

Questions

Philosophy For Young People

No. 11, Fall 2011

From the Editor

One of the perks of being on this side of the editorial pen is the chance to interact between issues with many great students and teachers. While many of the contacts do not result in publication it is always invigorating to hear what is going on in classrooms, on campuses, and in the minds of philosophers of all ages.

In this issue I am happy to be able to share information on the philosophy for children program at Coastal Carolina. Smith and Oxley's write up of their program is both informative and inspiring. One aspect of their article that I hope everyone will find interesting in their extended discussion of specific teaching moments and how they are built into their program.

It is also with great pleasure that I am able to bring to you again the winners of the Kids Philosophy Slam. The various responses by students K-12 are a continual reminder of what young people are capable of doing.

The issue closes with a review of a guidebook for teachers who are attempting to implement or improve their own philosophical work with students. Please remember that we are always looking for quality submissions of reviews, essays, art, or other philosophically informed works.

On a final note, behind the scenes I have been working with Doug Umberger, an editorial intern, on a variety of forthcoming changes to *Questions*. Be sure to follow us on Twitter and Facebook and keep in touch via email.

Best,
Rory

The Summer Ethics Academy: Teaching Ethics to Young Leaders

Renée Smith and Julinna Oxley

The Summer Ethics Academy is housed in the Jackson Family Center for Ethics and Values at Coastal Carolina University as part of the Center's outreach programs that seek to bring discussions of ethics to the community. Its central aim is to teach participants, rising sixth graders, how to engage in ethical reflection, and, more ambitiously, to help them become positive role models and to build their "moral confidence." The rationale behind choosing this particular age group is that it is both a transitional period in children's moral development, where they begin to be capable of more abstract moral reasoning skills,¹ and a particularly vulnerable period, as children transition from elementary school to middle school.² The goal is thus to encourage children who emerge as role models in school to develop desirable characteristics that we would want other children to emulate in middle school. Students were chosen by their fifth grade teachers and principals on the basis that they were role models, were teachable, had passable 5th grade reading skills, and could work with others. Participants were academically, economically, ethnically, and socially diverse. The program ran for four years (2004-2008) on CCU's campus during the summer, and now continues during the school year.

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