Philosophy For Children Games Master-List
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Name	Type	Ages	Subject/s	Specific topics
Win, Loose, Banana (Who's the Banana)	Card	4+	Epistimology	Players have to assess the reliability of the information obtained from their opponent's responses. In epistemology, questions about the *reliability and trustworthiness* of sources of knowledge are fundamental.
Mastermind	Board	4+	Logic	In this code-breaking game, one player sets a secret code, and the other player must deduce the code through a series of guesses. It encourages logical thinking, hypothesis testing, and refining one's understanding based on feedback. *Deductive Reasoning*: The codebreaker uses deductive reasoning to make informed guesses based on the feedback received from previous guesses. This mirrors the logical process of deducing conclusions from given premises, a fundamental aspect of classical logic. *Process of Elimination*: Similar to logical reasoning, the game involves a process of elimination. As the codebreaker receives feedback, certain possibilities are ruled out, and the solution is gradually narrowed down. This reflects the logical concept of eliminating invalid options to arrive at a valid conclusion.
Rush Hour (Junior)	Puzzle	5+	Logic	*Deductive Reasoning*: Players need to apply deductive reasoning to figure out the correct sequence of moves to free the obstructed vehicle. They make logical inferences about the consequences of moving each block and use deduction to arrive at a solution. *Problem-solving:* The game is essentially a problem-solving activity where players must analyze the current state of the puzzle, plan their moves, and execute them to achieve the goal. This mirrors the problem-solving aspect of logic where solutions are derived through systematic thinking. *Boolean Logic*: The game involves binary decisions—whether a block can move left or right, up or down. This can be seen as analogous to Boolean logic, where statements are either true or false. *Logical Connectives*: Some puzzles may require players to use logical connectives such as "if," "then," "and," or "or" to formulate strategies. For example, "If I move this block here, then I can move that block there." *Modal Logic:* In more complex puzzles, players may need to think in terms of possibilities and necessities. They might consider possible moves and their consequences, akin to modal logic where statements are qualified by modalities like "necessarily" or "possibly."
Guess Who	Board	6+	Epistimology/ Aesthetics	*Representation and Appearance:* In "Guess Who?" players rely on the visual representation of characters to make decisions. This can be related to the philosophical consideration of representation in aesthetics. In aesthetics, questions about how art represents reality or how visual stimuli are interpreted can be explored. *Aesthetic Judgment:* The game involves making judgments based on visual clues. Similarly, aesthetic judgments involve the evaluation of visual elements in art, design, or other forms of expression. The process of elimination in the game parallels the way individuals might eliminate options in their aesthetic preferences. *Epistimology:* it involves the process of elimination and strategic questioning, which can engage players in thinking about what they know and how to acquire new knowledge.
Clue (Junior)	Board	5+	Epistimology/ Logic	Clue is a deduction game that encourages players to use *logic and reasoning* to solve a mystery. Players gather information, make hypotheses, and eliminate possibilities to determine the culprit, location, and weapon. It also involves lying and having to *figure out who you can trust*.
The Helping, Sharing, and Caring Board Game	Board	4+	Ethics	The Helping, Sharing, and Caring board game is designed to help children develop social and communication skills. The game covers a range of topics, including ethics, values, safety, manners, self-esteem, and health.
Sorry	Board	6+	Ethics	*Empathy*: Use the game's competitive nature to discuss empathy and understanding. Encourage players to consider how their actions in the game impact others. Ask players to think about how it feels to have a pawn sent back to the start and relate it to situations in real life where actions affect others. *Decision-Making:* Discuss the strategic decisions players make during the game. Talk about the consequences of each move and how it might impact other players. Relate this to ethical decision-making in real life, where individuals must consider the potential consequences of their actions on others. *Fairness:* Discuss the concept of fairness within the context of the game. Explore situations where players may feel that the game is unfair and talk about ways to address these feelings. Relate this to discussions about justice and fairness in the broader social context.
Block Party	Building	4+	Aesthetics	*Visual Aesthetics:* The use of colorful wood cubes and the act of building objects suggest a visual component that is likely central to the game. Philosophically, this could be analyzed in terms of the aesthetics of form, color, and composition. How does the visual design contribute to the overall aesthetic experience of the game? Does it evoke certain emotions or convey a particular artistic style? *Guessing Component:* The guessing aspect introduces an element of communication and interpretation. Aesthetically, this could be tied to the philosophy of aesthetics as it pertains to interpretation and the subjective nature of artistic experience. How do players interpret and communicate their creations, and how does this contribute to the overall aesthetic engagement?

Amazing Tales	RPG	4+	Metaphysics	Create a fantasy world, let players embody abstract ideas, pose philosophical questions, explore parallel realities, and incorporate symbolism. Encourage discussions on character development in relation to broader questions about existence. Use the game as a fun platform for exploring metaphysical themes through *storytelling and imagination*. (RPGs in general are useful for this! This is just an example of a preset format but people can easily make their own format more tailored to the players)
Shabishibo Shape Shifting Box	Toy	5+	Metaphysics	The transformative nature of the puzzle cube could be seen as a representation of change, transformation, or the fluidity of form. Metaphysics often deals with questions about the nature of *reality, existence, and change*. The toy's ability to shift into various shapes could be a playful way to engage with these concepts.
Toca Life games	Online	6-12	Metaphysics/ Ethics	Metaphysics---- *Virtual Worlds:* The creation of digital realms prompts questions about the distinction between the virtual and physical worlds. *Identity*: The virtual characters raise metaphysical questions about identity and existence. Ethics------ *Digital Citizenship:* Toca Life provides a context for discussions about responsible online behavior and digital citizenship. Decision-Making: Some games involve decision-making, offering an opportunity to discuss ethical choices and their consequences. Inclusivity: The diverse characters in the games facilitate conversations about inclusivity and diversity.
Thinkrolls games	Online	2-8	Epistimology	Children playing Thinkrolls games are exposed to new challenges in each level, requiring them to experiment, observe outcomes, and adjust their strategies. This iterative process aligns with the experiential nature of *acquiring knowledge*, a key aspect of epistemological inquiry.
Quandary	Online	8-14	Ethics	"Quandary" is an educational game designed to teach *ethics and decision-making* skills to children. The game, developed by the Learning Games Network, is set on the fictional planet of Braxos and engages players in a series of scenarios where they must make ethical decisions that impact the characters and the society of the game world.