

Science & Children

Upcoming Theme

Does the following theme not fit your idea? Don't let that stop you from writing! We always make room for good manuscripts on any elementary science topic.

Issue: MAY/JUNE 2025

Theme: **Prioritizing Play**

Deadline: **August 1, 2024**

"A child who does not play is not a child." — Pablo Neruda

In recent years, there has been a concerning shift away from play in early and elementary classrooms, with a disproportionate emphasis on academic achievement at the expense of holistic child development. However, research and educational philosophy consistently affirm the critical role of play in fostering cognitive, physical, social, and emotional growth in children. As educators, we must recognize and leverage the power of play, particularly within science and engineering education. Tapping into children's interests, providing for exploration and experimentation, and celebrating joyful discoveries can create a playful classroom with empowered students.

This issue of *Science and Children* invites educators, researchers, and practitioners to contribute their insights, experiences, and innovative approaches to integrating play into the science classroom. Article suggestions for this issue include, but are not limited to, the following:

- Share how creating a playful atmosphere enhances students' curiosity, inquiry skills, critical thinking, and communication abilities within the science classroom.
- Describe how technology and computer-supported learning tools can be utilized to enhance play experiences and facilitate scientific inquiry and exploration.
- Identify strategies and examples of how play can set the stage for students to engage in goal-oriented experiences, problem-solving, and experimentation within science and engineering contexts.
- Share innovative methods and practices for incorporating play-based learning in science education beyond preschool, including upper elementary classrooms.
- Examine approaches and pedagogical frameworks for integrating play-based learning into science teacher preparation programs. Share insights on how preservice teachers can be exposed to and trained in the benefits and strategies of play-based science education.



Audience

- PreK-5 teachers
- University faculty
- State and district supervisors and leaders

Schedule

Six times a year

Formats

Print and e-journal

About the Journal

Science and Children is an award-winning, peer-reviewed, practitioners' journal. Subscribers are members of the National Science Teaching Association who select it as their preferred journal. We hope you will consider writing a manuscript for *Science and Children* to interest our readers and enhance preschool and elementary science teaching. NSTA offers no remuneration for published articles.

Questions?

Contact managing editor
Valynda Mayes at vmayes@nsta.org.

Enhance preschool and elementary science teaching with your experience.

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