Philosophy teaches me how to think, not what to think.

Philosophical and ethical inquiry for students in the middle years and beyond

(in alphabetical order) Sarah Davey Chesters, Liz Fynes-Clinton, Lynne Hinton, Rosie Scholl

This 148-page book seeks to broaden teachers’ understanding of stimulus for philosophical inquiry, and suggests a variety of easily accessible stimulus materials appropriate across disciplines. The stimuli include quotes, movies, lyrics of songs, poetry, newspaper articles and books. These items have been chosen to help teachers and students see the perennial nature of philosophical inquiry, and how pertinent it is to: our learning, living a good life, and our healthy functioning as individuals within local and global communities—today and into the future. In the process of inquiring into the stimulus together, students and teachers will be involved in a form of learning which is deep, reflective and enduring. It is also fun, surprising and challenging!

Students and teachers are able to unleash their ability to question, to satisfy their thirst for meaning and understanding, to explore possibilities with others and to test their own thinking within a supportive community. Engaging in philosophy sessions enables teachers and students to explore the curriculum and life beyond the schoolyard in depth, through learning to think in critical, creative and caring ways. This form of learning will assist them to understand and make sense of their lives.

‘This handbook can conveniently be applied in any Civics and Citizenship course, or any other discrete learning area for that matter, because such thinking has universal value. Recommended to any teacher who values helping youngsters to clarify their minds.’

Dr Michael Kindler, Principal, Stromlo High School

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