



## Activity 3

### Life Science: “Sciencing”

#### Science-Related Activities for Children

“Neuman (1972) used the term ‘sciencing’ to describe science-related activities for young children. He divided sciencing into three categories: formal sciencing, informal sciencing, and incidental sciencing” (Tu, 2006).

1. Reflect upon your past work with your preschoolers in the life science area. List some of the ways that your children have been involved in life science.

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2. Based on your reflections above, share your list with a partner. Together determine which three categories of “sciencing” these past life science classroom experiences fit into and discuss how to bring exploratory & guided play into the life science experiences in your classroom.

<b>Formal Sciencing:</b> Adults plan science lessons & materials; they present activities to the children & encourage participation to make discoveries.	<b>Informal Sciencing:</b> Adults set up an indoor and/or outdoor science area; the adult selects the materials and makes them accessible to children who are interested; child chooses to use materials & explore them in different ways.	<b>Incidental Sciencing:</b> Science incident is not planned by the adult, but results from an occurrence that sparks the interest of one (or more) children; adult supports, elaborates, and expands the science incident initiated by the learner(s).