

Isn't childhood too early to start learning to die?

¿No es la infancia demasiado temprana para empezar a aprender a morir?

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LÍNEA TEMÁTICA: Formación y recursos en Pedagogía de la muerte para educadores (maestros, profesores, familias, etc.) y profesionales de las ciencias sociales y de la salud.

ABSTRACT: The question 'Isn't childhood too early for philosophy?' involves beliefs about children's intellectual capabilities, but also beliefs about adult responsibilities towards children in terms of what kind of topics and what kind of inquiries might be suitable for them to engage in.

If we take Socrates' view of philosophy as *melete thanatou* (practicing how to die) or Montaigne's 'Que philosopher c'est apprendre à mourir' ('philosophising is learning to die'), the question interestingly morphs into 'Isn't childhood too early to start learning to die?', adding to the beliefs mentioned earlier, concern over one of our society's greatest taboos.

Pointing to some of the questions this raises for the pedagogy of death, I will provide an overview of a four-year long project involving designing and carrying out philosophical inquiry workshops with children aged 5 to 15 in twelve different countries across the world with the aim of generating interesting and varied questions about death, followed by the publication of the book *¿Así es la muerte? 38 preguntas de niñas y niños sobre la muerte* in 2023 (Dying to Ask. 38 Questions from Kids about Death), and continuing in further workshops since.