

# Abstract

This paper makes use of action research to study a group of high grade student in an elementary school of Macau. The researcher was engaged in the instruction of philosophy for children within half a year, under the name of “Philosophy Club”. The purpose of this study is to authentically exhibit the detailed process of philosophical inquiry with children, to describe the difficulties encountered when the teacher carry out the program and summarize the necessary strategies for challenge, and to specially exam the influence of philosophy for children on the teacher and children.

The main conclusions are as follows:

## **a. Teaching Material Aspect:**

Different materials have different advantages and disadvantages, so it is necessary to integrate them in the term of practical situation.

## **b. Teacher Aspect :**

1. The instructional strategies include : maintaining the quiet of classroom; strictly controlling the discipline; emphasizing the rules for discussion; setting up the time limitation; improving teaching efficiency ; suitably dealing with the relationship between philosophical inquiry and storytelling ; arranging some homework , etc.
2. The teaching practice of philosophy for children can be helpful towards

the development of teacher's professional knowledge.

**c. Student Aspect:**

1. High grade student in elementary school could excellently do philosophy.
2. Philosophy for children can produce much meaningful effect on children.

Eventually, this paper put forward with some suggestions for schools, teachers as well as educational administrations respectively that desire to implement the project of philosophy for children, and points out some orientations for the future study.

**Key Words:** Philosophy for children Action research