



READY-TO-USE ACTIVITY CARD 02

SCIENCE THROUGH ART

Listen. Discover. Visualize.

Turn one scientific idea into a clear, creative visual explanation.

For libraries, schools, homeschool groups, and community programs

READ

Read or listen

CREATE

Make science visible

REFLECT

Explain and question

SHARE

Compare discoveries

AT A GLANCE**AGES**
6–14+**TIME**
45–60 min**FORMAT**
Individual + group discovery**SETTING**
Flexible partner program**ACTIVITY OVERVIEW**

Children listen to or read a short science story, identify one surprising fact or important idea, and transform it into a drawing, diagram, model, sequence, or imaginative visual explanation. They explain what their visual shows, name one new thing they learned, ask a new question, and may share their discovery with others.

LEARNING GOALS

- Listen to or read science content attentively and identify a key idea.
- Represent a fact, process, relationship, structure, or system visually.
- Use details such as labels, arrows, sequence, comparison, or a simple model to explain meaning.
- Distinguish information learned from the source from imaginative additions.
- Explain new learning, ask a thoughtful question, and listen respectfully to others.

MATERIALS**Required**

- An age-appropriate science story, short text, or authorized audio source
- Drawing paper; pencils and erasers
- Crayons, colored pencils, or markers

Optional

- Rulers, index cards, sticky notes, or printed vocabulary cards
- Colored paper, glue sticks, child-safe scissors, string, or craft sticks
- Recycled building materials, modeling clay, or small labels for simple models

FACILITATOR PREPARATION

- Select and preview a reliable, age-appropriate science story or short informational source.
- Identify two or three important ideas, but allow children to choose what interests them most.
- Choose possible formats: drawing, labeled diagram, cutaway, sequence, model, comic, or visual analogy.
- Prepare materials and decide whether labels, arrows, captions, or sentence starters will be offered.
- Plan a partner, small-group, gallery-walk, or full-group sharing option, including a quiet alternative.
- Review accessibility, child-safety, material-safety, privacy, media, and display policies.

SUGGESTED SESSION MAP**WELCOME**
3–5 min**READ**
8–12 min**CREATE**
20–25 min**REFLECT**
5–8 min**SHARE**
5–8 min*Adapt the timing to your group. The activity may be shortened, extended, or repeated with a different science topic.***FACILITATOR NOTES**

READ

CREATE

REFLECT

SHARE

STEP-BY-STEP ACTIVITY

1 WELCOME 3–5 min	Set the Curiosity Explain that scientists ask questions and artists help make ideas visible. A science visual may show size, parts, movement, sequence, cause and effect, or something that cannot be seen directly. There is no single correct design, but scientific details should be based on the selected source. Facilitator prompt: “Listen for one idea you wish you could see.”
2 READ 8–12 min	Discover One Big Idea Read or play the selected science story. Pause only when a short question will support understanding. Afterward, allow a quiet moment, then invite children to name one surprising fact, process, relationship, or question that caught their attention. Need a science story? Explore Kids Science Adventures in the 365 for Kids Library. Facilitator prompt: “What did you learn that made you more curious?”
3 CREATE 20–25 min	Make the Idea Visible Invite each child to choose one science idea and represent it through a drawing, labeled diagram, cutaway, sequence, model, comic, or imaginative close-up. Encourage a title and at least two visual clues that help the viewer understand. Older children may add labels, arrows, a key, comparison, or scale note. Imaginative additions should be identified as imagined. Facilitator prompt: “What does your viewer need to see to understand the idea?”
4 REFLECT 5–8 min	Explain and Question Ask children to complete both sentence starters: “One new thing I learned...” and “One question I still have...”. Younger children may dictate. Older children may add a short caption explaining how the visual represents the scientific idea. Facilitator prompt: “Which part of your visual explains the science most clearly?”
5 SHARE 5–8 min	Compare Discoveries Offer a voluntary partner exchange, small-group share, gallery walk, or full-group presentation. Invite each child to share one fact or one question. Listeners may respond with a curiosity question or name one detail that helped them understand. Children may always choose to pass. Facilitator prompt: “What did another visual help you understand differently?”

DISCUSSION & REFLECTION

ADAPT & INCLUDE

- Which fact or idea surprised you most?
- What part of the science was easiest or hardest to make visible?
- Which labels, arrows, details, or materials help explain your idea?
- What cannot be seen directly in real life, and how did you show it?
- Where did you use scientific information, and where did you use imagination?
- How could we check the accuracy of the idea, and what would you like to explore next?

Ages 6–8: Use one clear fact, a simple drawing or model, limited material choices, and an adult-written label or dictated sentence.

Ages 9–11: Invite labels, arrows, before-and-after images, sequence, comparison, and a two-sentence explanation.

Ages 12–14: Encourage cutaways, cause-and-effect diagrams, scale awareness, systems thinking, and a 3–5 sentence explanation.

Ages 15–17 extension: Create an infographic, concept diagram, or model with a source note and a brief statement about limitations or uncertainty.

Additional options: Allow pair planning, tactile materials, printed shape supports, audio or dictation, extra processing time, a nonverbal share, or private reflection.

30-minute version: Welcome 3 min; READ 7 min; CREATE 14 min; REFLECT 3 min; SHARE 3 min.

FACILITATOR TIPS

Treat the visual as an explanation, not an art contest. Ask what each element represents before making assumptions. When a fact is uncertain, turn it into a question and verify it together later. Praise curiosity, clear thinking, revision, and individual choices.

SAFETY, ACCURACY & PRIVACY

Use age-appropriate, non-toxic materials and supervise scissors, glue, water, and small parts. Avoid heat, flame, household chemicals, electrical work, sharp tools, food tasting, or live specimens unless covered by a separate approved procedure and qualified supervision. Use reliable science sources and identify imaginative additions. Sharing is voluntary. Do not photograph, record, publish, or display a child's name, image, voice, or work without required authorization. Do not request private information.

OPTIONAL 365 FOR KIDS CONNECTION

This activity is complete on its own. Participation in a 365 for Kids annual program is entirely optional and is not required to use this Activity Card.

Partners and registered families may continue exploring age-appropriate topics through Kids Science Adventures in the 365 for Kids Library. Children's visual explanations may be shared within the group or displayed locally when all required permissions are in place. For 2026, this guide is designed for local learning and sharing rather than submission to an annual 365 for Kids program.

RESOURCES: [Kids Science Adventures](#) | [Learning Model](#) | [Activity Guides](#) | [Partner Access](#)



LIBRARY



MODEL