**DPSM/ESERO Framework for Inquiry**

The DPSM/ESERO Framework for Inquiry has been developed by DPSM facilitators & teachers working with science education specialists and is designed to be used in the planning and teaching of a topic, or theme, on the SESE Science curriculum.

The DPSM/ESERO Framework for Inquiry is designed to bring you through the inquiry based teaching and learning process as you plan and teach a particular topic or theme. Use the following 10 steps to help you:

**Curriculum**

1. Once you have decided on the topic or theme, write down the **Curriculum Strand**, **Strand Unit**, **Learning Objectives**, and **Skills Development** that you intend to address. You will find these on the table below. Use the curriculum links and learning objectives to find DPSM activities that best suit your requirements. You can download the required activity from [www.primaryscience.ie](http://www.primaryscience.ie).

**Engage**

1. Consider how you will **Engage** your learners. How will you introduce the new experience to the children by using a **Trigger** such as a picture, video, story, “show and tell” object. This should be something that will stimulate discussion.
2. The discussion should lead to **Wondering.** This could be posing a problem, providing a scenario, asking them to brainstorm, or draw a mind map to come up with possible solutions.
3. **Exploring**, encourage the children to consider various options and to compare the alternatives that they develop.

**Investigate**

1. You present the problem to be investigated by posing a **Starter Question** for investigation. This could also come from the children themselves.
2. Consider how the children will **Predict** andprovide reasons for their predictions. It is important that they record their predictions so that they can compare these to their findings.
3. When it comes to **Conducting the Investigation**, consider how you will organise the children to design, plan and conduct the inquiry based activity. Consider also what makes a fair test. This needs to include how they will collect and organise their data.
4. Plan for **Sharing:** **Interpreting the data / results**, how you will get the children to share what they have found, what the data is telling them and how they use their results to draw conclusions.

**Take the Next Step**

1. Consider how to extend their new understanding and skills by **Applying Learning** to a new scenario or problem; **Making Connections** with the world around them or with other curriculum areas; or **Thoughtful Actions** on helping make their own environment a better place based on what they have learned.

**Reflection**

1. It is important for you to reflect back by asking yourself some key questions on what you have achieved or what could be done better the next time. If possible, provide opportunities for the children to reflect on their own learning.

**You can use the blank DPSM/ESERO Framework for Inquiry to plan out your topic or theme. The filled in DPSM/ESERO Framework for Inquiry provides some pointers for each of the steps outlined above.**