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This is a truly delightful little book, to be savoured by anyone with an interest in either philosophy or children. Clearly, precisely, entertainingly, Gareth Matthews reminds us of some simple, important, yet half-forgotten truths about them both.”—Don Locke, The Times Literary Supplement.

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Child classes for all K-12 students, including those in classrooms least likely to have access to academic enrichment programs. Bringing together the education and philosophy communities, PLATO celebrates diversity within the philosophy classroom and endorses a wide variety of philosophical approaches and methods.

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An Analysis of Children's
Philosophizing. Mikhail V. Klarin -
1987 - Russian Studies in
Philosophy 26 (3):79-91.
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Gareth B. Matthews - 1979 -
Metaphilosophy 10:354. Gareth

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young children can be one of the
most challenging feats that there
is. Every student learns
differently and to be able to
differentiate for students can be
problematic because it can
become very time consuming.

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Co-written by a professor of philosophy and a practising primary school teacher, *Philosophy for Young Children* is a concise, practical guide for teachers. It contains detailed session plans for 36 philosophical enquiries - enough for a year's work - that have all been successfully tried, tested and enjoyed with young children from the age of three upwards.

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Philosophy for Children, sometimes abbreviated to P4C, is a movement that aims to teach reasoning and argumentative skills to children. There are also related methods sometimes called "Philosophy for Young

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People" or "Philosophy for Kids". Often the hope is that this will be a key influential move towards a more democratic form of democracy. However, there is also a long tradition within higher education of developing alternative methods for teaching philosophy both in schools and colleges. Alth

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verbeteringen kunnen
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weer te geven.

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Child formed the core of philosophical thought. Matthews' anecdotes reveal children reasoning about these problems in a way that must be taken seriously by anyone who wants to understand how children think. Philosophy and the Young Child provides a powerful antidote to the widespread tendency to underestimate children's mental ability and patronize their natural curiosity. As Matthews shows, even child psychologists as insightful as Piaget have failed to grasp the subtlety of children's philosophical frame of mind. Only in children's literature does Matthews find any sensitivity to children's natural philosophizing. Old favorites like Winnie the Pooh, the Oz books, and The Bear

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Child Wasn't are full of philosophical puzzlers that amuse and engage children. More important, these stories manage to strip away the mental defensiveness and conventionality that so often prevent adults from appreciating the way children begin to think about the world. Gareth Matthews believes that adults have much to gain if they can learn to "do philosophy" with children, and his book is a rich source of useful suggestions for parents, teachers, students and anyone else who might like to try.

With this book, any teacher can start teaching philosophy to children today! Co-written by a professor of philosophy and a

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Child practising primary school teacher, Philosophy for Young Children is a concise, practical guide for teachers. It contains detailed session plans for 36 philosophical enquiries - enough for a year's work - that have all been successfully tried, tested and enjoyed with young children from the age of three upwards. The enquiries explore a range of stimulating philosophical questions about fairness, the environment, friendship, inclusion, sharing, right and wrong, manners, beauty, pictures, the emotions, dreaming and reality. All the stories, drawings and photographs that you'll need to carry out the enquiries are provided and can be used with your children directly from the

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Child. Each step-by step enquiry includes: The philosophical topic and the aim of the enquiry The stimuli you'll need Questions to ask the children Possible answers to help move the discussion forward Ideas to help you summarise and extend the enquiry. If you are an Early Years or primary school teacher, this complete resource will enable you to introduce philosophy to your children quickly and with confidence.

What does it mean to be good? Why do people die? What is friendship? Children enter the world full of questions and wrestle with deep, thoughtful issues, even if they do not always wonder them aloud. Many parents have

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the desire to discuss philosophical ideas with their children, but are unsure how to do so. The Philosophical Child offers parents guidance on how to gently approach philosophical questions with children of all ages. Jana Mohr Lone argues that for children to mature emotionally, they must develop their desire and ability to think abstractly about themselves and their experiences. This book suggests easy ways that parents can engage with their children's philosophical questions and help them develop their "philosophical selves."

So many questions, such an imagination, endless speculation: the child seems to be a natural

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Child philosopher--until the ripe old age of eight or nine, when the spirit of inquiry mysteriously fades. What happened? Was it something we did--or didn't do? Was the child truly the philosophical being he once seemed? Gareth Matthews takes up these concerns in *The Philosophy of Childhood*, a searching account of children's philosophical potential and of childhood as an area of philosophical inquiry. Seeking a philosophy that represents the range and depth of children's inquisitive minds, Matthews explores both how children think and how we, as adults, think about them. Adult preconceptions about the mental life of children tend to discourage a child's philosophical bent, Matthews

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Child suggests, and he probes the sources of these limiting assumptions: restrictive notions of maturation and conceptual development; possible lapses in episodic memory; the experience of identity and growth as "successive selves," which separate us from our own childhoods. By exposing the underpinnings of our adult views of childhood, Matthews, a philosopher and longtime advocate of children's rights, clears the way for recognizing the philosophy of childhood as a legitimate field of inquiry. He then conducts us through various influential models for understanding what it is to be a child, from the theory that individual development

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Childhood recapitulates the development of the human species to accounts of moral and cognitive development, including Piaget's revolutionary model. The metaphysics of playdough, the authenticity of children's art, the effects of divorce and intimations of mortality on a child--all have a place in Matthews's rich discussion of the philosophical nature of childhood. His book will prompt us to reconsider the distinctions we make about development and the competencies of mind, and what we lose by denying childhood its full philosophical breadth.

Ethics for the Very Young presents a unique fusion of Philosophy, Developmental

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Child Psychology and best practices in Early Education.

Big Ideas for Little Kids includes everything a teacher, a parent, or a college student needs to teach philosophy to elementary school children from picture books.

Written in a clear and accessible style, the book explains why it is important to allow young children access to philosophy during primary-school education.

Childhood looms large in our understanding of human life, as a phase through which all adults have passed. Childhood is foundational to the development of selfhood, the formation of interests, values and skills and to the lifespan as a whole.

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Child Understanding what it is like to be a child, and what differences childhood makes, are thus essential for any broader understanding of the human condition. The Routledge Handbook of the Philosophy of Childhood and Children is an outstanding reference source for the key topics, problems and debates in this crucial and exciting field and is the first collection of its kind. Comprising over thirty chapters by a team of international contributors the Handbook is divided into five parts: · Being a child · Childhood and moral status · Parents and children · Children in society · Children and the state. Questions covered include: What is a child? Is childhood a uniquely valuable

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Child, and if so why? Can we generalize about the goods of childhood? What rights do children have, and are they different from adults' rights? What (if anything) gives people a right to parent? What role, if any, ought biology to play in determining who has the right to parent a particular child? What kind of rights can parents legitimately exercise over their children? What roles do relationships with siblings and friends play in the shaping of childhoods? How should we think about sexuality and disability in childhood, and about racialised children? How should society manage the education of children? How are children's lives affected by being taken into

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Child care? The Routledge Handbook of the Philosophy of Childhood and Children is essential reading for students and researchers in philosophy of childhood, political philosophy and ethics as well as those in related disciplines such as education, psychology, sociology, social policy, law, social work, youth work, neuroscience and anthropology.

Inspire animated discussions of questions that concern kids—and all of us—with this innovative, interactive book. Open your students' minds to the wonders of philosophy. Allow them to grapple with the questions philosophers have discussed since the ancient Greeks. Questions include: “Who

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are your friends?," "Can computers think?," "Can something logical not make sense?," and "Can you think about nothing?" Young minds will find these questions to be both entertaining and informative. If you have ever wondered about questions like these, you are well on your way to becoming a philosopher! Philosophy for Kids offers young people the opportunity to become acquainted with the wonders of philosophy. Packed with exciting activities arranged around the topics of values, knowledge, reality, and critical thinking, this book can be used individually or by the whole class. Each activity allows kids to increase their understanding of philosophical

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concepts and issues and enjoy themselves at the same time. In addition to learning about a challenging subject, students philosophizing in a classroom setting, as well as the casual reader of Philosophy for Kids, will sharpen their ability to think critically about these and similar questions. Experiencing the enjoyment of philosophical thought enhances a young person's appreciation for the importance of reasoning throughout the traditional curriculum of subjects. The book includes activities, teaching tips, a glossary of terms, and suggestions for further reading.
Grades 4-12

This fun and informative

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Child Introduction to the history of philosophy and its key figures and movements, from stoicism to existentialism, is for any child asking "what is philosophy?" Questions like "who am I?", "why does the world exist?" and philosophical theories from Plato to Sartre are made easy to understand using clear examples, timelines, and at-a-glance facts. If your child is curious about the world and the thinkers who shaped it, the Children's Book of Philosophy is for them.

Are children natural philosophers? They are curious about questions such as the meaning and purpose of being alive and whether we can know anything at all. Pre-college philosophy takes as a starting

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point young people's inherent interest in large questions about the human condition. *Philosophy and Education: Introducing Philosophy to Young People* seeks to illuminate the ways in which philosophy can strengthen and deepen pre-college education. The book examines various issues involved in teaching philosophy to young people at different grade levels, including assessing what teachers need in order to teach philosophy and describing several models for introducing philosophy into schools. Ways to explore specific branches of philosophy – ethics, epistemology, metaphysics, aesthetics, and logic – through literature, thought experiments, and games and activities, as well as traditional

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Child philosophy texts, are described. The book's final section considers student assessment and program evaluation, and analyzes the contributions pre-college philosophy can make to education in general. Teachers and educators – and parents – all want young people to grow up with the skills they need to pursue their own goals and become productive and successful adults. Thinking independently and reasoning clearly are central to these objectives. Philosophy helps students develop some of the analytic skills they need to engage in thoughtful decision-making throughout their lives, and the richness of the questions involved can help young people

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Child maintain their awareness of the world as marvelous and mysterious.

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