



PHILOSOPHY EDUCATION FOR CHILDREN (P4C)

LANGUAGE: Languages used for the training: English, but many languages for 6+ groups. The language of the course can be arranged according to the characteristics of the groups in English, German, Italian, Spanish and Turkish.

LOCATION AND DURATION: 18-27 NOVEMBER 2019 ROME, ITALY
21-30 JUNE 2020 PARIS, FRANCE

COURSE SPECIFICATIONS:

Number of Training Days: 10 Days

Lessons per week: 30 English Language

Lesson Duration: 09:00-15:00 for a day

Length and fees: <http://bluecore-edu.com/index.php/courses-and/>

Class Size: Maximum 20

Language level: A1/A2

Suitable for: School administration, school staff, teachers.

COURSE BACKGROUND AND COURSE OVERVIEW:

In the 1960s, American philosophy professor Matthew Lipman realized that his students' reasoning skills were insufficient. Then the professor realizes that the university is late to learn to think right. Based on this awareness, Lipman initiates Philosophy for Children (P4C) pedagogy.

Matthew Lipman and one of his followers, Ann Sharp, have developed this pedagogy, taking the Socratic Dialogue method as its foundation. In this method, it is assumed that the person in front of us does not know anything and Lipman and Sharp urged the person to think by asking questions.

In the P4C method, an investigation community is created (Community of Inquiry). The teacher is called "Facilitator Teacher" here. During the investigation, which is supported by the facilitator by asking the questions of the facilitator, the facilitator does not control the investigation. During the investigation, children are directed to ask questions, express their thoughts on questions and listen to each other.

Philosophy for Children (P4C) in the World Philosophy for Children: It is an instructor training developed for those who want to learn and experience pedagogy. Education, active learning, participation, and practice are at the forefront. It is aimed that the participants will learn pedagogy by experience. In addition, the theoretical foundations of pedagogy are also conveyed to the participants throughout the training. Here it is not lost in the view of the

interior of the individual concerned, is more aware of the capabilities and limitations instead.

COURSE OBJECTIVES:

As stated by Ortega, one of the 20th-century philosophers, in his book "Man and Everyone", it is wrong to teach science in schools; it is the effort of loading ready and stereotyped information into the student's mind. This is easy, but wrong application. According to him, the information limited to the books in the schools was filled and dogmatized. Therefore, the students could not realize the importance of being aware of the human-world-knowledge framework, questioning, evaluating, present and future problems, solution production within the framework of mental norms.

On the other hand BC. In 470, Socrates, one of the most important philosophers in the history of thought, devoted his entire life to realize the act of 'knowing themselves'. Self-knowledge is the most important step that can be taken on the way of understanding the meaning. The first step of life is based on the act of knowing and knowing itself. We can say that most adults live in a crisis of existence that they are not aware of. A concern that develops in childhood and that remains unanswered is the concern with the identity, the meaning of life and the questions of the nature of death.

Your children may not answer these questions or allow life. Because it leaves thinking about philosophical questions at a very early age.

Many questions arise about our feelings, values and basic concepts. In short, we can not proceed with the questions we have. At this point, the P4C method; you should meet in order to reveal the questions in our pocket, to discuss, maybe to ask for new meanings, new questions.

CONTENT AND METHODOLOGY:

Methods: Lectures, exercises, discussions, teamwork, role-playing, study visits

PROGRAM (Training activities):

- PPT slides
- discussions
- evaluating
- sharing thoughts and ideas with the group
- sightseeing and the school visits

PREPARATION:

After confirming registration, participants will be informed about the details of the course (arrival, daily program). Participants will be able to introduce themselves and bring a few examples of routines and practices that they apply to their teaching.

MODULES:

- Module 1: Philosophy education and its relation with children
- Module 2: The effect and the cause relationship
- Module 3: Critical, creative and attentive relationships of the children
- Module 4: Children's natural environments
- Module 5: Theoretical and practical elements of philosophy education

FOLLOW UP:

Philosophy, which means "love for wisdom" to get to know ourselves and the world we live in, begins with a sense of curiosity. Curiosity arises and develops in childhood. Therefore, philosophy is very important for children's development.

During the Philosophy (P4C) course for children, our participants;

- o The trainers learn the techniques and strategies of managing the P4C session.
- o The trainers manage the P4C session as a facilitator.
- o The trainers gain the ability to apply P4C in their classrooms.
- o The trainers will have P4C session content and plans.
- o The trainers can learn how to use P4C in non-philosophy areas.
- o The trainers gain the ability to design a P4C session.
- o The trainers learn P4C measurement and evaluation tools.
- o The trainers meet P4C's 40 years of experience in the world.
- o The trainers develop critical, creative, attentive, connected, cooperative and collaborative thinking skills.
- o The trainers learn how to establish the cause and effect relationship.
- o The trainers take care not to disturb the children's natural abilities.
- o Children's Philosophy programs increase students' achievement in other subjects. This has been scientifically proven. The trainers recognize the importance of this issue.
- o The trainers have the opportunity to question themselves about understanding the universe, morality, social life and logic.
- o The trainers support children to become knowledge producers, from the memorizing position.
- o The trainers have a supportive effect on children with attention deficit problems.
- o The trainers develop the ability to use language effectively.
- o The trainers become aware of the P4C resources in the world.
- o The trainers meet with the basic problems of philosophy.
- o The trainers understand the theoretical and practical foundations of P4C with the Investigating Society Model.
- o The trainers experience being part of the Investigating Community.
- o The trainers learn to create a fun learning environment with physical thinking games and classroom activities.
- o The trainers learn to use children's literature in P4C.
- o The trainers learn the pedagogical and philosophical foundations of working with different age groups.

DAILY TIMETABLE:

1ST DAY:

(09:00-15:00)

-Welcome,

-The General Meet

-Introduction to the course:

- Why should "Philosophy for Children-P4C" training be taken?

Coffee Break

- Preparing the classroom environment for the philosophy of education for children.
- The develop for students' original and creative thinking skills, understanding the teaching methods and techniques
- Discussion

2ND DAY:

(09:00-15:00)

- How to prepare and select stimuli that trigger a philosophical problem
- Specifying the role of the teacher in the classroom and relating it to the children's philosophy education

Coffee Break

- How can teachers empower the children's vision of the future via philosophy Education?
- Introducing the educational philosophy with its all explanations and relating it with scientific researches

3RD DAY:

(09:00-15:00)

- To prepare activities by using teaching objects like a story, photographs, videos and some etc. for students.
- To ask questions and searching answer for the questions discussed their thoughts and ideas.

Coffee Break

- Introducing the practical philosophy
- Disciplines of psychology and their relations with cognitive sciences, sociology, and other kinds of social works
- Discussions

4TH DAY

(09:00-15:00)

- Preparing and implementing activities that lead children to think and develop creative ideas.
- To teach the activities, classroom management techniques and guidance processes that will enable our students to transform their ideas into a project, a work of art.

Coffee Break

- The basic psychological problems of children
- The laying of the foundations of children and the main concerns about the topic

6TH DAY

(09:00-15:00)

- Application of examples and activities that lead to establishing a cause-effect relationship.

Break time

- Prepare a curriculum to be used during the training we will organize in creative work workshops

Coffee Break

-The relationship between Philosophy education with general philosophy

-The academical works and reading, and analyzing with the participants

-Discussion

7TH DAY

(09:00-15:00)

-To gain the classroom management of the group work

-Discussing the curriculums prepared about the education to now

Break time

-The trainers will organize training programs that will prepare the scientific and artistic works that will be prepared by our students as original and creative works

-Discussion

8TH DAY

(09:00-15:00)

-Analyzing the chapters included in the philosophy education together

-The moral, valuable, ethic contributions of the philosophy education to children

Coffee Break

-Social and political issues of the philosophy education deals with

-Integration of the curriculum to the general education system

10TH DAY

- Evaluation,

-Certificate distribution

CERTIFICATIONS: At the end of the course; Participants will take "Certificate of Participant", "Europass Mobility Certificate", "Staff Mobility Agreement" and BlueCore International Company Invoice certificates.

