



**EXPLORING ILLUSTRATION FOR CHILDREN MENTAL
HEALTH**



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by

JIAO LI

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Academic Year 2024

Assoc.Prof. Pakorn Prohmvitak
Examination Committee Chairperson

Prof. Eakachat Joneurairatana, Ph.D.
Member

Assoc. Prof. Pisrapai Sarasalin
Member and Advisor

Approved by Graduate School

(Prof. Suejit Pechprasarn, Ph.D.)

Dean of Graduate School

August 30, 2024

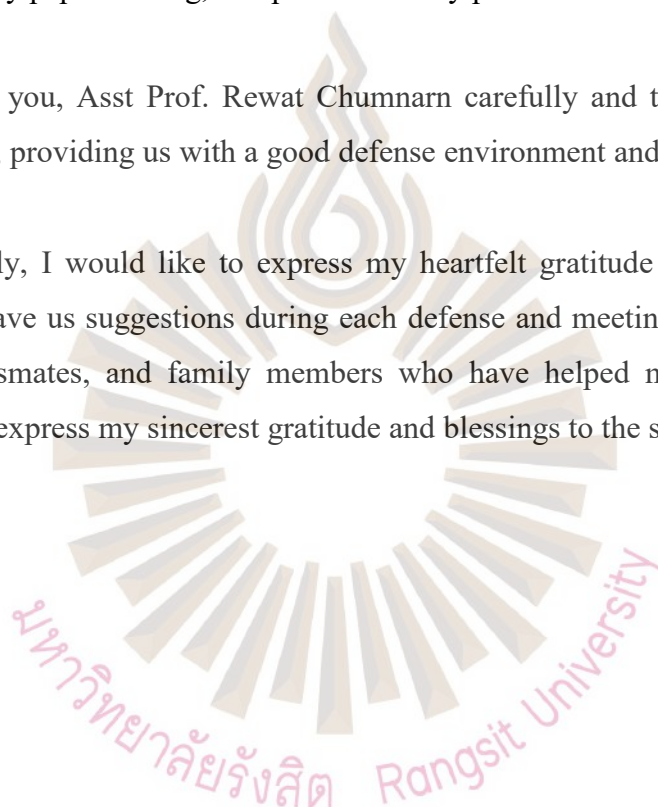
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Jiao Li
Researcher

6509036 : Jiao Li
 Thesis Title : Exploration of Illustration for Children Mental Health
 Program : Master of Fine Arts in Design
 Thesis Advisor : Assoc. Prof. Pisrapai Sarasalin

Abstract

In today's society, both adults and children have their own troubles, which affect their mental health such as psychological problems, which refer to psychological factors, and common mental health problems including anxiety, depression, autism, etc. These psychological problems are often accompanied by characteristics such as loneliness, insomnia, unhappiness, and stress. This research focuses on studying children's mental health and designing picture book illustrations. This research adopts a combination of a questionnaire survey and a literature review. This study focuses on children's mental health issues, specifically emotional aspects, mostly related to art therapy, rather than the medical field. The purpose is to prevent and improve children's mental health problems through the art form of "healing" picture books. By applying Erikson's theory and book age classification, the focus of the study was determined to be on the left-behind children with mental health issues in grades 4-6, aged 10-12 in primary school. The researcher has also found that picture books that combines reading and painting are more popular among children and have better effects.

(Total 31 pages)

Keywords: Children Mental Health, Illustration, Exploring

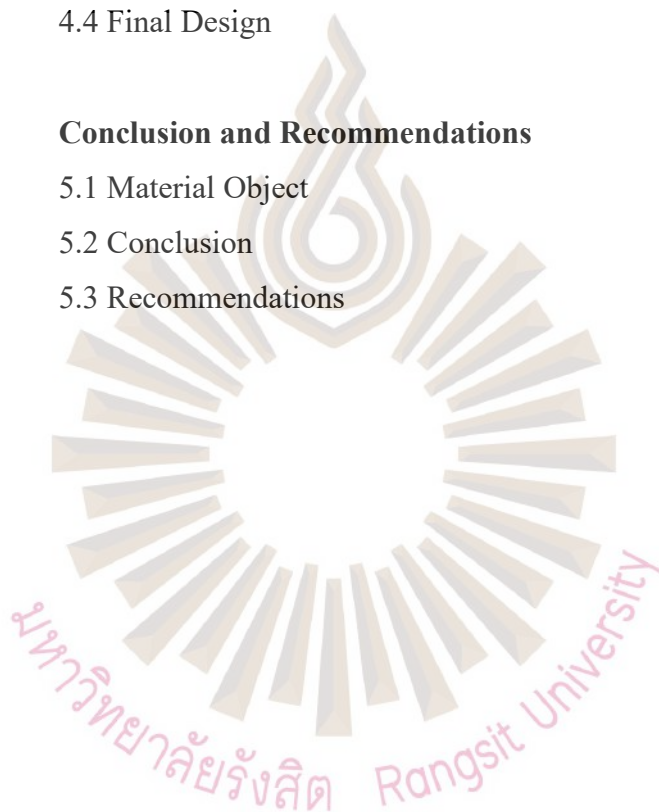
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Chapter 1

Introduction

1.1 Background and Significance of the Problem

Nowadays, the number of left-behind children has reached 66.93 million, with the majority being in primary school (UNICEF, NBS, & UNFPA, 2023). The psychological problems of left behind children have also been a key topic of social concern in recent years. Due to the lack of parents and guardians, left behind children face many challenges in their mental health, such as loneliness, inferiority, anxiety, unhappiness, insomnia, etc. (Jia & Tian, 2010; Yu-Ming et al., 2020). These issues not only affect the personal growth and development of left behind children, but also pose potential threats to social harmony and stability.

It is great significance to pay attention to and improve the psychological problems of left behind children. On the one hand, left behind children are the future and hope of a country, and their mental health is related to the country's human capital and social progress. On the other hand, left behind children are a vulnerable group in society, and they need more care and support to ensure their basic rights and welfare.

Solving the psychological problems of left behind children is a long and complex process that requires effective measures from various levels. Currently, resources for treating mental health problems are also relatively scarce (Zhou, Wang, & Ma, 2020), and children are young. Long term reliance on medication for treatment can inevitably cause harm to the body. Art therapy can prevent and improve these problems in the early stages. Therefore, through the form of picture books that children enjoy and are familiar with, they can feel warmth and happiness in reading and painting, thereby improving their emotions and preventing mental health problems.

1.2 Research Questions

1.2.1 What psychological health problems do left-behind children have, and what types of illustrations can have a therapeutic effect?

1.2.2 How to design picture books that are helpful for children's psychological problems?

1.3 Research Objectives

1.3.1 To study left-behind children mental health for exploring illustration.

1.3.2 To design illustrations for left-behind children's books that establish correct mental health and provide assistance to children with psychological problems.

1.4 Research Framework

Table 1.1 Research Framework Table

Framework			
Research Objectives	Research Questions	Research Methodology	Research Outcomes
To study children mental health for exploring illustration.	What psychological health problems do left-behind children have, and what types of illustrations can have a therapeutic effect?	Literature review (Mental health concept, Erikson's theory, Art therapy theory, Illustration related content)	1) Left behind Children often have problems such as loneliness, unhappiness, insomnia, and stress. 2) The use of art therapy is more beneficial for children. 3) The healing style in commercial illustrations has a healing effect.
To design illustrations for children's picture books that establish correct mental health and provide assistance to children with psychological problems.	How to design picture books that are helpful for children's psychological problems?	Case analysis, Questionnaire survey, Actual design	Design a picture book that combines reading and painting.

1.5 Definition of Terms

Left-behind children “Left behind children refer to minors under the age of sixteen who have both parents working outside or one of them working outside and the other without guardianship.”

Mental health “Mental health: refers to a person's good mental, emotional, and conscious state, able to actively respond to challenges in life and overcome difficulties. ”

Illustration “As a definition of a book illustration, it refers to a picture inserted in a book that serves as a helpful explanation or artistic appreciation of the content (Fang, 1996).”

Picture book “Referring to a book that mainly centres on painting and has a small amount of text.”

Healing “First appeared in Japan, meaning relaxing and soothing the mood, providing a lasting sense of bodily and mental comfort, and being able to heal people's psychological trauma and bring positive power.

Erikson's theory “Erikson's personality development theory is a psychological and social development theory that combines an individual's inner life with social tasks.”

Art therapy “Art therapy is a psychological therapy method that utilises artistic creation and expression to promote physical and mental health. It can help people release emotions, enhance self-identity, resolve internal conflicts, and improve their quality of life. ”

Chapter 2

Research Theory

2.1 Concepts and symptoms of mental health

Mental health: refers to a person's good mental, emotional, and conscious state, able to actively respond to challenges in life and overcome difficulties. It includes self-awareness, self motivation ability, and emotional management ability. There are different theories and perspectives on the standards of mental health, but generally speaking, individuals with mental health should possess the following characteristics:

Normal intelligence, able to effectively acquire, process, and apply information, solve problems, and create new knowledge.

Emotionally healthy, able to understand and express one's emotions reasonably, control and regulate negative emotions, and maintain a positive and optimistic attitude.

Strong willpower, able to set clear and reasonable goals, consciously and autonomously achieve goals, overcome difficulties, and persevere.

Behavioral coordination, able to make appropriate behavioral choices based on environmental and social norms, avoiding impulsive and excessive behavior.

Adaptation to interpersonal relationships, able to respect and understand others, establish and maintain good communication and cooperation, handle interpersonal conflicts well, and obtain social support. Moderate response, able to make appropriate responses according to different situations and stimuli, but sensitive or slow, without excessive or no response.

Psychological characteristics are in line with age and can reflect psychological characteristics that are suitable for one's own age, without entering a certain stage of psychological development too early or too late.

Symptoms: To determine if there are mental health issues, one can use self observation and self-evaluation, as well as professional psychological testing and counseling to identify one's psychological strengths and weaknesses, and promptly identify and solve psychological problems. If you feel that your psychological state continues to be poor, affecting your studies, work, and life, or have extreme thoughts and behaviors such as self harm and suicide, you should seek professional psychological help in a timely manner to protect your mental health.

2.2 Common mental health issues among left behind children

Left-behind children, due to their parents or guardians being away for a long time, lack intimacy and a sense of security and are prone to psychological problems. According to research, most left-behind children will have the following psychological problems:

1) **Loneliness:** Due to the lack of parental companionship and care, left-behind children often live alone and may feel lonely and neglected. (Yu-Ming et al., 2020; Zhou et al., 2020).

2) **Depression (unhappy emotions):** Long-term lack of family affection may make left-behind children feel insecure, develop resentment and unhappiness towards their parents, and thus easily suffer from depression. (Jia & Tian, 2010).

3) **Insomnia:** Left-behind children may worry about their parents or guardians leaving them, lack self-regulation ability, and be unable to effectively cope with various challenges and difficulties in life. In addition, parents may not have time to discipline them, and may develop some bad habits, such as staying up late at night, watching TV, etc. These factors can affect their sleep quality.

4) **Social disorders (anxiety and stress):** Left-behind children may have social barriers that are related to their academic performance, lifestyle, and psychological status.

2.3 Erikson's Theory

Erikson's personality development theory is a psychological and social development theory that combines an individual's inner life with social tasks. It divides a person's life into eight stages, each with a specific developmental task and a psychological and social crisis (Figure 2.1). If individuals can successfully resolve these crises, they can develop good personality traits, while conversely, it can lead to negative personality traits.

The impact and role of Erikson's personality development theory on children's mental health are mainly reflected in the following aspects:

Erikson's theory of personality development emphasizes the importance of early experience in personality development, particularly in the first three stages (infancy, early childhood, and early school age), which involve the formation of personality traits such as basic trust, autonomy, and initiative (Dingyu, 2018). If children can receive appropriate care, support, and encouragement during these stages, they can establish a sense of trust, confidence, and positivity towards themselves and the world, thereby promoting their mental health and social adaptation.

Erikson's personality development theory points out the psychological characteristics and developmental needs of children of different age groups, providing theoretical guidance and practical suggestions for family and school education. Parents are advised to adopt different parenting styles based on the developmental stage of their children. Emphasizing the sustainability and plasticity of personality development, it is believed that personality is not static, but constantly developing and changing throughout one's life. This means that children's psychological problems are not irreversible, but can be improved and adjusted through subsequent experiences and interventions. Meanwhile, this also means that children's mental health needs continuous attention and protection to avoid crises and difficulties in the later stages. Therefore, according to the research needs of this paper, school-age children will be studied as representatives.

Erikson's Psychosocial Stages			
Stage	Basic Conflict	Virtue	Description
Infancy 0-1 year	Trust vs. mistrust	Hope	Trust (or mistrust) that basic needs, such as nourishment and affection, will be met
Early childhood 1-3 years	Autonomy vs. shame/doubt	Will	Develop a sense of independence in many tasks
Play age 3-6 years	Initiative vs. guilt	Purpose	Take initiative on some activities—may develop guilt when unsuccessful or boundaries overstepped
School age 7-11 years	Industry vs. inferiority	Competence	Develop self-confidence in abilities when competent or sense of inferiority when not
Adolescence 12-18 years	Identity vs. confusion	Fidelity	Experiment with and develop identity and roles
Early adulthood 19-29 years	Intimacy vs. isolation	Love	Establish intimacy and relationships with others
Middle age 30-64 years	Generativity vs. stagnation	Care	Contribute to society and be part of a family
Old age 65 onward	Integrity vs. despair	Wisdom	Assess and make sense of life and meaning of contributions

Figure 2.1 Erikson's Theory Table

Source: Mcleod, 2024

2.4 Art Therapy Theory

Art therapy is a psychological therapy method that utilises artistic creation and expression to promote physical and mental health. It can help people release emotions, enhance self-identity, resolve internal conflicts, and improve their quality of life. Art therapy can be applied to people of different ages and backgrounds, including children, adolescents, adults, and the elderly, as well as those with special needs or those who have experienced trauma. And currently, resources for treating mental health problems are also relatively scarce (Zhou et al., 2020), and children are young. Long-term dependence on medication for treatment can inevitably cause harm to the body. Art therapy can prevent and improve these problems in their early stages. Therefore, art therapy is more friendly, effective, and safe for preventing and assisting children's mental health problem. (Bosgraaf, Spreen, Pattiselanno, & van Hooren, 2020).

The principle of art therapy is based on the ability of artistic creation and expression to stimulate people's subconscious, enabling them to better understand their psychological state and needs. Art therapy can also provide a safe and supportive environment, allowing people to establish trust and communication relationships with

therapists and other participants. It can also promote the integration of people's senses, cognition, and emotions, enhancing their creativity and self-efficacy.

The future development trend of art therapy is to become more diversified and innovative. Not only does it include traditional forms of painting, reading, music, dance, etc. (Figure 2.2), but it can also be combined with emerging media and technologies such as movies, digital art, virtual reality, etc. Art therapy can also be combined with other psychotherapy methods, such as cognitive-behavioral therapy, psychoanalytic therapy, mindfulness therapy, etc. Art therapy can also be applied to a wider range of fields and scenarios, such as education, healthcare, community, post disaster, etc. (Utami, 2014). Therefore, this article chooses to use painting and reading to create picture book content.

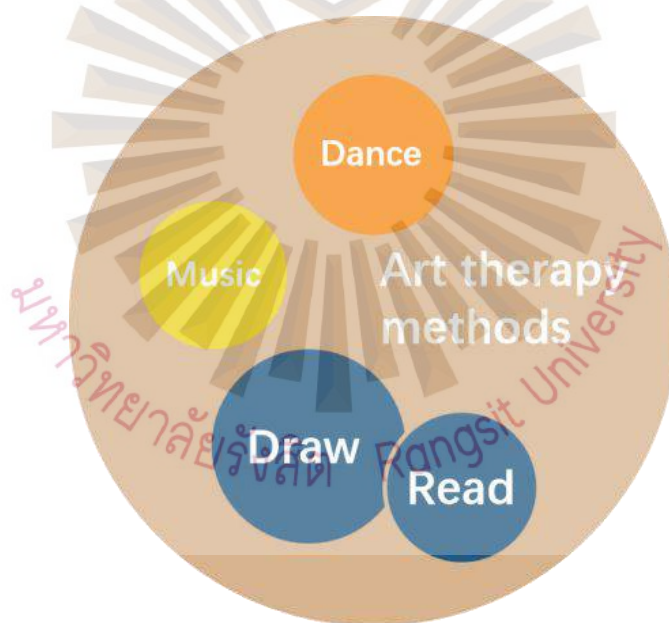


Figure 2.2 Methods of Art Therapy

Source: Researcher

Chapter 3

Research Methodology

3.1 Population analysis

3.1.1 Age

According to 2020 data, the number of left-behind children has reached 66.93 million, with primary schools accounting for the largest proportion (UNICEF, NBS, & UNFPA, 2023) (Figure 3.1). The probability of suffering from mental health problems is higher, and they need to receive more attention. So, my main research object is left-behind children in primary school.

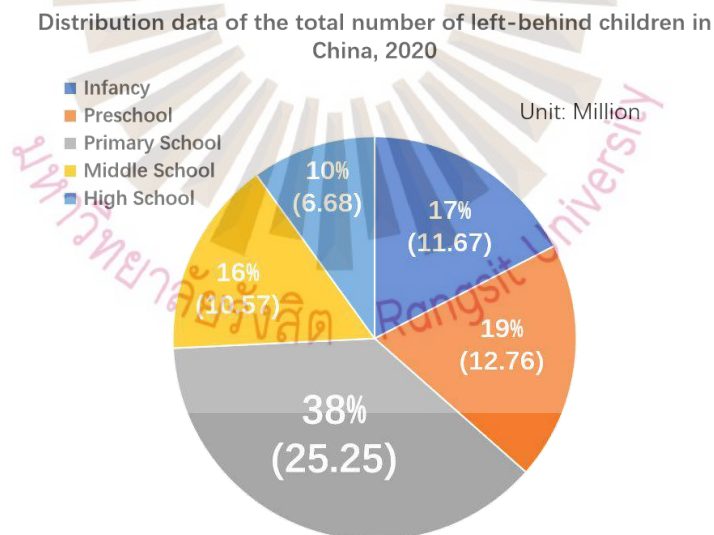


Figure 3.1 Data on left-behind children calculated based on micro data from the 2020 National Population Census

Source: Researcher

There are two forms of division for primary school (grades 1-6) in China's compulsory education: low stage and high stage. (Table 3.1).

According to the Lansi Reading Classification, the Lexile 150L to 300L levels correspond to the upper stage of Chinese primary schools, belonging to the 4-6 grade stage and children aged 10-12. (Table 3.2).

Table 3.1 Classification of Primary Schools in Compulsory Education in China

China splits primary school stges into two level			
	Level	Grades	Age
Age Group	Low	1-3	7-9
Classificatio	High	4-6	10-12

Table 3.2 Classification of Lansi Reading

USA Education Grade	USA Education Level	LEXILE Level	CHN Education Level
USA Preschool Education		0 to 100L	CHN Preschool Education
USA Preschool Education		100L to 200L	CHN Primary School Grade 1-3
USA Preschool Education		150L to 300L	CHN Primary School Grade 4-6
USA Primary School Grade 1	1thGrade	200L to 400L	CHN Junior High School Grade 1
USA Primary School Grade 2	2thGrade	300L to 500L	CHN Junior High School Grade 2
USA Primary School Grade 3	3thGrade	500L to 700L	CHN Junior High School Grade 3
USA Primary School Grade 4	4thGrade	650L to 850L	CHN High School Grade 1
USA Primary School Grade 5	5thGrade	750L to 950L	CHN High School Grade 2/3

Table 3.2 Classification of Lansi Reading (continued)

USA			CHN university
Primary School Grade 6	6thGrade	850L to 1050L	Grade 1
USA			CHN university
Junior High School Grade 1	7thGrade	950L to 1075L	Grade 2
USA			CHN university
Junior High School Grade 2	8thGrade	1000L to 1100L	Grade 3
USA			CHN university
Junior High School Grade 3	9thGrade	1050L to 1150L	Grade 4
USA			CHN
High School Grade 1	10thGrade	1100L to 1200L	Graduate Year 1
USA			CHN
High School Grade 2/3	11th and 12thGrade	1100L to 1300L	Graduate Year 2

Therefore, based on Erikson's theory, the development of compulsory education in China, and the Lexile graded reading system, the research target population was ultimately determined to be children aged 10–12 in grades 4–6 of primary school.

3.1.2 Left-behind children Feature (Xiaozhao, Min, & Can, 2013) (Table 3.3, Table 3.4)

- a. Reading time is limited
- b. Lack of parental companionship
- c. Prone to mental health problems
- d. Read more at home and school
- e. Reading resources are limited
- f. Eager to read

Table 3.3 Distribution of extracurricular reading places for left-behind children

Reading venue	Feedback		Cases (%)
	Frequency	Percentage	
home	155	40.8	66.2
school classrooms	128	33.7	54.7
bookstore	46	12.1	19.7
school library	37	9.7	15.8
public library	10	2.6	4.3
Other places	2	0.5	0.9
Rural library	1	0.3	0.4
Left behind Child	1	0.3	0.4
Care Center			
total	380	100.0	162.4

Table 3.4 Sources of Extracurricular Reading Materials for Left Behind Children

Source	Feedback		Cases Percentage (%)
	Frequency	Percentage	
Borrow from classmates	120	30.1	51.3
Parents and family	115	28.8	49.1
School library	78	19.5	33.3
Teacher provided	36	9.0	15.4
Class reading corner	19	4.8	8.1
Public library	13	3.3	5.6
Bookstore rental	12	3.0	5.1
Other pathways	4	1.0	1.7
Left behind child	2	0.5	0.9
care center			
Total	399	100.0	170.5

3.2 Product Analysis

3.2.1 The role of books and market demand

1) Role: Books have a long history and cannot be replaced by other electronic devices. Electronic devices can make children addicted, affect daily life, and cause more mental health problems. However, reading can nurture one's character, protect the eyes, and be beneficial to children.

2) Demand: As shown in Figure 3.2, the children's book market still has high demand and economic value (Anderson, 2019). Therefore, choose the medium of books.

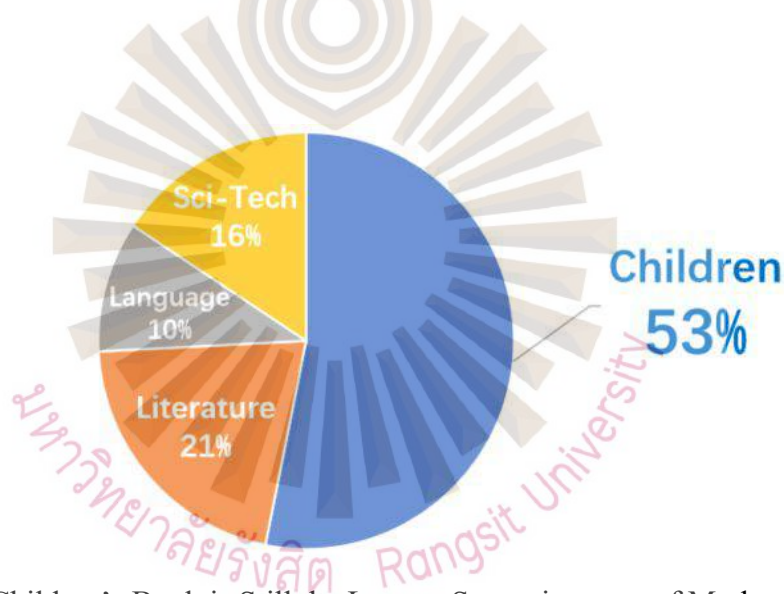


Figure 3.2 Children's Book is Still the Largest Sector in terms of Market Share by Sales Revenue

Source: Researcher

3.2.2 Children's picture book illustration concept

Children's picture book: It is a "drawn book", referring to a book that mainly centres on painting and has a small amount of text.

Illustration: As a definition of a book illustration, it refers to a picture inserted in a book that serves as a helpful explanation or artistic appreciation of the content (Fang, 1996).

3.2.3 Business illustration style

Illustration is an art form. Is not a unified subject but a comprehensive category where every writer can have their own style. Usually divided by style, function, medium, country, etc.

From the perspective of economic value, taking commercial illustrations as an example, there are several common styles (Figure 3.3), among which the healing style has become a popular picture book style in recent years. Therefore, I will study this type of painting style more.

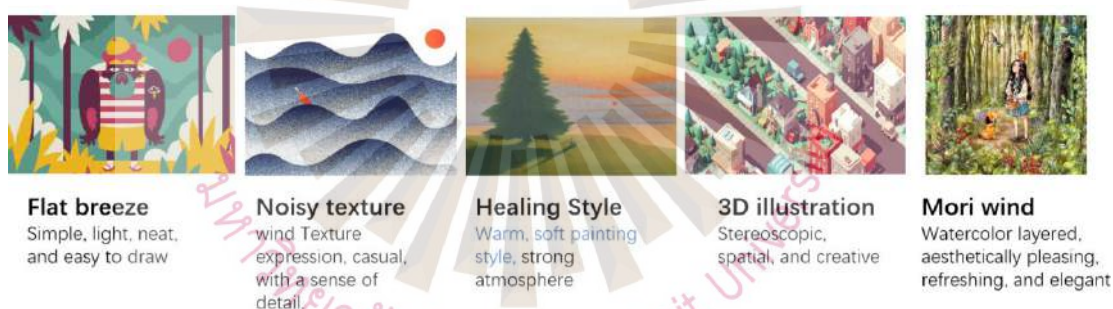


Figure 3.3 Types of commercial illustrations

Source: From Google Image Search, self edited content synthesis, 2023

3.2.4 Healing picture book concept

"The word "healing" first appeared in Japan, meaning relaxing and soothing the mood, providing a lasting sense of bodily and mental comfort, and being able to heal people's psychological trauma and bring positive power.

The "Healing" picture book covers a wide range of readers, from children to adults. Picture books convey information more intuitively than regular storybooks. More easily accepted by children.

Picture books are deeply loved by children. It can not only tell stories and help children learn knowledge but also comprehensively help them construct their spiritual world.

3.2.5 Case Study



Figure 3.4 Coloring book and Reading picture book

Source: Amazon, 2023

Coloring book (Figure 3.4)

Advantage: Relaxing and soothing emotions have a healing effect.

Disadvantage: Colour only, no complete storyline, not very interesting, visual tired.

Reading picture books (Figure 3.4)

Advantage: The warm and interesting storyline and soft and vivid colour pictures make people feel relaxed and happy.

Disadvantage: Pure reading lacks interactivity.

3.3 Data Collection

3.3.1 Material\Size

According to the characteristics of left behind children, books should not be too expensive, lightweight, or easy to carry. Therefore, paperback books can be preferred. (Table 3.5).

Based on the features of children's small arms with a length of about 20cm, sizes of 16k, 20k, and 24k can be considered. (Table 3.6).

According to the content of the picture book, light paper is more suitable. (Table 3.7).

Table 3.5 Paper Binding Method

	Hardness	Weight	Durability	Size	Price
Paperback	soft	light	moderate	normal	low
Hardcover	hard	weight	good	normal	high
Irregular book	hard	weight	moderate	special-shaped	high

Table 3.6 Paper Size

Category	Size	Shape	Use
16K	210×285mm	rectangle	Prose, picture books.
32K	140×210mm	rectangle	Text books, picture books.
20K	215×225mm	Approaching a square	Picture books
24K	215×188mm	Approaching a square	Picture books\light.
40K	170×140mm	Approaching a square	Pocket book

Table 3.7 Paper Material

Type	Colour	Use	Advantage	Disadvantage	Price
Matte paper	White	Albums, illustrations, magazines, Portfolio.	Easy to colour, not easily deformed and with delicate patterns.	Slim, not as brightly colored as coated paper.	high
Newsprint	yellowish	Newspapers, journals, textbooks.	Lightweight, elastic, mass-produced.	Not easy to save	low
Coated paper	white	Postcard, covers, illustrations, books, magazines	Colourful, textured, High degree of reduction.	Smooth and not easy to dry.	low
Offset paper	white	Illustrated newspapers, coloured trademarks.	Strong water resistance, opacity.	Easy to damage, colouring is not as good as coated paper.	low
Light paper	Primary color, milk white, light rice	Books, publications.	Lightweight, environmentally friendly, protecting readers' eyes	Easy to turn yellow, transparent, rough.	low
Kraft paper	yellowish-brown	Packaging paper, envelopes, paper bags.	Flexible and sturdy, with high burst resistance.	Poor printing effect, colour difference.	high
Letterpress paper	white	Works, academic journals, textbooks.	The texture is uniform, does not shed hair, does not pass through printing.	Not suitable for large layout printing	high

3.3.2 Colour

Red represents passion, strength, love, and vitality, yellow represents creativity, warmth, and encouragement, green represents nature, healing, freshness, and quality, and blue represents trust, peace, loyalty, and ability. Different colors have different healing abilities. For example, red can treat sadness and lack of confidence, yellow can treat loneliness and lack of creativity, green can treat insomnia and stress, and blue can treat anxiety and stress (Figure 3.5).

Red, yellow, blue, and green are colours that can heal emotions, with blue being the most popular (Katz & Breed, 1922; Sembian & Kodi, 2016) (Figure 3.5). When creating picture books, the proportion of these colours used will be considered.



Figure 3.5 Different emotions represented by colors

Source: Researcher

3.4 Data Analysis

3.4.1 questionnaire investigation

The data shows that the gender share of left-behind children is similar. (Figure 3.6).

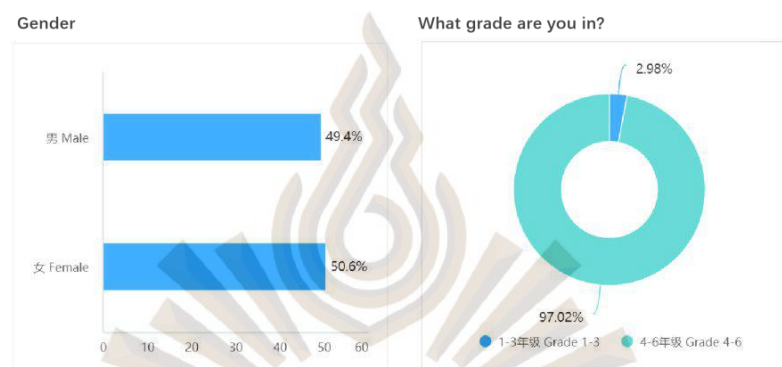


Figure 3.6 Gender and Age

Source: Researcher

People who enjoy healing, fun, adventure, cartoons, and bright and soft colours are the majority. (Figure 3.7).

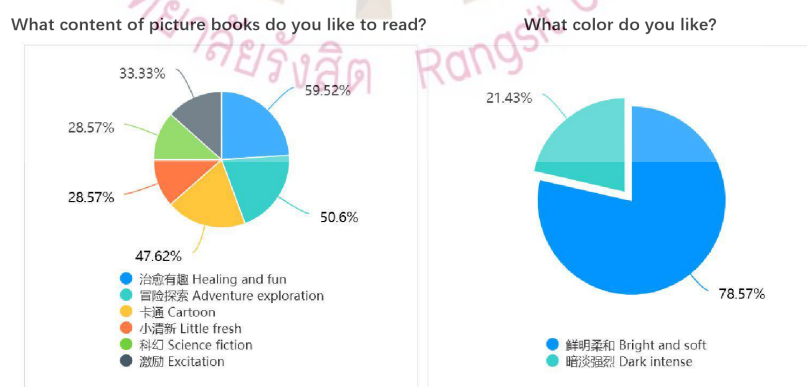


Figure 3.7 Favourite picture book content and colours

Source: Researcher

Most people enjoy short articles and simple storylines. (Figure 3.8).

Do you like picture book articles to be long or short?



What kind of storyline do you like?

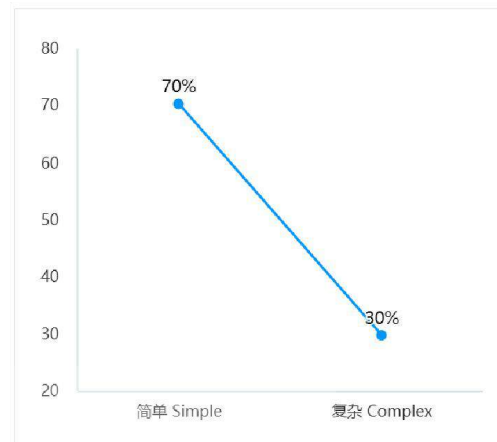
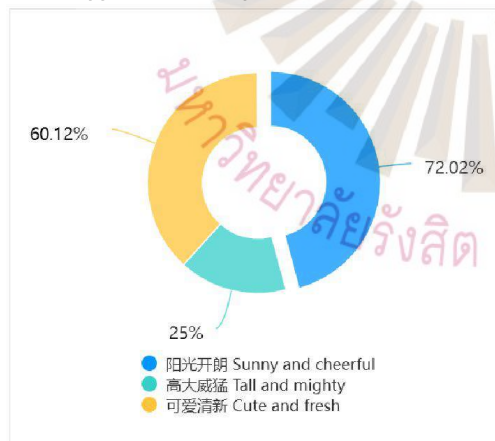


Figure 3.8 Favourite article length and storyline

Source: Researcher, 2023

People prefer characters who are sunny, cheerful, cute, and fresh in appearance. They would like a picture book that combines reading and painting. (Figure 3.9).

What type of role do you like?



What kind of picture book do you want?

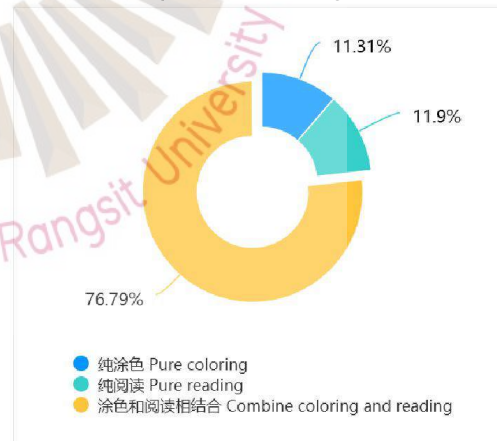


Figure 3.9 Favourite characters and types of picture books

Source: Researcher

Based on case analysis and a survey of children's picture books, I will finally choose a combination of drawing and reading to create picture books. The combination of the two will have a better effect.

Chapter 4

Picture Book Creation

4.1 Creative Background and Significance

4.1.1 Background: Creating story content around the characteristics of left-behind children's mental health problems, mainly describing a series of stories about lucky stars seeking happiness for left-behind children.

4.1.2 Meaning: This story tells children not to feel lonely and unhappy because their parents are working outside. They can use their own strength to find happiness with friends and feel the beauty of nature. At the same time, it also tells parents to pay more attention to their children's inner world and try their best to provide them with a safe and happy living environment. In this way, the children's world will be filled with warmth and happiness.

4.2 Sources of inspiration

Most left-behind children live in rural areas, and nature is a common landscape for them. Creating scenes using familiar environments can provide a more immersive experience. Stars are things that we can see when we look up; they can warm us and will always exist, so anthropomorphizing stars is the main character in picture book stories.

4.3 Creative process

4.3.1 Story Text

This article revolves around the protagonist, Lucky Star, who solves psychological problems such as loneliness, insomnia, and unhappiness for left-behind children and unfolds a series of short stories about finding the secret to happiness.

《Lucky Star》

Long ago, in a remote and peaceful little village, there lived a Lucky Star. The children in the village are all left-behind children. Because both parents work in the city, they often feel lonely, have insomnia, and are unhappy.

Lucky Star decided to help children find happiness. It embarked on a journey to find the secret to happiness. It arrived at a dreamy garden, where flowers of various colors bloomed like rainbows falling to the ground. It touched a pink flower. Suddenly, it felt a sense of calm in its heart, and loneliness left it. Lucky Star shared this secret with the children in the village. Every day, the children come to the garden, quietly touching the flowers, and their loneliness slowly disappears.

Then, Lucky Star arrived in a lush forest. These trees are all smart; they can talk. Lucky Star confided his sadness to the Wisdom Tree, who gently told it, "Lucky Star, happiness is shared with friends." Lucky Star listened to the words of the Wisdom Tree and returned to the village, inviting children to play and learn together. They slowly defeated sadness, and happiness filled the whole village.

Finally, Lucky Star arrived at a high mountain with magnificent scenery on top. Lucky Star saw a group of soaring eagles flying happily in the sky. It asked the eagle, "What is the secret to your happiness?" The eagles replied, "Happiness is enjoying life freely." Bring this secret back to the village; Lucky Star encouraged the kids to enjoy nature's beauty. Playing in fields, rivers, and forests, their happiness became purer.

With the help of Lucky Stars, children slowly get rid of loneliness, insomnia, unhappiness, and stress. They learn to seek happiness by sharing with friends and experiencing the beauty of nature with their hearts. After that, Lucky Star has always been with children, often casting magic to change them into star costumes, playing, learning, and exploring this beautiful world together. Happiness forever resides in their hearts.

4.3.2 Characters

Because the gender ratio of left-behind children is similar, I want to create a neutral character that can represent both. So we chose the second neutral character as the protagonist, Lucky Star, while the other character images were the ones of left-behind children who finally changed into star costumes. The protagonist's colours mainly use yellow and green to represent warmth and hope.



Figure 4.1 Character Sketches



Figure 4.2 Sketches of the protagonist's lucky star

Character Image Color Draft 2.0



Figure 4.3 Protagonist lucky star color draft

4.3.3 Scene Design

Represented by natural scenes such as gardens, forests, and mountains, the colours correspond to red, green, and blue, respectively. Creating images using familiar environments for left-behind children can provide a more immersive experience.



Figure 4.4 Mirror Sketch 1.0

4.4 Final Design

4.4.1 Book size: 285mm wide * 210mm high

4.4.2 Cover and Back Cover+Personal Information



Figure 4.5 Cover and Back Cover Information Page

4.4.3 Story Content



Figure 4.6 Background Introduction Scene



Figure 4.7 Garden Scene



Figure 4.8 Forest Scene



Figure 4.9 High Mountain Scene

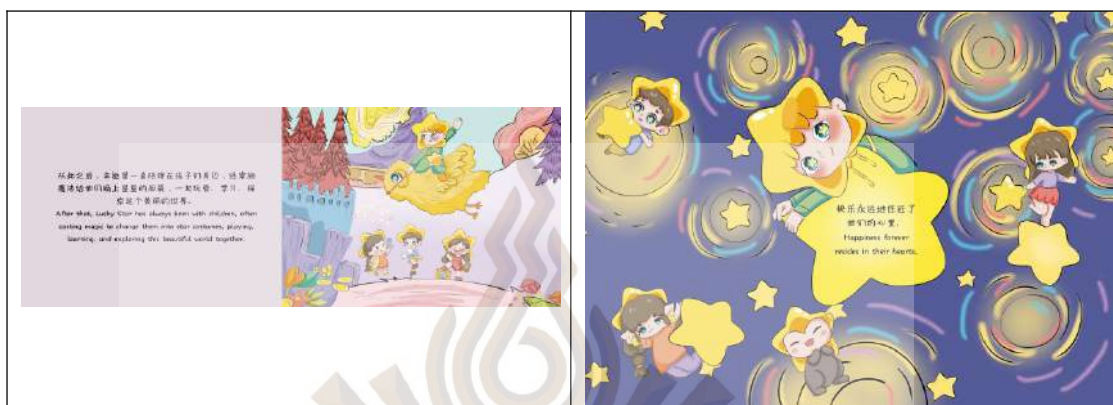


Figure 4.10 End Scene



Chapter 5

Conclusion and Recommendations

5.1 Material Object



Figure 5.1 Picture books and postcards

5.2 Conclusion

Based on various research and practice in the paper, it has been proven that picture books that combine reading and painting are more popular and effective for children. Books can help children calm down, and through art therapy, children can experience beautiful things in art, thereby preventing and improving negative emotional states, and have beautiful expectations and aspirations for life.



Figure 5.2 The scene of students coloring

Source: Researcher

5.3 Recommendations

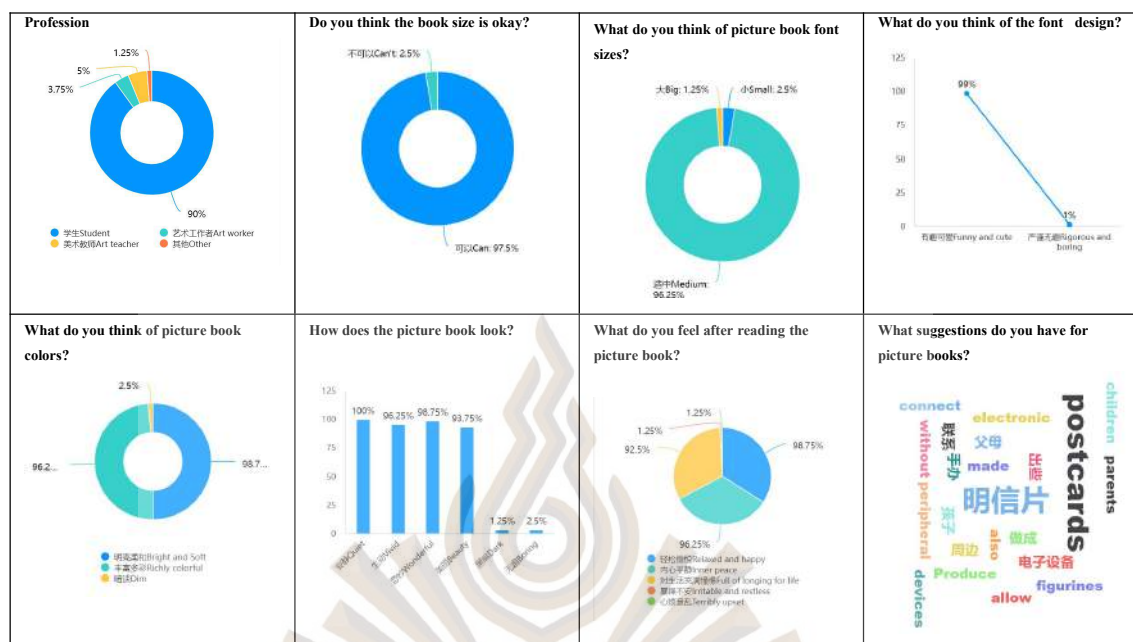


Figure 5.3 Reader feedback

Source: Researcher

According to the questionnaire survey and practical evaluations by students, feedback was given that the font size in the books is appropriate, and the color effect of the images is comfortable and pleasant. The overall feeling of the books is: beautiful, vivid, wonderful, quiet, with a sense of longing.

Suggestion: can turn the images in books into postcards, so that children can maintain some contact with their parents without electronic devices. Can also write down what want to say to parents in postcards and send them to express longing.

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Biography

Name	Jiao Li
Date of birth	November 30, 1995
Place of birth	Hainan Province/China
Education background	Tianjin College, University of Science and Technology Beijing Bachelor of Visual Communication Design, 2019 Rangsit University Master of Fine Arts in Design, 2024
Address	Haikou City, Hainan Province, China
Email Address	740167552@qq.com

