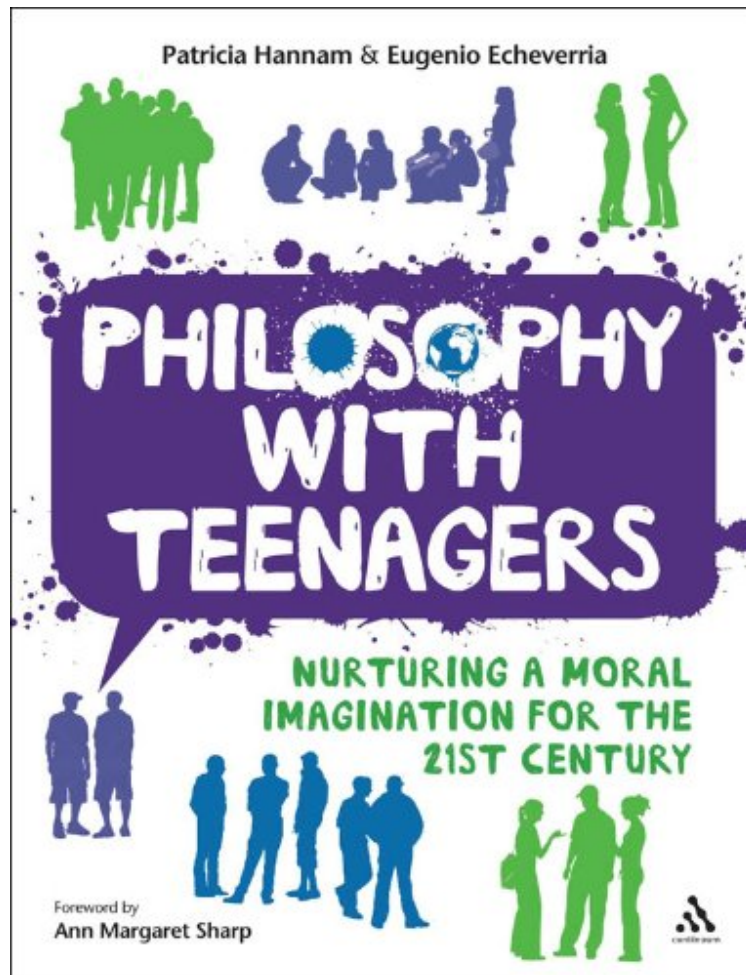


## Philosophy with Teenagers

*Von Patricia Hannam, Eugenio Echeverria*  
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**Von Patricia Hannam, Eugenio Echeverria : Philosophy with Teenagers** before purchasing it in order to gage whether or not it would be worth my time, and all praised Philosophy with Teenagers:

KundenrezensionenHilfreichste Kundenrezensionen0 von 0 Kunden fanden die folgende Rezension hilfreich.  
Philosophy with teenagers - helpful and hopefulVon Dagmar KlaschikConcise, precise and well understandable-an aid to all teachers who care for the well-being of their pupils and the future of our planet.Two people from different continents managed to bridge the gap between wanting to make the world a better place and being able to do it!Clear step-by-step advices of how to improve the pupil's ability to listen to each other, understand different points of views, get the thinking skills they need to reflect on what they've listened to or read and even give the more gifted ones the chance to develop solutions to 21st century problems that we're already facing but haven't been able to solve so far. Many detailed examples, adresses and links make it a source for many different teaching-characters at most different

schools even in different education systems.

Pressestimmen Nurturing philosophical enquiry and developing international partnerships across schools ensure that young people explore the moral dimensions of global citizenship.--Olga Stanojlovic, Director, Schools in Education, British Council "One sees the experience of the authors shining through the text, the practical has been tested, and presumably works in certain circumstances with certain young people. It has the air of authentic education, which resonated with my own work both with young people and undergraduate students - I could imagine that it would work for me." Richard Davies, BERA, 2009. "Hannam and Echeverria offer an introduction to the 'community of philosophical enquiry' (P4C), a framework for teaching thinking skills. Such communities set the stage for teachers and students to become co-enquirers together in a safe environment where philosophical topics are discussed following the lead of student interest. Educators, mostly secondary teachers, find this method to be one whose exploration model complements the adolescent identity search and development. Likewise, students benefit from examining and practicing the kind of critical and clear thinking demanded by life in a changing global world. Opportunities are also suggested for applying philosophical inquiry to specific subjects, to cross-curricular projects, and to general classroom practice." -Eithne O'Leyne, BOOK NEWS, Inc. Title mention in CPD Update, October 2009 Hannam and Echeverria suggest, "Adolescents growing into responsible global citizens in the global village need to develop high-level capabilities in order to be able to reflect critically about what they see. If there is to be an authentic empathy and respect, there will have to be a kind of awakening of conscience..." (p.41). This type of citizenship has to grow from meaningful interactions with other religions and cultures. Through this idea, youth will be able to listen to others' views without needing to dominate others with their own perspectives. They will be able to think more creatively and openly. The ability to think with regard for others is essential for a harmonious world. Hannam and Echeverria have put together an inspiring book for teachers who want to facilitate authentic learning with philosophical dialogues and explorations. I would recommend this book for educators who aim for deeper learning and critical thinking skills in their classroom... The moral formation practices explained in this book can definitely be used to motivate youth to think ethically and critically to become caring, global citizens. Melissa Brevetti, University of Oklahoma, USA. This work by Patricia Hannam and Eugenio Echeverria is one of the first attempts to show us how we might use the Community of Philosophical Inquiry to go about a reconstruction of education that would render students the cognitive, social and emotional skills they need to live consciously and actively in a globalized world. -- Sanford Lakoff A timely and very welcome book, *Philosophy with Teenagers* shows how philosophical enquiry offers a way of developing and nurturing the skills and moral sensibilities needed to thrive as an adolescent in an uncertain and demanding age. Intellectually coherent, perceptive and bursting with good sense, it will be an invaluable source of inspiration for hard-pressed secondary teachers looking for practical ways to reconcile their own educational values, the demands of the 21st century classroom and a world needing as never before to find ways of talking and listening to its many peoples.--Sanford Lakoff "This book will be of value to any school or teacher looking to develop the community of philosophical enquiry in their context and the book has many features which can be easily translated into practical settings and many other pointers for further developmental work. The section on different subjects raises further questions on how the approach could come to characterise the approach to study in that subject area... The book succeeds, in only 180 pages, in whetting the appetite and providing clear ways forward for the practitioner as well as thought through rationales. The combination of the two authors, one an experienced UK practitioner who is familiar with English school systems, the other a Latin American Director of a Centre for P4C, provides a welcome breadth which ranges from English policy to UN education developments. While it is written with the English curriculum in mind, it will have wider application" --Sanford Lakoff *Kurzbeschreibung* An introduction to the theory and practice of the Community of Philosophical Enquiry (P4C). It explains how P4C can facilitate young people's exploration of the key ethical questions of our time. ber den Autor und weitere Mitwirkende Patricia Hannam is County Inspector for RE and History in Hampshire. As head of a large RE department in South Cumbria, she embedded an enquiry approach to learning and supported its development in other subject areas. She is an experienced SAPERE trainer and has written for SSAT and Professional Council for Religious Education. Eugenio Echeverria is director of the Latin American Centre for Philosophy for Children (CELAFIN), which publishes all the P4C materials used in Mexican schools. He has worked with P4C for over 30 years. Recently he has been advisor to the new Intercultural Universities developing across Mexico.