

Assumptions about good thining

HERE ARE some thoughts on the assumptions that lie behind philosophy for children

- Good thinking is learned from dialogue with others.
- Children need to take part in dialogues that provide examples and models of good thinking.
- The wellspring of knowledge and intellectual excitement is questioning.
- Claims should be tested in argument. Argument is seen not as a quarrel but as a collaborative search for the best answer to a question.
- To think well is to be creative as well as critical. Creative thinkers make connections, speculate and explore alternatives.
- Good thinking depends on attitudes as well as abilities. Children should be encouraged to be reasonable in the fullest sense of the word and to care about issues that are important to them.
- People make sense of the the world though a web of concepts. We should talk *with* children about significant concepts and *use* significant concepts.
- It is good for children and adults to talk together about philosophical questions – questions that matter and that link thinking about one area of experience to thinking about experience as a whole.
- Children are capable of talking about matters of significance and raising interesting questions
- P4C involves critical, *creative*, *caring* and *collaborative* thinking.

Sample philosophical concepts

Fair, just, true, good, friendship, beauty, space, time, person, rules, real, right, rights, responsibility, toleration freedom, identity, mind, art, knowledge, blame, success, failure, valuable

Sample concepts used to talk about other concepts

cause/effect/consequence
 all/some/none/always/sometimes/never
 question/answer/statement
 same/different/similar/opposite/alternative/addition
 group/kind/category/is/example/part-whole
 opinion/claim/reason/evidence
 before/after/at the same time
 certain/possible/probable/if-then
 important/significant
 general/particular

- To raise awareness about the origins and ongoing development of Philosophy for Children (P4C)
 - To promote philosophical inquiry for its own sake, and as well as for its capacity to build the attitudes and skills required by modern curricula, enriching concept formation in all subjects
 - To provide and support a professional forum for learning and collaboration in this field
 - To provide teaching resources and curriculum models and 'pathways' for teachers of all age groups
 - To contribute a 10% share of profits to charities and projects that themselves promote philosophical inquiry
- P4C.COM IS A WEB SUBSCRIPTION SERVICE for teachers who want pupils of all ages to think for themselves through philosophical dialogue with others. We provide resources, lesson plans, advice, collaboration, and powerful tools for creating your own dynamic materials. Our aims are:



Ask questions,
get answers

Find stories and scripts

Get ideas
Plan your p4c

