

# Designing an interactive booklet to teach the child in middle childhood stage the design elements by learning experimentally "proposed design"

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## ABSTRACT:

The study aims to develop educational and entertaining children's books by adding a type of activities, movement and experimentation, in addition to writings and pictures. This is done through the design and implementation of an interactive booklet on the subject of design elements in the field of art education. The study used the descriptive analytical approach in addition to the experimental method: The results of the study were represented in the design of the interactive booklet, a design based on the principles of designing children's books, and then implementing the booklet after printing it through the inclusion of activities, materials and tools within the booklet that help the child to apply the activity and facilitate the experimentation process..

## Keywords:

Design - a handbook - an interactive - to teach - the child - elements - design - by - learning - experimenting.

## 1. INTRODUCTION

Childhood stage represents the basic basis for the child's experiences and the acquisition of skills and the emergence of the initial trends of his tendencies and interests , To help him discover these tendencies and interests, he needs to provide an environment that enables him to experiment. The more experiments he conducts, his experiences and skills develop faster. Hence the role of helping parents and educators to provide materials, tools and activities to give the child the opportunity to experiment and discover to enhance his experiences and direct his tendencies.

Children from ancient times are attracted to experimenting and tampering with materials around them, as they are drawn to shaping with sand and clay and experimenting with all the different tools they have in their hands. This would enhance the child's self-confidence, develop his personality, and increase his motivation for education.

(Al-Hunaidi, 2015) states that art has an influential role in the child's life and the development of his personality. As art provides

the opportunity for expression, discovery, research, exploration, experimentation and play, and this is what the child seeks, and he also seeks to draw and scribble with various tools.

The practice of various artistic activities also allows the child to have direct experimental experience with various tools and materials, which leads to the development of mental, sensory and psychological perceptions in a coherent way (Al-Ramini, 2006)

This research focuses on middle childhood (the age from six to nine years), where it is mentioned (Al-Ramini, 2006) that it is a stage that enjoys increased activity, muscle growth, the ability to write and form with clay, and various drawings, as well as rapid mental growth, intelligence, imagination and memory, and in these Stage Educators should consider adopting a variety of approaches and activities for physical and mental movement.

As the information was associated with activity and experimentation, it provided the child with the opportunity to satisfy his innate desires, and it was

more attractive to his attention and focus (Yusef, 2005).

The methods of communicating information to children differ according to their styles, genders and ages, and books are one of the most popular ways to receipt a lot of information to children. It was used in the past and is still used today. Interest in designing and developing children's books has been shown by adding pictures to writing and also adding materials, sounds and activities to some of its pages.

### **Problem of the study:**

Despite the multiplicity of Arabic children's books in libraries, they deal with scientific and educational experiences and information that were transferred to the child through writing, pictures, various designs and colors to attract the child. The researcher found a remarkable deficiency in the interest in the interactive aspect and activities that give the child the opportunity to gain experience through direct experiment instead of written transmission and pictorial.

### **Questions of the study:**

- 1- Is it possible to design an interactive booklet to teach the child the elements of design?
- 2- What are the principles of designing children's books?
- 3- How do artistic activities enrich the child's senses?

### **Objectives of the study:**

- 1) Design a booklet containing interactive information on the subject of design elements for children in middle childhood.
- 2) Introducing entertainment with education to attract the child's attention.
- 3) Enriching the child's senses by learning with experiment.

### **Importance of the Study**

- 1-Occupy the child's time to benefit him and her.
- 2- Adding a more fun way for individual learning.

3- Giving the child the opportunity to satisfy his curiosity and love for experimentation.

4- Enriching children's libraries with interactive books that enrich their senses and satisfy their love for experimentation and discovery.

### **Delimitations of the Study:**

Time limits: During the second semester of the year 1441 AH - 2019 AD.

**Spatial boundaries:** city of Riyadh

**Objective limits:** This study deals with designing an interactive printed booklet for children in the field of design elements, as it contains information supported by a type of movemental interaction to enrich the child's senses and satisfy his desire for experimentation.

### **Theoretical framework**

#### **Preface:**

Abu al-Tayyib al-Mutanabi said: "a book is The best companion in this time."

A book is good companion, and it is hoped that will sit down with learning and enjoyment. Therefore, attention must be paid to adapting its content to the age to which it is intended.

#### **First: The concept and features of children's books, and the general standard for their preparation:**

Children's books are a good way to occupy the child's spare time and are also a message to transfer human, creative, cultural, cognitive and emotional experiences from one person to another (Shehata, 1991). The technology of printing children's books has helped to increase their number and quality, and have reached a high level of artistic direction that attracts children to them (Al Shaqman, 2014).

#### **Second: Designing children's books:**

The process of designing a child's book is subject to various systems that are objective and functional in addition to achieving unity, rhythm and aesthetic values. The book must take into

account the child's psychology and his ability to comprehend and perceive that results in acceptance and interaction (Shehata, 1991).

### **Third: General standard for preparing children's books:**

(Halawa, 2000) believes that the standards and specifications of children's books include the following elements:

#### **1- The substantive aspect (the content):**

And it is determined in the answer to the following:

A- Does topic matter to the child?

B- Is topic realistic?

C- Does it display or show any human value?

D- Does it depict a social trend?

E- Are the experiences presented in the book worth introducing to the child?

F- Do they include some kind of originality or imagination?

G- Are the primary goal of experiences provide the child with information that spreads the spirit of hope, optimism, or amusement?

H- Is the information accurate and modern ?

I-Is it suitable for both the late child and the gifted child?

#### **2- Directing:**

The child may be attracted by the beauty of the cover or the size of the book, but when he turns its pages, he may not find what dazzles him within the folds of the book, which leads him to return it. Therefore, taking out the book is important in pulling the child and developing his tendency to acquire and read the book (Al-Shaqman, 2014).

**There are basic aspects on which the book is based, including:**

##### **1-The attractiveness of the cover, its colors and its movement.**

The cover should contain a lot about the include of the book, and the cover should also be simple and consistent and meet one of the child's psychological needs. The

cover must be durable in order not to be vulnerable to rapid damage

**2-Size:** Easy to hold, compatible with the size of a child's hand (Halawa, 2000).

#### **3- The beauty of the design of the inner pages:** The inner pages must be designed in a way that attract the child and contains various and new dimensions.

**1- Page Format:** (Badawi, 2004) states that page formatting is one of the most important means of attracting a child's attention to the book, and the following must be taken into account when designing pages:

**A- Margins size:** The page size should be consistent with the book size.

#### **B- Number of lines writing:**

Must be considerate that the number of words on the page is not uncomfortably stacked, and that the writing size is appropriate for the child's age.

#### **C- Headings and Subheadings:**

Take into account that the main headings are in a font larger than the subheadings and that the subheadings are larger than the body.

**D- Font color:** The font color should be taken care of, its clarity, and comfort to the eye, and its consistency with the background and other elements on the page such as graphics.

**Media:** Media such as pictures, graphics, size and location must be consideration as well as their merging with the text and background (Badawi, 2004).

### **The second topic:**

Through activities, the learner discovers ideas and meanings in their natural locations, As active learning is naturally progressive and linked to behavioral habits

that confirm the idea of inclusive growth (Ali, 1984). And (Youssef, 2005) states that the child's acquaintance with shapes, colors and sizes through experience and activity increases the child's cognitive aspect.

Therefore, we find that modern trends in education focus on developing skills and knowledge through practice of various activities and simulating the different senses of the child.

#### **First: Learning Using Activities:**

(Ali, 1984) indicates that we must provide children with what arouses their natural inclinations in their textbooks, and the researcher believes that children's school books and their personal possessions of books must be available in them that arouse their tendencies and renew their passion for learning and discovery.

#### **Artistry activities:**

(Ibrahim ,2004) believes that artistic activities contribute to developing the personality of the learner by providing opportunities for interaction with experiences directly, as it develops mental abilities as well as sensory perceptions through various practices in art.

#### **Second: The importance of artistic activities for the child in middle childhood:**

##### **• (Youssef, 2005) believes that artistic activities help the child to:**

- Developing Awareness and perception. Developing a sense of aesthetic judgment.
- Savoring and evaluating the cultural heritage of the child and others in the past and the present. Development of specific interests.

##### **Meanwhile, child learns:**

- Shape, color, objects and materials. And through what he learned: draw - paint - make models - create and build.

- expresses his feelings and thoughts. - takes notes. - learns different skills and methods.

- Discover and get to know the works of other artists (Al-Ramini, 2006).

#### **Third: characteristics of child in middle childhood: from (6-9) years as mentioned (Al-Ramini, 2006):**

- Slow physical growth. - Increased visual compatibility and growth of the senses. - Excessive activity and muscle growth, ability to write and make various forms of moldable materials ... etc.

- Rapid mental growth in intelligence, imagination, remembering, attention and sensory thinking, as it begins to transfer from sensory thinking to abstract thinking.

- The ability to express verbal and written expression, ability to read, distinguish synonyms, and discover opposites.

- Forming comrades, group play, increasing friendships, expanding the circle of tendencies and interests, developing consciences, and conforming to social norms.

- Feeling of love and responsibility. - Realistic tendency to play.

#### **The third topic:**

##### **First: Enriching child's senses:**

Every child in this world has a number of facilities that enrich him with the basics of learning with senses, Also, learning through manual skills is one of the non-traditional formulas in methods of teaching child, although it is one of the positive formulas in the formation of the individual, As education using different senses is more in line with the interests of the child than traditional education (Yusef, 2005).

(Halawa, 2000) mentioned that the activities introduce children to various scientific concepts through synthesis, movement, cutting and pasting to serve topics that create a kind of familiarity and friendship between the child and the subject. Ghanem (2015) adds that the activities are materials designed for children to use alone or with the help of

parents or teachers, and aim to communicate information to child.

**The development of child's use of his senses to explore and learn:**

(Yardley, 1974), citing (Al-Ramini, 2007). need for exploration in children, the most important of which is:

- 1- skin, then mouth, and this extends to a few years.
- 2- Use of the senses of vision, hearing and smell
- 3- Then observation and attention to things.

**Second: Child growth is a comprehensive and integrated process:**

"Psychological research indicates that child cannot practice abstract thinking before the age eleven, and children realize their surrounding world as an integrated unit, not a group of dispersed phenomena from multiple materials. child grows in all aspects, his growth is comprehensive, and each side affects the other side and is affected by it, so the psychological aspect It has an impact on the mental and social aspect "(Yusef, 2005).

**Previous studies:**

**Study (Mostafa Abdel Khaleq Mostafa, 2005): The Science of Design and Applied Patterns to Build Artistic Systems, Educational and Social Studies, Egypt. Which aimed to:**

Devising Artistry systems that help facilitate the management and coordination of the processes of acquiring the necessary knowledge for design processes and confirm processes of design science. And its results:

- The design process is based on basic standards and is subject to educational principles.

**study (Iman Kamel Ghanem Ali, 2015): Designing a book for museum activities that works to revive Saudi heritage of child in view of Piaget's theory of cognitive growth, Egyptian Journal of**

**Museum Studies, Egypt, which aimed to:**

1- Designing a book of museum activities to develop the national belonging of Saudi child.

2- Activating museum activities to simplify traditional knowledge and concepts to suit the stage child (7:11).

- Linking heritage and activity books as an entry point to enrich awareness of children's heritage concepts. One of its results - Piaget's theory of cognitive development helps to design a book for museum activities. The Saudi heritage can also be revived through museum activities.

**Study (Reem Ali Al-Shahrani, 1439) the cultural content of cartoons and their role in promoting citizenship values through infographic design. King Saud University, College of Arts: Art Education: Riyadh.**

The study aimed to identify the cultural content included in the design of the infographic, which appears through cartoon drawings, and to review it through various media and tools, The study also aims to present the plastic arts potentials of infographic arts in promoting citizenship values while designing cartoon characters inspired by national symbols.

**Significance of the current study:**

- In its title, it is a proposal in design an interactive booklet to teach the child the basics of design by learning by experiment, which no one has ever dealt with before.

- In its variables, which is the design of an interactive booklet for middle childhood (6-9) years, to enrich the child's senses.

After reviewing the literature and previous studies related to designing children's books and activating them for activities that simulate children's senses, this chapter presents all the procedures used in designing an interactive booklet to teach the child the elements of design through learning by experiment.



## Methods and procedures:

This research follows the descriptive and analytical approach based on collection information from relevant references and sources to build the theoretical framework of the research.

## Study population:

School art education curricula for elementary grades and books for artistic activities in Riyadh libraries.

## study sample:

School art education curricula for the first, second and third primary grades, and art activities books in Jarir Bookstore.

## Study tools:

The researcher used the form as a study tool .the researcher prepared a form for arbitration of the interactive booklet which based on the most important bases for preparing children's books and also on the basis of artistic activities appropriate to the age stage. And based on the questionnaire, a number of distinguished professors have revised the booklet, and they are:

- Dr. Noura bint Abdullah Al-Jamaz - Assistant Professor of Art Education at King Saud University.
- Dr. Tahani Bint Muhammad Al-Arifi - Assistant Professor of Education at King Saud University.
- Dr. Abeer Bint Saad Al-Muqrin - Assistant Professor of Art Education at King Saud University.

## Study procedures:

- The researcher noticed a lack of activity and interaction in the Arabic children's books in Jarir Library and the art education curricula for middle childhood.
- After trying and experimenting, the researcher designed an interactive booklet for middle childhood.

- After reviewing, sorting and arranging, the topic of design elements was chosen as the title of the interactive booklet.

- The researcher designed an interactive booklet using a computer.

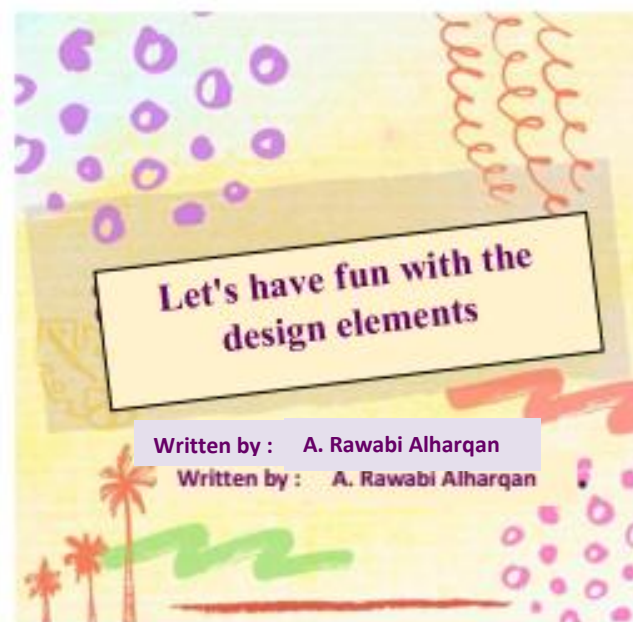
- The design was implemented in an interactive way that included activities, experiments and movement.

## The first step: design the cover of the interactive booklet

One of the basic aspects on which the book is based is the attractiveness of the cover and its color. The cover of the book must contain the title of the main book and be a design related to the content of the book. (Halawa, 200) stated that care must be taken that the cover is durable so that it is not rapid damage.

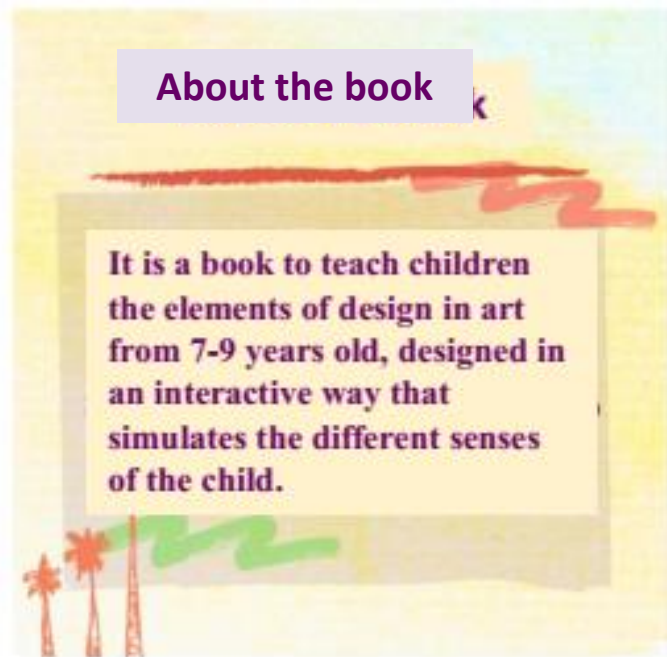
**The cover design of the interactive booklet was prepared by the researcher, using Pink Suqaes Autobiograph**

## Front cover:



**Let's have fun with the design elements**

## Back Cover:



## Notes about the book

### The researcher considered in the cover design:

- colors should be explicit to attract the child's attention.
- drawing of different types of fonts as they relate to the content of the booklet.
- Putting a coloring brush and a wooden stick in a plastic cover and attaching it to the cover of the booklet, in order to attract the child's attention because this booklet contains interaction, and also for the child to use it in the interactive booklet based on the instructions inside.
- Adding the word “we enjoy” to the title of the booklet is an indication that this booklet has a fun aspect in addition to the learning aspect.

### The second step is to design an interactive booklet through the following steps:

#### First: Choose the content of the interactive booklet:

By reviewing the school curricula for the subject of art education for the age stage of the study (middle childhood from 6-9 years) (first, second and third grades in the primary stage).

### The researcher divided the design elements into five parts:

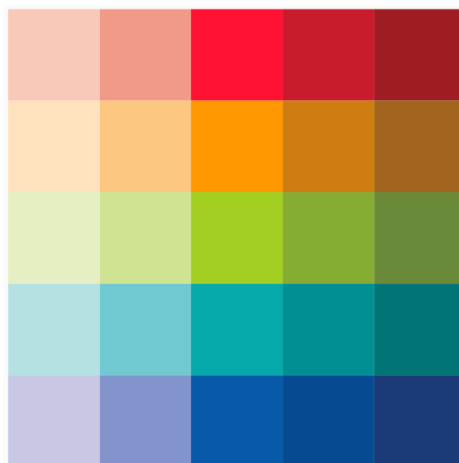
#### Part 1: Design Elements:

It is everything that can be seen in the artwork, and it is difficult to see but can be separated for study and identification, and from the design elements: point, line, area, space, mass, shape, ground, color, lighting, shadow, texture, and plastic artifact (Jawdah, 1996). The design elements mentioned in the art education curriculum for the third grade of the first primary semester are: point - line - shape - size - texture - color. The design elements selected for the interactive booklet (designed by the researcher) are: Point, line, shape, texture, color.

#### Part two: the light and dark color:

Color value is the degree to which a color is light or dark (Al-Shaqman, 2014). The art education curriculum for the first grade of the first primary semester stated: The light color is the result of mixing any color with white. The dark color is the result of mixing any color with black.

In the interactive booklet (designed by the researcher), the researcher chose to include a picture (1) showing the gradation of color from light to dark and clarifying the image with simple information to make it easier for the child to understand in middle childhood.



Pic (1)

### Part Three: Primary and Secondary Colors:

The colors are divided into primary and secondary colors, the primary colors are (red - orange - yellow). Secondary colors (purple -blue-green).

Secondary colors result from mixing two primary colors (Al-Shakman, 2014).In the art education curriculum for the first grade of primary school, the first semester: He mentioned that the primary colors are: red - yellow - blue. And the secondary colors are: orange - purple - green. Then he mentioned in detail the resulting color by combining two primary colors:

Red + Blue = Purple.

Blue + yellow = green.

Yellow + red = orange.

In the interactive booklet (designed by the researcher), the information mentioned in the art education curriculum for the second grade of primary school was adopted.

### Part four: hot and cold colors:

#### divided into two parts:

- 1- Hot colors: they are red, yellow, and orange, and they are called hot colors because they give us a sense of warmth and we see them in the flame of fire and

the rays of the sun and symbolize joy, happiness and light.

- 2- Cold colors: they are green, Purple., and blue, and it is called cold because they give us a sense of coldness and calmness and we see them in plants, water and sky, and symbolize calmness, peace, wisdom and balance.

### Part five: Real and illusory touches:

(Al-Zailai'i, 2010) states that the touches are divided into two types: first type is real touches, and second type is illusory touches.

Real touches: perceives with sense of touch in addition to sense of sight of whoever sees it with eye and touches it with hand.

As for illusory touches: they are tactile effects resulting from lines and shadows, which we cannot perceive with the sense of touch, but rather perceive them visually. In scenes, they elicit a response similar to that of real touches.

The researcher relied on this information in her interactive booklet.

### Second: Designing an interactive art booklet using the computer program, printing and investigation the design in an interactive way.

In designing the interactive booklet, the researcher took into account the general standards for preparing children's books in terms of:

- Adapt the objective aspect of the target age group, by simplifying the information and linking it to the appropriate media.
- The size of the booklet is small, adapted to the size of the child's hand, so that it can be easily browsed.



- The researcher took into account the design of internal pages that the main topic is the focus of attention.
- The researcher designed the book using a computer, based on Power point.



Power point

And sketchbook program.



Book size after printing: 15 cm

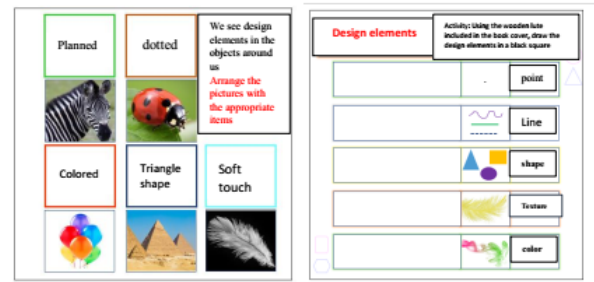
Number of pages: 10 pages.

Paper type: Cardboard thickness of 0.1 mil.

In designing the booklet, the researcher took into account that every two facing pages should speak to each other in terms of the topic, the mentioned information and the activities.

### The design of the first part of the interactive handbook: entitled Design Elements:

- 1- Designing the first and second pages using PowerPoint:

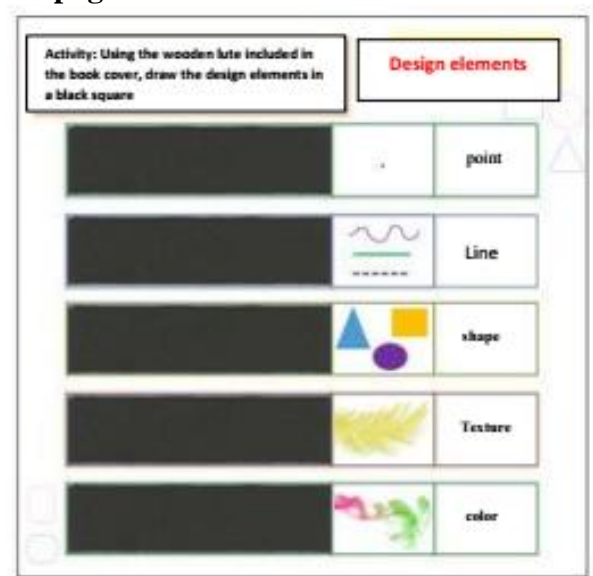


On the first page, the design elements are mentioned in the form of dots and against each picture element, which helps the child to absorb information.

On the second page, the researcher linked the design elements to the child's surroundings, so that he could connect the theoretical information with reality.

- 2- investigation the first and second page in an interactive way after printing:

#### first page:

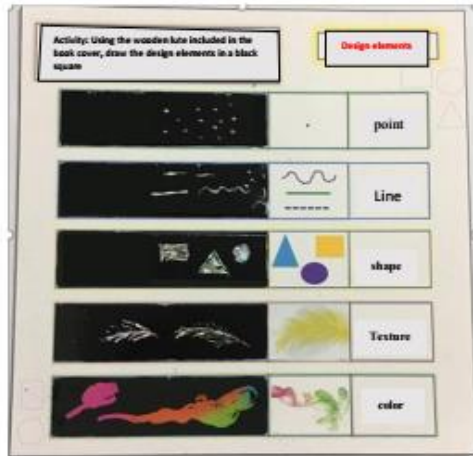


Explanation of the interactive activity on the first page:

After child gets to know the design element by reading it and seeing a picture of it, in order to confirm information came the importance of applying child to draw element in an unconventional way, so choice was made on method of scraping using a wooden stick for its suitability for

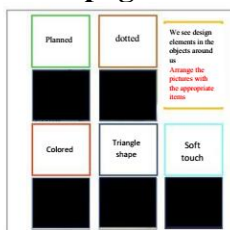
the target age stage, and ease of attaching it inside booklet.

application of the little girl Deem Al Harqan for the interactive activity on the first page:



- Scraping paper attached in front of all design elements has a background in one color (silver color) except for the element-color- has a colored background to be attached to the element.

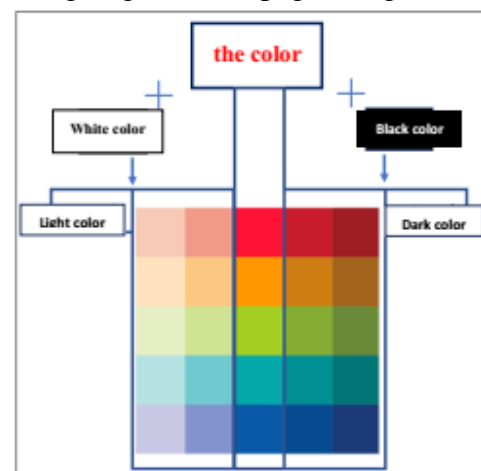
## second page:



On the second page of the booklet, in order to introduce fun into the learning method, the researcher placed a magnetic background for the pictures so that the child arranges them with words in an interactive way that enables him to rearrange them several times, unlike the traditional method of Conduction.

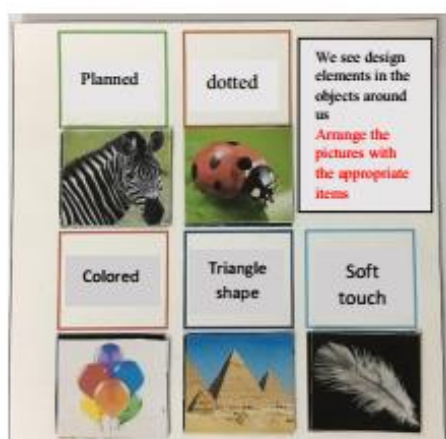
- **Design of the second part of interactive booklet: entitled "Light and Dark color".**

Designing the third page using PowerPoint



- first page is a simple explanation in form of a mind map for light and dark colors.

2- Implementing fourth page in an interactive way, as it complements the third page:



Explanation of the interactive activity on page two:



## Explanation of the implementation of activity:

- 1- A drawing of seabed (prepared by researcher) on transparent paper, background is black paperboard, and

between them is white paper cut in a flashlight.



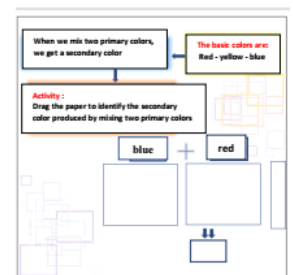
2- Add a white paper clip in the form of a flashlight.



3- child moves the tip of flashlight left and right, so that the drawing appears in light colors instead of dark.

### Design of the third part of interactive booklet: entitled Primary and Secondary Colors:

1- Designing fifth and sixth pages using PowerPoint:

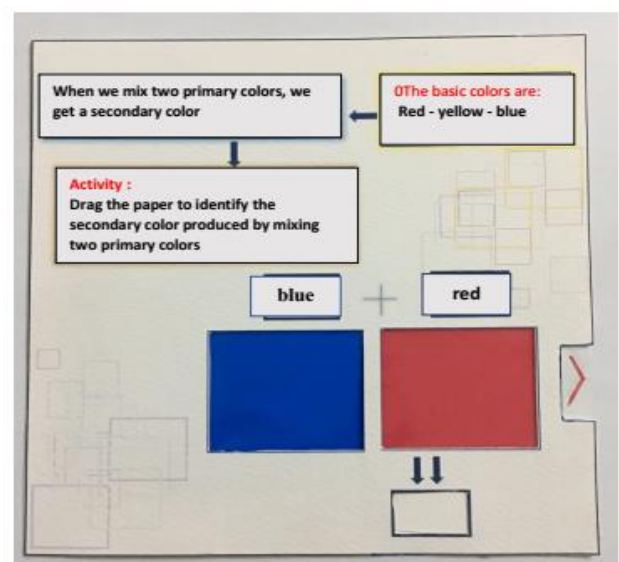


At beginning of third page is an enumeration of the primary colors, next to it a little information about the secondary colors, and finally an activity.

On fourth page, a continuation of activity, and as confirmation of information, researcher put a Square in which she wrote: We conclude that secondary colors are: purple, green and orange, in order to install the information in form of points after experiment.

### Implementing fifth and sixth pages in an interactive way:

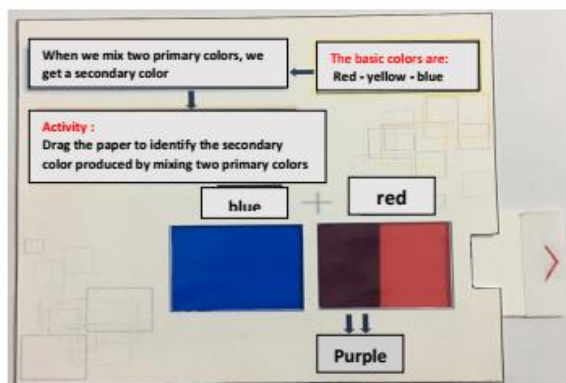
Implementation of fifth page:





### Execution method:

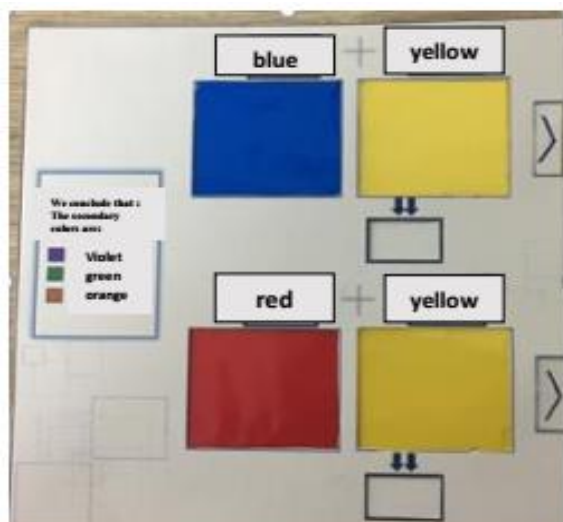
- researcher emptied the squares and placed transparencies in basic colors.
- In another paper, researcher added basic color blue and word purple, and placed it behind fifth page.
- When child pulls the arrow shown to the right of page, he pulls blue transparency to be below red transparency, resulting in the purple color, which is the color resulting from mixing previous two colors. In the square at the bottom of page, the word purple appears, as shown in the following picture.



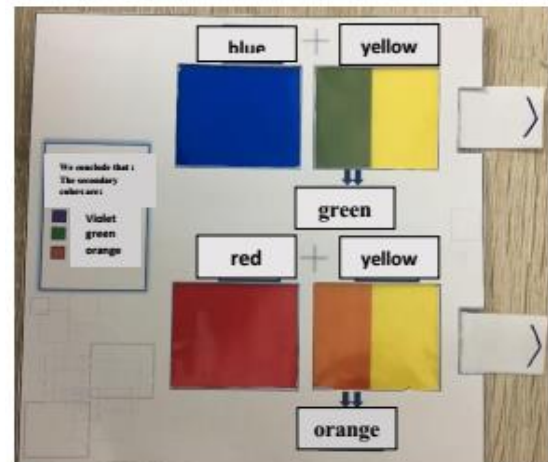
Thus, child reads the information and then interacts with it and learns about result of mixing through his personal experience.

### Implementation of the sixth page:

same steps as fifth page, but with a change in primary colors.



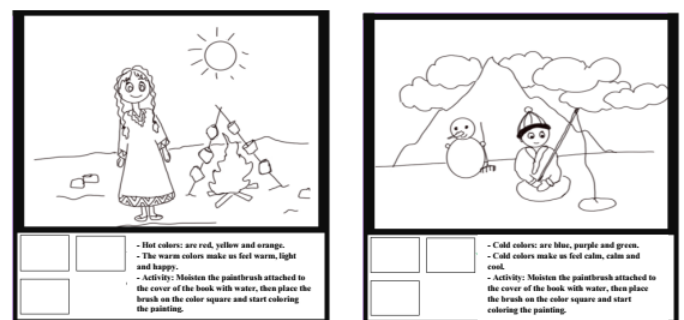
child pulls arrow out, and secondary colors appear.



### Design of fourth part of interactive booklet: entitled Hot and Cold Colors:

#### 1- Page design:

researcher used in drawing a sketchbook program and in distributing elements and writing a PowerPoint program:



#### 2- Implementing seventh and eighth pages in an interactive way:

##### Execution method:

- researcher made a small experiment where she placed watercolors on glossy paper, and after colors were completely dried, the researcher used it as a miniature color block that could be inserted into booklet. To ensure the success of experiment, researcher wet a crayon brush with a little water and placed it on one of colors in the pallet and the color came out smoothly as It comes out of the traditional color palette.

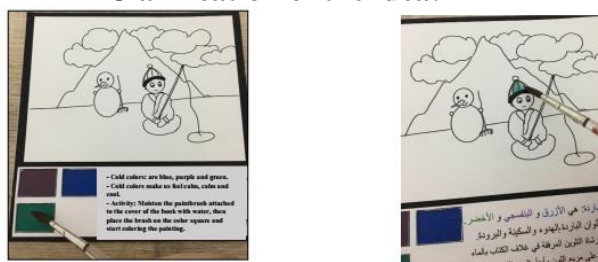
- researcher emptied three squares from each page.
- researcher included in her place the miniature color palette (previously explained).

### seventh and eighth pages after implementation:



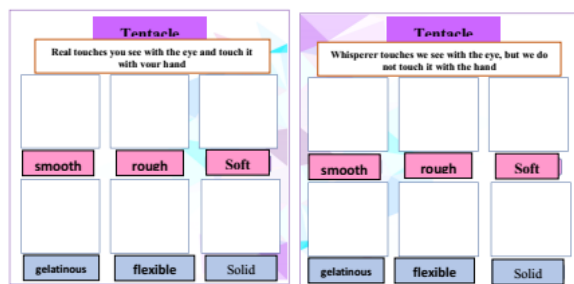
Thus, the child reads the information and live with it by experimenting with colors and coloring the painting.

### Clarification of the idea:



### Design of fifth part of interactive booklet: entitled Real touches and illusory touches:

- 1- Designing ninth and tenth pages using PowerPoint:



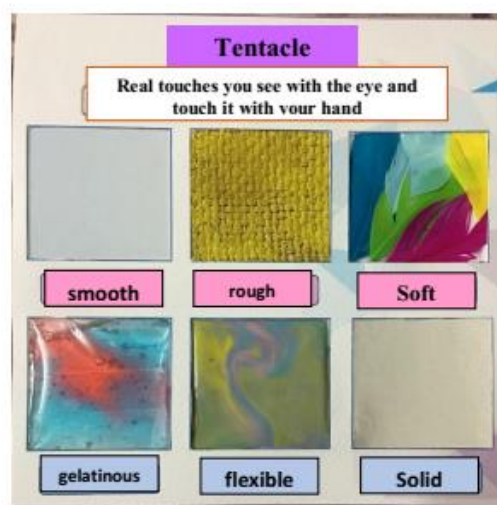
researcher designed the two pages in simple shape and calm colors so that child's focus on the content, the ninth page on the right is similar to the tenth page on the left, to make it easier for child to

differentiate between real and illusory touches through direct comparison.

Implementing ninth and tenth pages in an interactive way:

Implementation of the ninth page:

- researcher emptied the squares on the ninth page.
- Each square has a material that fits the texture.



Soft- colored faux feathers – coarse-colored burlap – smooth-coated paperboard – solid- piece of metal – flexible- clay coated with transparent - gelatinous plastic- slime coated with transparent plastic.

### Implementation of the tenth page:

- Photography of real touches on page nine.
- Inserting it using PowerPoint on illusory touches page.
- So that illusory touches become a picture identical to the real touch, but the child cannot touch it.





### Experimentation results:

Through what has been presented above, we can say that it is possible to design an interactive booklet from which child learns elements of design through interaction, experimentation and discovery, to add a kind of fun to learning process and to fit the book with children's passion associated with discovery, tampering and experimentation, but there may be obstacles during the design and implementation booklet Interactive such as:

- The high cost of printing because the book contains materials and tools. It also takes longer in designing because it depends on the originality of the idea in order to attract child's interest.

### Results:

- An interactive booklet can be designed to teach the principles of design of middle school children.
  - Designing an interactive booklet requires more effort in terms of thinking and implementation, and it is more expensive than designing a regular booklet because it contains different materials.
  - When designing an interactive booklet, design, direction and implementation must be taken into account in terms of: attracting child's interest, simplicity of

information, and suitable materials for age stage.

- Technical activities in interactive booklet contribute to development of the learner's personality by providing opportunities for interaction with experiences directly.
- The interactive booklet, including the activities, gives child an opportunity to occupy his spare time for his benefit and benefit.
  - Learning with interaction and movement attract a child's attention in middle childhood.
- The more senses involved in learning process, the more enjoyable and beneficial learning will be.

### Recommendations:

- Designing an interactive booklet in various fields of arts such as: textile, printing, and in other sciences such as mathematics, biology, chemistry, and others.
- Designing interactive books for different age groups from early childhood, middle childhood, late childhood, and others.
- Conducting specialized research in the application of interactive books, measuring their impact, and observing children's interest with them.
- Promote the use of technical activities and link them to different fields.
- Focusing on satisfying the child's motives in the love of discovery and playing around him.
- Conducting educational research focusing on the importance of learning by experience and practice as an alternative to traditional learning.

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	Major axes	Sub axes	Strongly Agree	Agree	neutral	disagree	Notes
1	book's content	link of book's title with content					
		display sequence from a primary axis to branches					
		Suitable content distribution for page size					
		Validity of content in terms of documenting source					
2	Suitable for interactive tools used	In terms of child safety					
		Suitable tools to attach inside a booklet					
		Suitable tool for content					
		Originality in presentation of tool					
3	Middle childhood from 6 to 9 years	Title is suitable for age					
		Age-appropriate content					
		Suitable tools for age stage					
		Suitable activities for age stage					
		The colors are attractive for age group					

		Booklet is attractive for the age group					
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## **Appendix A: booklet preparation form.**