum. If we had the will, we could even give it a curriculum slot all to itself.

CONTENT

Day 1	<ul style="list-style-type: none">• Are Children Capable of Philosophical Thinking?• Philosophy in a Crowded Curriculum• Philosophizing With Others?• Philosophy For Children Today
Day 2	<ul style="list-style-type: none">• Modelling of a philosophical enquiry or curriculum enquiry sessions• Interactive Q&A, focused on pupil impact and learning• Taking teachers through the main facilitation and questioning strategies• Art/Music (Aesthetics)
Day 3	<ul style="list-style-type: none">• Citizenship (Political Philosophy)• Global Citizenship• Humanities• Identity (Philosophy of Mind) Citizenship (Political Philosophy)• Global Citizenship• Humanities• Identity (Philosophy of Mind)
Day 4	<ul style="list-style-type: none">• Knowledge, Belief, Trust (Epistemology)• Literature• Maths• Media• Pedagogy
Day 5	<ul style="list-style-type: none">• Physical/Outdoor Education• PSHE• Reality (Metaphysics)• Reasoning (Logic)
Day 6	<ul style="list-style-type: none">• Religious Ed (Philosophy of Religion)• Science• Values/Character Education (Ethics)

OUTCOMES

- At the end of the course the teachers will:
- Encourage philosophical questioning and dialogue
- Facilitate a P4C enquiry in your classroom
- Identify resources to stimulate rich discussions among your students
- Introduces the theory and practice of P4C
- Provides tools to develop students' questioning and thinking skills
- Connects P4C to the curriculum
- Demonstrates philosophical enquiry in practice
- Presents P4C resources and sources of teaching materials
- Facilitate P4C enquiries with more flexibility and reflection
- Enhance learning through critical, creative, caring, and collaborative thinking
- Drive progress in philosophical enquiry at your school
- Examines the nature, purpose, and methods of philosophical enquiry
- Shows how to choose and create materials to stimulate deeper philosophical thinking and dialogue
- Extends practices and tools for better philosophical thinking and facilitation
- Strengthens understanding of the theory and practice of critical, creative, caring, and collaborative thinking
- Establishes criteria for planning and evaluating progress over a cycle of P4C enquiry, exercise, and review

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