



Systemic Inquiry for the Future

Competence 3 of 4

Primary education · ages ~6-12



WHAT IS THIS COMPETENCE ABOUT? Modern methods and approaches for applying **critical thinking, research skills, systems thinking and futures literacy** to improve societies and living conditions. It calls for open-minded thinking and research-based methods to solve problems in a transdisciplinary way.



The student is able to...

OBJECTIVES

- Notice that people hold different ideas and explain their own choices with reasons.
- Analyse information and facts and present the results.
- Recognise simple cycles and systems and name their components.
- Examine the impact of their activities on their environment.
- Imagine several possible futures for a familiar situation and explain the difference.

ASSESSMENT CRITERIA

- Asks curiosity-based questions about what they observe and realises others may think differently.
- Acknowledges the importance of evidence and gives at least one reason for a view.
- Uses information sources, analyses them and presents the results.
- Maps the components and relationships of simple systems.
- Describes alternative futures and their differences.



The teacher is able to...

OBJECTIVES

- Model questioning to spark curiosity and listen to students' questions.
- Create a safe space to share ideas and explore topics.
- Guide logical reasoning and teach how to plan, gather and organise information.
- Guide the exploration of simple natural and social systems.
- Have students imagine several plausible futures and explain the differences.

ASSESSMENT CRITERIA

- Uses open questions and allows thinking time.
- Encourages questions about relationships and causes in simple systems.
- Has students explain their thinking and compare viewpoints respectfully.
- Works with system diagrams and gives feedback on systems thinking.
- Has students imagine several plausible futures and explain differences.

Partners: Universidad de Burgos · HAMK · IPCA · Junta de Castilla y León · CFIE · Politécnico de Leiria · NHL Stenden · Howest · TUS

Co-funded by the Erasmus+ Programme of the European Union. The European Commission's support for this product does not constitute an endorsement of its contents.