

CONVERSATIONS WITH FRIENDS

**A Children's Guidebook
Utilizing Animal Perspectives to Teach and Reflect
Respectful Interactions**

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Abstract

"Conversations with Friends: A Guide to Communicating with Furry Friends." An illustrative guidebook for children that aims to incorporate animal perspectives to foster empathy and respect for animals. It features vibrant illustrations and engaging text, enhanced by doodle art, to capture the attention of young readers. The book includes interactive activities and reflections on animal behavior, designed to foster empathy and raise awareness among children about the consequences of their actions. It guides children on adopting behaviors that ensure compassionate interactions with animals. For the better understanding, the main animal of this book will focus on dogs and cats in general.

Utilizing a blend of co-creation workshop and participatory design methodologies, this project investigates how animal perspectives can be effectively transformed into instructional content. The target audience includes children aged 5-10, who can enjoy the book with parental guidance, and those aged 10 and above, who can read independently. The book is designed to accommodate various literacy levels and learning styles, making it accessible to a broad range of young readers.

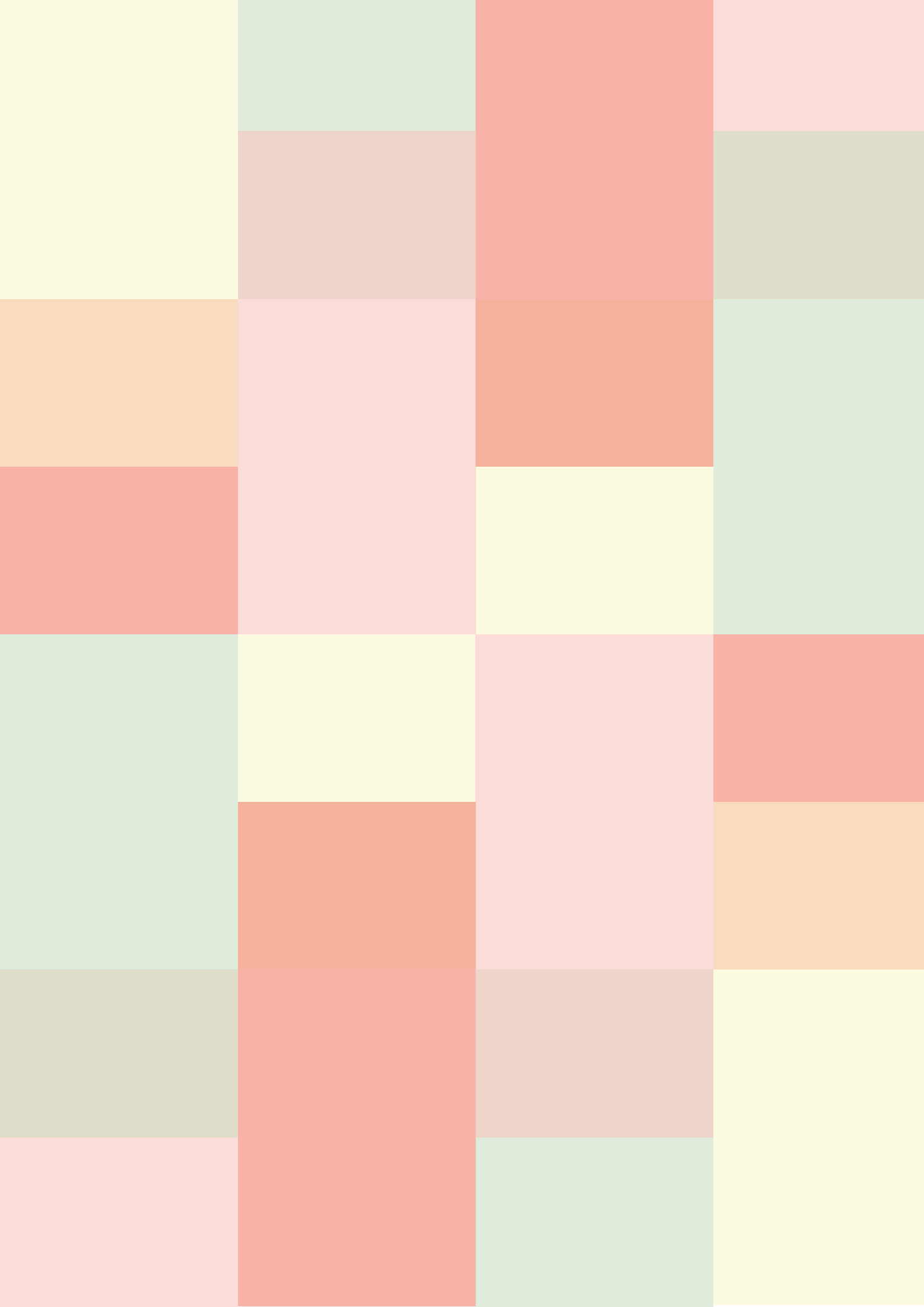
The goal of this project is to contribute to the sparse literature on animal abuse by utilizing qualitative research methods and integrating social design methodologies, such as prototype testing and feedback loops with children. Few studies have directly addressed children's cognitive processes through the lens of animal perspectives. Understanding how animals might misinterpret children's invitations to play, such as feeling threatened when interrupted during sleep, is crucial. By enabling children to grasp an animal's interpretation of vital aspects of a situation, we can improve child-animal interactions. The goal is to establish design principles that facilitate learning through multiple touch points—visual, textual, and interactive. These principles can be broadly implemented in educational materials aimed at instilling compassion and ethical behavior towards animals in young learners.

Keywords:

Illustration, Animal Ethics, Social Design, Interactive Learning Activities

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Introduction

Between the imagination of companion animals' friends and the reality of nurturing deep relationships with the pets lies a significant, often disappointing gap. Interacting with animals, such as dogs or cats, involves a gradual process of mutual understanding, care, and training. Although animals do not communicate verbally, this does not mean they lack comprehension.

Animals are an indispensable part of the human ecosystem. The animals might display many kinds of behavioral traits towards humans like loyalty, affection or aggression (Singhal et al., 2022). Noted that animal bites in children of all ages represent an under-appreciated yet significant medical and public health concern worldwide. This issue is not merely a matter of moral concern but also a test of personality. When faced with such challenges, the question arises: will moral judgment favor the animal or the human child?

This project will be a design solution in helping children think on their own behavior by making them aware of human-animal interactions and warnings that certain activities can offend hazards. Understanding the characteristics of the children involved, the traits of the animals, and the specifics of the biting incidents can significantly aid in preventing these injuries. Display in a fun engaging illustration book format.

2. Literary Review

2.1 Relationships for Developmental Growth

The relationship between children and animals has expanded beyond just direct, enriching experiences, necessitating education on appropriate interactions. Educating children to be friendly and properly interact with animals is essential, given the significant role these interactions play in their emotional and social development. Parents must juggle their dual roles as leaders to the animals and as facilitators of genuine connections between their children and these animals.

In urban settings, a substantial proportion of young children's exposure to animals is indirect, through symbolic media such as television, videos, and books, with their direct exposure limited to household pets or visits to the zoo (Inagaki, 1990; Rosengren, Gelman, Kalish, & McCormick, 1991). Animals hold a special place in the lives of many children. Even those without pets at home can benefit from engaging with a variety of sensory experiences such as textures, smells, sounds, and colors associated with animals. These interactions not only boost children's confidence in communicating with and about animals but also contribute to their overall wellbeing. A sound pedagogical approach must consider both the children's and the animals' wellbeing.

In early years practitioners in England are familiar with the principles that underpin the Early Years Foundation Stage: children are unique, they learn through forming positive relationships, in enabling environments and in different ways and at different rates (DfE, 2017). These principles broadly underpin other curricula in the UK and internationally, and importantly can be adapted to suit AAls. Animal assisted interventions (AAls) feature a broad range of species. The first animal using in AAls is Horses, to lift the spirits of the severely ill. Then in the 1600s, physicians were reported to have been using horses to improve the physical and mental health of their patients.



Figure 1: Pedagogical principles, adapted from the Early Years Foundation Stage for AAls

Animals often have a decisive impact on a child, sometimes even be greater than the influence of parents and other people (Melson, 2001). The challenge of some parents and children faces in learning to interact properly with animals suggests a need for targeted educational strategies and behavioral teachings. These strategies should aim to cultivate healthy child-animal relationships and provide children with innovative, real-life experiences that practice interactions with animals like dogs or cats. Such interactions are known to significantly enhance children's social skills, emotional growth, and empathy. Research by (Daly and Morton 2006) indicates that children who display positive attitudes toward animals tend to exhibit greater empathy compared to those with negative attitudes.

2.2 Cultivating Curiosity Interaction

As individuals who have an affinity for animals, we experience feelings of happiness and pride when an animal unexpectedly approaches us. However, when considering children's natural curiosity, it is important to contemplate the appropriate manner in which they can cultivate imaginary experiences with animals.

The way that children and animals interact shapes our understanding of how to treat each animal as an individual. This was intended to highlight our own position as human animals and therefore to encourage us to protect our animal relations (Morgan, E. 2009). In order for individuals to effectively engage in polite and safe interactions, it is essential to acquire knowledge on the proper methods. The aim of providing emotionally supportive animals to timid children for enhancing their self-assurance is commendable. Additionally, there are shy dogs within family settings that also require companionship and a stable relationship with their owners. This information was previously addressed during a workshop session with the family.

How can parents facilitate and guide their children in this learning process?

When we try to connect with animals, we are attempting to leap across this nature/society divide (Morgan, E. 2009). Parents often find it straightforward to introduce their children to their pets, expecting a harmonious relationship between the two. The manner in which commands are delivered to a pet dog has been found to play a crucial role in determining the animal's response to verbal commands. The primary feedback mechanism for the dog's response to commands involves observing the owner's body language and tone of voice. Children, on the other hand, their behavior based on what piques their interest. (Hedges, Cullen, and Jordan 2011) In a research report based on studying parents' perspectives on the benefit of child-livestock interaction, we also found that parents are motivated by a shared desire to cultivate certain kinds of learning opportunities and raise children to become certain kinds of people. (Klataske, R. T., Durbin, T. J., Barnes, K. L., Koshalek, K., & Bendixsen, C. G. 2023)

Visual exploration of conspecifics, especially human faces is a key element in social interactions used by neurotypical people (Racca et al., 2012) Similarly, observe how animals greet people and gain insight into their greeting behavior by observing their initial reactions to children, which often include fear and curiosity. In the interim, parents of small children can set a good example for their children by encouraging their hands to explore the invitation to feel. Malfunctions in the first perceptual processes may lead to alterations in the extraction of information, and this may result in a general misrepresentation of the object (Dollion, N., Toutain, M., François, N., Champagne, N., Plusquellec, P., & Grandgeorge, M. 2021). Thus, the most crucial component of knowledge is a positive interaction in observation between kids, parents, and animals in situations where reliable and safe partners are involved.

This endeavor primarily aims to foster children's self-confidence and optimistic outlook. One possible approach involves providing children with a self-learning that offers informative content and instructions on how to engage with animals. Additionally, this book may include self-reflection exercises to aid in the acquisition of hands-on experience with real animals. Self-directed learning empowers learners to make decisions regarding the what, why, how, and where of their educational journey (Francis, 2017). Through the utilization of a self-learning journal, children can engage in a more mindful exploration of their personal choices.

2.3 Social Awareness Between Children and Animals

Children are part of a social practice, where learning takes place in the interaction between the child and its environment (Simeonsdotter Svensson, 2014). A stronger bond between children and animals can be fostered through delight and excitement. However, societal awareness sometimes overlooks the connection between children's behaviors and animal reactions, contributing to misunderstandings.

Animal related injuries are a major but neglected emerging public health problem and contribute significantly to high morbidity and mortality worldwide (Bower, 2001). Encounters with both domestic and wild animals are increasingly leading to human injuries. Misinterpretations of human body language by animals, who cannot communicate verbally, often provoke what appears to be aggressive responses. Children are the most frequent victims of dog bites presenting to hospital emergency departments, but there are gaps in understanding of the circumstances of such bites (Reisner et al., 2011). The term "vicious" is a word that applied to any animal that causes unjustifiable physical harm or death to a person, or severely injures or kills another animal, except in cases involving animals with special physical and mental conditions not caused by pathological factors. Animals with a history of attacking humans will end up being euthanized, whether or not the incident itself was the animal's fault.

Amongst bites caused by domestic animals, dog bites account 80–90%, whereas cat bites account for 5% and 15%, as second common cause (Singhal et al., 2022). Fortunately, the majority of these injuries are minor. According to a report featured in "Safety and Health in Agriculture, Forestry, and Fisheries" from 1997, it is estimated that about 60% of animal attacks result in such mild injuries that outpatient treatment is sufficient, or the injured parties do not seek medical help at all. In developing countries, this challenge is intensified by lower levels of education; however, teaching children basic animal handling skills remains crucial worldwide to prevent injuries.

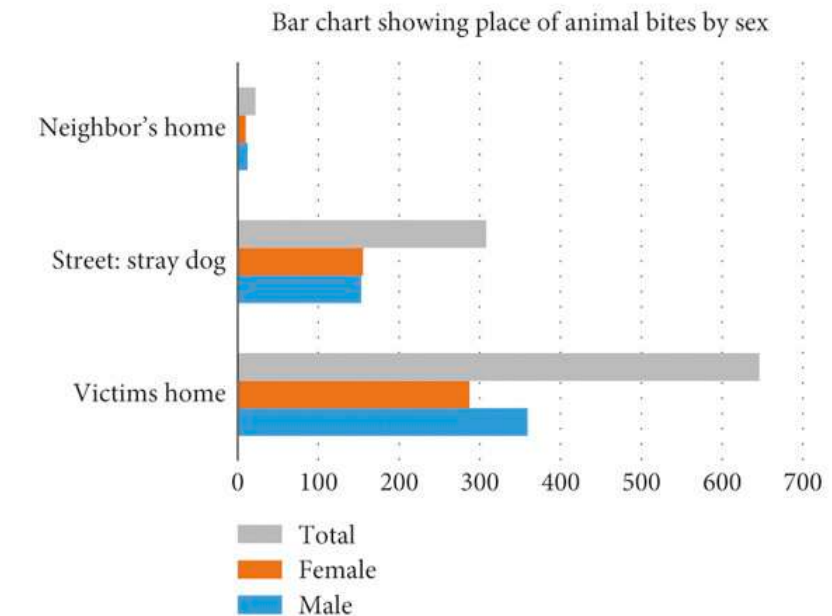


Figure 2: Bar chart showing place of animal bite by sex.

The majority of children's bites are usually a result of provocation. Conversely, unprovoked animal bites tend to have a higher impact on adults. The majority of both operative (69.6%) and nonoperative cases (55.6%) were familiar with the attacking dog. This is in agreement with other studies, in which the attacking dog is most frequently either a household pet or neighbor's dog (Golinko et al., 2016). A considerable percentage, specifically 66.2%, of all reported instances of animal bites are attributed to animals that reside in the homes of the victims.

Although the data is dated, similar incidents continue to occur. Today, society and the government are still struggling to effectively promote safer educational propaganda on how to properly approach animals in a way that young children can easily understand and apply.

2.4 Children, Animals and Society

Why is it difficult for society to consider the animal's perspective when children are injured? It is complex for society to consider the perspective of animals when a child is harmed by an animal due to various reasons. Initially, societal perspectives are typically anthropocentric, giving precedence to human experiences over those of animals. This results in an immediate focus on the human victim in cases such as dog attacks caused children injury and euthanasia of animals.

In the realm of children's recreational activities. Joking is an important part of human interaction (Schieffelin & Ochs, 1986). Joking can be seen as an individual who utilizes social intelligence, possesses the capacity to predict future actions, and can identify and value the infringement of others' expectations. Teasing has much in common with joking, and 'playful teasing' may be seen as a cognitive precursor (Reddy & Mireault, 2015). Since teasing is highly ambiguous and includes elements of both play and aggression, the teaser needs to anticipate how the recipient is likely to perceive the teasing act. For a teasing act to be interpreted as playful rather than aggressive, the recipient must be able to correctly identify the teaser's benign or playful intent (Eckert et al., 2020). Particularly when the actions used to tease are also used in aggressive contexts (Reddy et al., 2022).

From a legal standpoint, animals are commonly viewed as possessions rather than individuals with their own points of view, which promotes a bias towards interpretations that prioritize human perspectives in incidents. Concerns about safety regarding the possible harm that animals could cause can also limit a fair evaluation, leading to an emphasis on reducing risks instead of seeking understanding. Additionally, media reports frequently highlight the harm and suffering experienced by human victims, which fuels apprehensions and prejudices towards animals while shaping public opinion against acknowledging the animal's viewpoint. These factors combined impede the capacity of society to take into account the animal's perspective in these circumstances.

When discussing the relationship between children and animals at play, it is often that acts of cruelty towards animals by children may initially stem from teasing play. For instance, dogs rarely attack people intentionally, whether they are accompanied by an owner or not. They typically only become aggressive if they feel threatened or need to defend their owner. Moreover, the cognitive and emotional development stages of children affect their interactions with animals. Particularly, young children under the age of cognitive empathy development (typically between the ages of 4 and 6) may not fully understand the consequences of their actions toward animals. This lack of awareness complicates the determination of whether an action against an animal is intentional or merely the result of curiosity and underdeveloped empathy skills.

Disentangling playful teasing from 'pure' play or aggression is challenging, as teasing is a highly ambiguous behavior that straddles the border between play and aggression and can display behavioral characteristics of both (Eckert et al., 2020). Play signals could potentially communicate the presence of danger, thus creating uncertainty for both children and animals. One crucial aspect to consider is how to effectively demonstrate behavior reflection within both target groups.

2.5 Concept for Children Illustration Book

In urban settings, a substantial proportion of young children's exposure to animals is indirect, through symbolic media such as television, videos, and books, with their direct exposure limited to household pets or visits to the zoo (Inagaki, 1990; Rosengren, Gelman, Kalish, & McCormick, 1991). Until then, there is a problem of less research about whether young children generalize information from illustration book interaction to the real world (based on Fletcher & Reese, 2005). Even till the beginning of 2009, there is a chance of researcher focus specific on the content to which young children learn new content from picture book and the factors that affect their ability to generalize the information to the real world (Ganea et al., 2009).

Picture books and illustration books, although both visually appealing to children, have distinct characteristics and serve slightly different purposes. These two types of books play specific roles in children's literature, catering to different age groups. Picture books are designed for younger children, such as toddlers and preschoolers, blending visual and textual elements to narrate stories. The illustrations in these books play a crucial role in enhancing the text, often featuring colorful images and simple language to captivate young readers.

The influence of illustrations on children's book preferences and comprehension were studied. Seventy-one first and third graders were shown one of nine books varying in illustration style and both groups showed highest comprehension for the Text-plus-Illustration book content and the lowest for the Illustrations-Only book content. Participants preferred the Bright-Realistic book stimuli significantly more than any other book stimuli (Brookshire et al., 2002). Which make children who are younger require supervision from their parents in order to grasp the concepts of morality and ethics. Conversely, older children possess the necessary cognitive capacity to distinguish between right and wrong and engage in self-reflection.

Developing a self-reflective book aimed at encouraging children to engage with animals can serve as a creative and stimulating approach to cultivating curiosity, empathy, and self-awareness regarding emotion regulation. Incorporating various elements such as interactive features, multi-sensory experiences, narrative storytelling, educational activities, or community involvement could enhance the effectiveness of such a book. It is essential for individuals to maintain control over their emotions and actions when establishing new relationships, irrespective of whether the individual is human or non-human.

Being able to comprehend an animal's behavior or emotional state enables children to make informed decisions about how to interact with them. The manner in which one communicates when an animal behaves in an undesirable manner is crucial in shaping the ensuing interaction. Instructing children on how their tone of voice can impact their emotional responses towards others is a valuable aspect of animal interaction training for children. Children who manage their emotions well are more likely to do in school and get along with others. (Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. 2007) But what method could have been to teach them?



Figure 3



Figure 4

Speaking about emotion, the “Ein Gutes Gefühl (*A Good Feeling*)” by Ein Guter Plan (*A good plan*). A German-designed self-learning journal for children to help them understand their emotions and how to react when they occur. Helping children learn to feel and practice mindfulness from a young age. This journal transforms each of the 20 emotions that children experience in their daily lives into a monster character who expresses those feelings playfully and humorously.

To gently introduce children to the concept of self-reflection. In this scenario, children who have direct exposure to animals are able to educate others on how to interact with dogs or cats in a safe and respectful manner. Animals have the ability to perceive the level of confidence in individuals who approach them whether their intentions are positive or negative. Communication between children and animals that lacks physical contact or sensory input may lead to misunderstandings. Animals do not possess the capacity for verbal communication and do not comprehend language, however, they can grasp basic commands over time through repetition and practice. Alan Fogel explains that communication involves a mutual exchange where both senders and receiver alternate roles throughout the process.

The aim of this design study is to educate children on the significance of comprehending animal behavior and habits for effective communication, employing inventive and imaginative approaches to learning. A set of journal publications aimed at children and parents, focusing on the theme of “Conversation with Friends,” motivates children to delve into the concept of interacting with animals in an enjoyable and comprehensible manner, underlining the significance of appropriate animal engagement in their educational and personal growth. In order to instruct children on growth through animals, both individuals must exhibit enthusiasm and mutual reverence for one another.

Although my study does not examine the increase in teasing behavior among children towards animals, its objective is to tackle this issue by producing illustrative depictions of animal emotions in response to harsh treatment. I hope that the images in my publication will cultivate a reverence for all non-human animals in both children and parents, recognizing the intricacies of this behavior.



3. Research Question

1. How can the concept of animal perspectives be integrated into children's behavior to enhance their understanding and respect towards animals?
2. How can a children's book be designed to teach respectful behavior towards animals by using animal perspectives to influence and reflect children's actions?

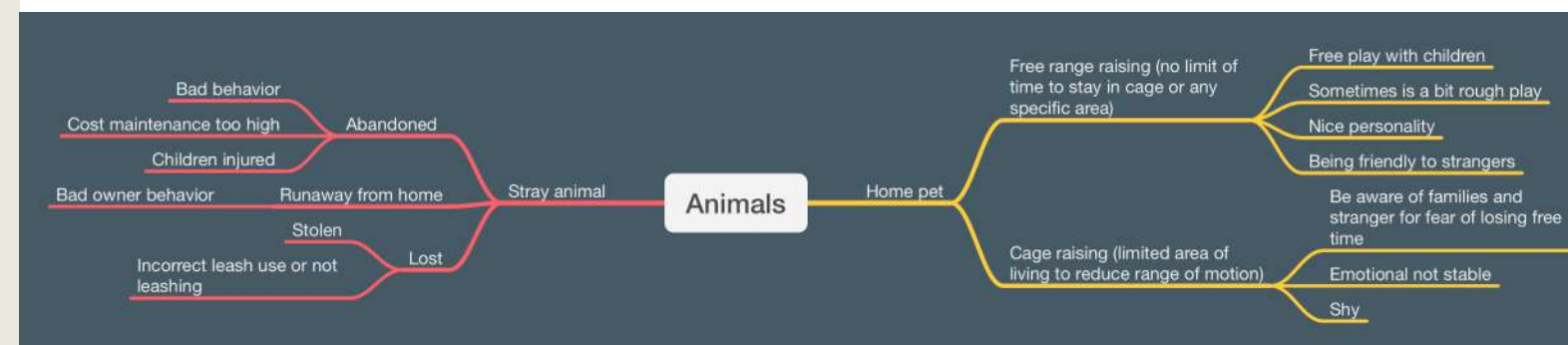
4. Method Description

Throughout the various stages of the research process, which indicated several design methods that will be discussed and elaborated upon in four sections of the process.

4.1 Research and Exploration

4.1.1 Mind Mapping

I began with by utilizing mind mapping to outline the distinctions between domesticated pets and stray animals in terms of their behavior. I classified domestic pets into two categories "Free range raising" and "Cage raising" to explore how their living situations may influence their behavior. Furthermore, I outlined the factors that contribute to animals becoming stray, been "Abandoned", "Lost" and "Run away from home". Which including specific occurrences that may have led to their situation.



The majority of these findings are derived from news media articles and randomly discussions with various pet owners at public parks. By questioning, "How do you feel about having your pet, and what has their life been like? What are your thoughts on the social issue of children being injured by animals? How does this issue impact your feelings as a pet owner or animal lover?" In conclusion, the following summarizes the key findings.

The subtopics played a significant role in guiding the progress of the project and influencing the objectives set for the collaborative design sessions with children, with the intention of encouraging curiosity, exploration, and confidence. To begin with, mind mapping was conducted using MindNode, a digital tool specifically designed for creating mind map.

4.1.2 Behavioral Mapping

In order to direct the thematic orientation of the project, I pinpointed crucial performance indicators and behavioral reflections that I wished the book to convey. I compiled a catalogue of keywords which encapsulate the core behavioral interactions between children and animals that are essential for the project, such as **“greeting,” “boundaries,” “curiosity,” “patience,” “safety” and “trust”**. Utilizing these keywords, I outlined how each chapter in the book will depict the intended experiential journey for the readers.

The study compared alterations in emotional and behavioral responses in animals and humans. It aimed to determine the contributing factors that result in the development of sub-behaviors. Research findings revealed that a majority of bites are inflicted by the injured person's own domesticated animal (based on Figure 2). This behavior is attributed to the sense of security the animal feels in its familiar home environment and around family members, leading to a decreased likelihood of aggression towards its owners unless provoked by signals of danger, such as inappropriate play by children.



Figure 5: Photos reveal two-year-old boy's shocking injuries after being mauled by family Staffordshire bull terrier.

I will go through the heartbreaking news happened from 2022, summarize how the behavior mapping works.

A two-year-old boy's shocking injuries after being mauled by family Staffordshire bull terrier. Pictured shows after the horrific attack and, left, with Blizzard, the family pet who tore through the toddler's nose. A mother today warned parents over the dangers of 'trusted' pets after the family dog savagely attacked her son's face. For the understanding of mothers behavior towards her own son, but have her really "trusted" her sons behavior towards the dog?

**The words in red are analytical behavior information.*

Parents:

Jodie Griffiths, 35, was at work when she received the heart-stopping call from her partner that their **two-year-old son Romy had been seriously bitten**. Romy's dad, Daniel Griffiths, 32, had **only looked away for a second** before the toddler screamed out in agony and he turned back to find him covered in blood after a single bite tore through his nose.

An adult canine should possess the capability to recognize that children residing in the household are integral members of the family. As a companion animal that was once the primary recipient of the family's affection, a two-year-old dog may start perceiving children as competitors for the owner's attention. In just a moment of diverting my gaze, the dog's perception of being under its owner's close supervision could diminish. It is crucial to exhibit a high level of patience towards one's own offspring, as any form of behavior can potentially result in unanticipated harm.

Background:

The toddler and his siblings had been **playing in the living room with their new flying helicopters toys** while **eight-year-old family dog Blizzard slept on the couch nearby**.

Children are playing in the living room, which is in their own home and safe environment. The dogs is sleeping, any outside occurrence that can cause him to wake up suddenly can cause the dog to startle.

Result:

The parents say the Staffordshire bull terrier, who was their son's 'best friend', had never been aggressive before, leaving them **convinced he had been startled awake by the flying toy and lunged at the tot's face in shock.**

After surrendering Blizzard to the police to be rehoused, the dog was given a 'thorough assessment' and it was **determined he could not be rehoused due to the nature of the incident, and was put down.**

If parents are aware that the family dog is resting, why do they not consider allowing the children to play in a different location? No individual appreciates being awakened by sudden disruptions during their slumber. Similarly, sleeping pets possess a strong defense instinct, and anything they perceive upon awakening is automatically perceived as a potential threat.

Upon careful assessment and examination, any animal conduct that causes harm to a human individual would be deemed a deliberate act of animal aggression, resulting in the euthanasia of the animal. The societal response would not afford these animals the respect and consideration typically given to them.

Despite the fact that this incident may be classified as an accidental injury, the mother of eight acknowledges that she will **never feel comfortable trusting the dog around her children** and therefore made the decision to relinquish him to the authorities.

Self-defense, while widely acknowledged in criminal law, is a nuanced and intricate concept that extends beyond mere retaliation. Particularly when self-defense results in significant physical harm or the demise of the initial attacker, it becomes a complex issue requiring careful examination. Human individuals possess legal obligations and criteria for judgment, in addition to a capacity for self-regulation and assessment of behavior. However, when serving as pets, their ability to control and judge their behavior is more simplified. Were there a range of hypothetical scenarios to consider, this unfortunate incident could have been prevented.

4.1.3 Composite Method

In order to enhance comprehension and facilitate self-reflection on competence through personal behaviors, the focus is on expanding the scope of discussion to incorporate more detailed content. This entails utilizing the six keywords extracted from the Behavior Mapping concept as the primary introduction for each chapter. Drawing from personal experiences and expertise in dog training, a comprehensive analysis of the necessary components for fostering children's interactions and mindfulness has been developed.

I wrote down findings from mapping and formulated concise sentences or phrases to effectively illustrate the main concepts of the content. Each segment signifies a unique aspect of the project, presented in engaging formats tailored for children's comprehension. Such as **"greeting, The First Meet", "boundaries, Inclusive Contact"**. These brief descriptors serve as condensed summaries for each section, allowing for diverse arrangements and viewpoints to be examined in order to discern relevant associations and recurring themes suitable for chapter themes.

To streamline the process of creating a drawing, I anticipated potential images or scenarios associated with the key themes, either using my own took photos with animals or conducted online searches for suitable photographs aligning with the content description, and prioritized images featuring clear body language and serving as the primary visual representation in the text. For example, "Greeting, The First Meet." Can be formalizing the illustration as "dogs licking human face," or 'cats showing belly when sniffing human hand."

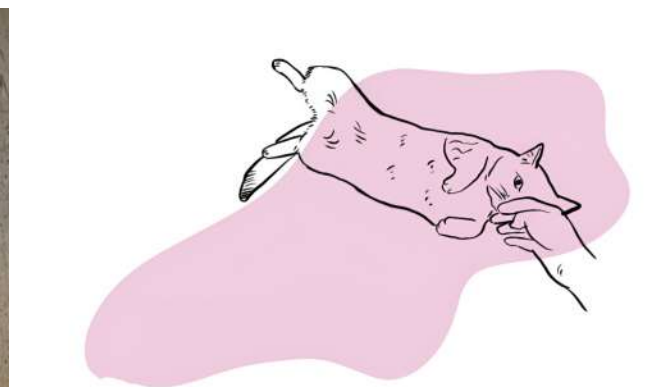
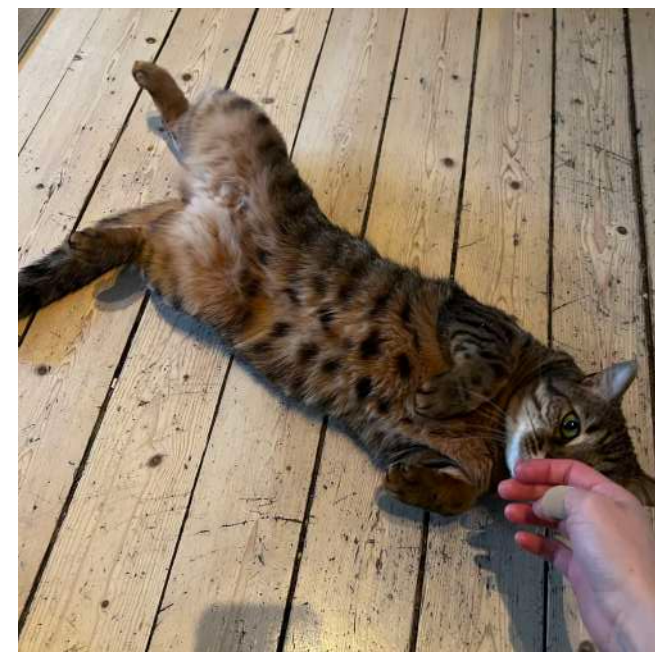


Figure 6

4.2 Co-design Method and Session Description

To gain a deeper comprehension of how children engage in interactive play with animals, I organize two co-design workshops in two distinct countries, Sweden and China, involving children aged 4 to 10 years. In each of the two experimental events, pair with a companion dogs with distinct backgrounds were utilized as subjects.

I primarily utilized storytelling as a method to initiate the icebreaker activity at the workshop, aiding children in becoming engaged and providing them with a sense of purpose for their involvement. Additionally, I employed the observation method to involve children, parents, and animals in the design process to ensure that the content is interactive, educational, and age-appropriate.

The entire activity consists of interactive assignments designed for children to interact with furry animals and subsequently create a narrative through this interaction. The children are presented with tasks that require them to utilize their imagination and storytelling skills to help them overcome any apprehension or constraints they may have. This enables them to envision how they would interact with an animal and prompts them to engage with the animal to understand the dynamics of the interaction.

To enhance comprehension of the user experience in children and animals, I am utilizing customer journey maps to summarize the feedback received in each co-design session. This method is adopted from the field of service design.

The documentation process primarily involves capturing photos and making observations on how children behave towards the animals' behavior.

4.2.1 Storytelling Method

Interactive Assignment Content:

What: The objective is to identify a natural element and construct a narrative surrounding an animal associated with it, such as a leaf, stone, worm, water, or crab.

Where: Outdoor environment

Tools: Paper and pen for drawing (if necessary)

Purpose:

Given a task and used the imaginative storytelling part to allow the children to let go of their nerves and restrictions and figure out how they would have imagined to interact with an animal, the task requires them to engage with the animal in order to know how the actual interaction will be.

4.2.2 Observation Method

Data:

I chose to utilize Observation as a co-design workshop technique for data collection. This method involves closely analyzing the physical behaviors of children as they engage with a canine companion.

Preparatory Research:

What was the initial process through which children acquired the skills to engage with dogs?

Did children autonomously develop these abilities or were they guided by their parents?

How might the children respond when encountering a dog larger in size than themselves?

Outcome:

The methods through which individuals interact with dogs to gather information for their storytelling endeavors may encompass physical gestures, non-verbal cues, facial expressions, oral discourse, and various nuanced signals.

4.2.3 Co-design Workshop #1

Title: Storytelling with Skye
Age: 5 years old
Stakeholders: Gothenburg Preschool
Location: Gothenburg, Sweden
Date: Nov 8, 2023

Figure 7



Figure 8

Out Door Program children, 4-6 y/o Gothenburg Preschool					Skye Therapy dog
Timeline: Meet at the preschool: 9:00; Arrive at the "Tree House": 9:30					Overall is a good girl!
Journey Timeline	Free Play 9:40-10:30	Snack Time 10:30-11:00	Storytelling Workshop 11:00-11:20	Free Play 11:20-12:00	Being herself but sometimes distracted easily by other animals
Feeling	😊	😊	😊	😊	😊
Thought	• Play as usual routine. • Spent too much energy to play • A bit too longer time to play and somehow loose energy for the later activity	The only quiet moment.	• All pick the same object as I gave example and somehow follow my story ex. without thinking enough. • Didn't interact with Skye at all.	just play!	• Seems quite anxious when the children are separate. • Owner is not around so is hard to obey some basic order like "No!" & "Sit!" from the leading teacher. • Wrong harness for big dog.
Improve What should I change or notice for the next workshop?	• Self-control of the event timeline during introductions. • Don't drain their energy too long for the main activity.	• Allowing the teacher to treat the dog in the same way as the children "by giving food on hand to mouth rather than throwing to the ground."	• Try to using dog to approach children to interact and help them to respond. • Examine how eager both the youngsters and the animal are to participate in the activity.		• Dog owner/pedagogy assist should always on site with the animal.

Workshop #1 Journal Map

The workshop involved a therapy dog named Skye and 8 children from the 'Gothenburg International Preschool' in the metropolitan region of Gothenburg, who came from diverse backgrounds and spoke English and Swedish. Communication was done through email. The school's principal showed interest in the research and was open to using children aged four to six from their outdoor program, along with their therapy dog, Skye, who is a five-year-old female Samoyed, to provide emotional support to all preschoolers. The workshop took place in 'Slottsskogen', situated behind the preschool. Before the workshop, an ethical question was raised:

- Can Skye consistently uphold her professionalism while interacting with children in her role as a service provider?
- How do children and Skye work together?
- What types of body language will children display during the workshop activities, and how will the dog respond?

The workshop explored how children use natural elements like sticks, leaves, and rocks to enhance their learning with Skye, a central character in their stories. Despite Skye's familiarity and training, the workshop ended prematurely due to communication issues between the teacher, children, and therapy dog.

4.2.4 Co-design Workshop #2

Title: Storytelling with Sesame
Age: 4-10 years old
Stakeholders: About Nature
Location: Shenzhen, China
Date: Jan 1, 2024

Figure 9



Figure 10



Figure 11

Workshop #2 - Children, 4-9 y/o About Nature (关于自然)- A small studio dedicated for children to explore nature.					
Timeline: Total 3 hours workshop timing, from 9 to 12 am.					
Journey Step	Meeting	Introduction	Self exploration	Showcase work	Sesame
Background	The first meet between the children family and the dog families. The dog from my previous colleague. I have watch him grow since 3 months old. Which make it easy for me that I am familiar with the animal.	- Intro who I am and why I am doing this workshop and what will they do later. - Asking question for the children and their parents around the question of interactive with animal. - Rules and notice about interacting with big dog.	- The location is a coastal area where you can find tiny marine animal near the sea. Which make it obvious that most of the story from the girls are about taking Sesame travel under the sea. - The boy is basically a negative example because he plays wildly to the dog and also other people.	is a bit hard for the children to describe the story idea but from the drawing it seems to be an exciting journey.	- Giants Poodle 3 years old - Grey color - Boy
User Thought <i>Children and the dog</i>	"Confuse"	"Excited and nervous at the same time"	"Happy and going crazy"	"Tired but filling grateful"	"Always happy"
Summary <i>My own thought</i>	The children and the dog were their first meeting which both of them are nervous at first but later on is getting better.	- The parents are almost the same age as me, so make it easy to communication. - The children don't have much idea on how to storytelling. - Me and the art teacher did spent sometime to show the children on how to used the imagination to think and create story.	Normally in China, pets are not allowed into the park, but because it is an undeveloped place, this event attracted many whom who wanted to participate in the event because of the dogs. Many parents find it interesting because whom generally do not have this type of activity for their children to participate in. Overall is a successful workshop.	Very surprisingly during the workshop I met a father and son whom been afraid of interact with dog and but still willing to try out.	I had inform the owner to be onside while the dog is present. These time the dog itself is very calm and relax while the owner is here with him.

Workshop #2 Journal Map

The workshop involved Sesame, my friend's dog, and 5 children from the 'About Nature' in Shenzhen, China, an outdoor activities studio that focuses on exploring nature for young ones. Communication was facilitated through the WeChat app, with the group being recommended by Aria Lee. The owner of the group became intrigued by my thesis topic, recognizing the growing need for parents to learn how to effectively interact with their children and pets. The activity was promoted using posters. Sesame, a well-trained 3-year-old Giant Doodle, belonged to a retired soldier. The workshop was held at 'Baoān City Park' and included an observation element that sparked the parents' interest in their own roles in fostering positive interactions between children and pets. Thus, the primary aim of the event was to facilitate communication for parents.

This event concluded successfully, with parents providing feedback and suggestions that aligned closely with the primary concept this project aimed to communicate. Several parents even contemplated their own teaching approaches and potentially envisioned them differently. Additionally, it was the children's first encounter with a dog larger than themselves, prompting them to reflect on their behavior in the presence of a larger animal.

4.2.5 Workshop Summary

The workshop documentary employed the qualitative acceptability approach to examine the phenomenon of transformation through the utilization of narrative techniques aimed at child observation and the analysis of interactions between children, a canine companion, and their educators. The foundational understanding of dog obedience training was acquired through extensive personal involvement with a large, lively male German Shepherd. Clicker training, model-rival training, and relationship-based training are instances of fundamental positive reinforcement methods.

In relation to professional safety, the individual responsible for the dog from **'workshop#1'** displayed an inability to effectively manage the therapy dog, and the dog itself encountered difficulty in complying with simple commands issued by other educators. The use of retractable leashes for dogs like Samoyeds can lead to unanticipated incidents of pulling causing injury, particularly when children are tasked with controlling a large dog.

To enhance safety measures, a well-trained service/therapy dog should consistently remain positioned beside the owner rather than in front. With regards to initial greetings, the teacher's introduction of Skye to a guest was solely verbal in nature, neglecting the use of sensory methods like allowing the dog to sniff the individual to become accustomed to their presence. Teachers are required to accurately demonstrate the nuanced aspects of animal interactions to students, also emphasizing the animals' perceived role as protectors.

The narrative element of the exploration focused on relevant subject matter and educational outcomes through the documentation of dialogues. Participants, who were not previously acquainted with the researcher, demonstrated a keen interest in completing the workshop tasks, all selecting a wooden stick based on the provided demonstration, albeit incorrectly. Despite their familiarity with Skye, the children did not actively engage with the virtual character Skye during the narrative exercise.

However, it was observed that some children glanced at Skye while contemplating the storyline. Upon recognizing this behavior, the facilitator did not directly involve Skye in the discussions but instead reminded the children to incorporate Skye into the narrative. Ultimately, six out of the eight children took part in the workshop activities: two of whom were too reserved to share their stories, two who replicated the example story presented, and four who made considerable efforts to include Skye in the narrative, with facilitator support.

In **'workshop#2'**, the exuberant interactions between children and a dog demonstrate their joy in spending time with the pet outdoors. For many of the children, this marked their initial encounter with such intimate interaction with a large dog. It was observed that the presence of the owner was necessary during this session. The dog appeared noticeably more tranquil and at ease with the children in an outdoor setting.

The observation in question focuses on children with a previously established fondness for animals who demonstrate a keen interest in interacting with them. These children exhibit a sense of assurance when approaching the dog, demonstrating no reluctance, regardless of the presence of an adult to support them.

There was one boy who displayed rough behavior towards the dog by climbing on its back, causing the dog to quickly shake him off within a minute. This incident served as a learning opportunity for the boy, highlighting the dog's discomfort with unfamiliar interactions. 5

4.3 Method for Book Making

4.3.1 Illustration Technique and Method

- *Digital Drawing*

All visual representations were created digitally through the use of the Procreate software. The selection of this particular software was made due to its feature allowing for the individual selection of brushes and colors, thus diminishing the reliance on physical materials such as paper and paint. Additionally, the software offers a user experience closely resembling that of traditional paper-based drawing. Within Procreate, I primarily utilize two brushes: the Marker Brush for consistent coloring to achieve desired textures and details, and the Fine Line Brush for depiction and embellishment purposes. Digital drawing provides the opportunity to explore various styles, colors, and textures. The approach I take in my drawings is influenced by the techniques of Industrial Design sketching.

- *Picture Tracing*

Constructing ergonomic postures directly in my mind proves to be challenging for me. Therefore, the initiation of the creation process involved the search for appropriate visual representations or photographs related to the intended meaning or topic. Subsequently, I employed a method of using line traces to outline the selected photos, transforming them into a child-friendly version of their original look. Drawing insights from past co-design sessions, I integrated elements of the children's expressed curiosity, their attention to detail, behavioral perspectives, and facial expressions. The goal was to craft an ambiguous and imaginative narrative that would amalgamate amusing animal interactions in an engaging yet comprehensible manner. Employing the Composite Method, I condensed the textual content of the chapter into visual representations. This approach facilitated the identification of underlying connections and patterns that may not have been immediately obvious. Picture tracing initially helps to the better following coloring.

- *Line Drawing and Color Image Display*

The illustrations employ precise line drawing and marker color blocking methods to produce distinctly engaging visuals. The use of line drawing aids in providing essential detail and structure to effectively depict the varied textures present in the animal's fur. In addition, the color blocking technique enables a more coherent representation of the overall color scheme within the image as it is being created. Appropriately adjusting the fur color of the animals depicted in the photograph or coordinating it with the corresponding human attire as needed serves to enhance the visual appeal of the illustration and prevents redundancy in terms of animal hues, children's clothing, and cultural diversity.



- *Storytelling*

Beside each chapter, a colorful illustration is presented that captures the central theme of the narrative using visual elements. The narrative has been crafted utilizing visual metaphors storytelling, scene mode structure to create a compelling and multifaceted story. The vivid brushstrokes and complex interpersonal relationships portrayed in the illustrations allow children to envision and connect with the storyline by encouraging introspection.

4.4 Social Design

Incorporates with Social Design principles to teach children the value of empathy and respect for living things, while highlighting the societal consequences of their behavior. Focus Social Design on creating solutions that not only address individual needs but also promote positive social change.

By embedding lessons on empathy and respect within the context of animal interactions, rather than design a visual element but “more than a systematic process. To think, prototype, test, iterate, implement” (Stickdorn & Schneider, 2012) of the idea conversations into a more communication aspect. Which children learn about the broader impact of their actions on society and the environment.

I am using social design as a method to prompt children to contemplate how their interactions with animals reflect their perspectives on other living beings and the wider society. Through the inclusion of compelling narratives and introspective exercises in journal books, this method seeks to foster a sense of social accountability in children.

I believe that this methodology assists in imparting to the children in the significance of compassion, empathy, and the ethical handling of all beings. Through these engagements, children acquire an understanding of the interdependence of all living things and the consequences of their behaviors on others, cultivating a more compassionate and thoughtful mindset.

For the benefit of society, it is advisable to be a responsible citizen and clean up after your dog. I include this illustration at the conclusion of the book to serve as a gentle reminder for readers, employing a humorous personification style to convey tips and ideas related to the most prevalent social concern worldwide: the importance of proper behavior.



5. Design Ideation

5.1 Exploration and Concept Ideation

The project commenced with a thorough research phase focusing on societal issues related to children's interactions with animals and the resulting injuries. This included an analysis of social reports, news articles, and academic literature on the topic. The exploration also encompassed perspectives on emotional, respectful, and child culture concepts. The primary objective was to accumulate a substantial amount of information, insights, and ideas to guide and influence the project's development.

- Initial Research

I initiated my study by examining the overlooking of animals' perspectives in cases where a child is harmed by an animal, posing the question of why this occurs in society. The primary aim of my research is to explore the challenges in maintaining social awareness between children and animals within society, with a specific focus on individuals aged 5-10 years old and above.

- Ideation Development

Due to the delicate nature of the subject matter and the existence of differing perspectives on social humanism, there is limited scholarly investigation and exploration related to this topic, whether pertaining to the realms of art or design. Additionally, few publications, including literature aimed at children, or organizations offer guidance on contemplating this issue from an animal's perspective.

- Exploration

I examined the capabilities of an established concept through online research, focusing on the question "How can children be taught to interact with animals?" By analyzing the most commonly searched topics on the web, which are relevant to a wide audience, I explored articles, books, and illustrated children's books. These sources demonstrate varying approaches to facilitating connections between organizations and their target audience.

- Conceptual Method

To structure my ideas and investigate primary concepts, I employed mind mapping techniques. The utilization of mind mapping facilitated the visualization of the distinctions between domesticated animals and stray animals in relation to their behavior, as well as comprehension of the associated costs and prevention strategies.

Through the application of behavior mapping, information was collected via observation and analysis of available data and news reports, enabling the visualization of various distinct groups within the research area and their actions. These core themes played a pivotal role in guiding the project's trajectory, ensuring that the narrative and visual elements of the book would elicit the desired emotional responses.

The Composite Method was employed in the Structural Design Pattern to demonstrate that both the target group and a single instance of the same type of behavior can be treated similarly. The aim is to improve understanding and promote self-reflection on competence by focusing on broadening the discussion to include more intricate content. This is complemented by incorporating the summarizing topic from behavioral mapping to develop each chapter topic in a manner that is both serious and engaging.

- Co-design Sessions

I primarily utilized storytelling as a method to initiate the icebreaker activity at the workshop. This approach helped engage children and provided them with a sense of purpose for their involvement. Additionally, I employed the observation method to involve children, parents, and animals in the design process. This ensured that the content was interactive, educational, and age-appropriate.

Individuals gather information for their storytelling endeavors through various methods of interacting with dogs such as physical gestures, non-verbal cues, facial expressions, oral discourse, and nuanced signals. At the conclusion of co-design session, I had constructed a solid theoretical groundwork and a specific trajectory for the project. The primary concepts were identified, preparing the groundwork for the subsequent phase.

- Reflecting Society

I am employing the methodology of social design to prompt children to contemplate how their interactions with animals reflect their perceptions of other living creatures and society. Through the inclusion of engaging narratives and reflective activities within interactive guide books, this approach intends to cultivate a sense of social responsibility in children.

- Child Culture Perspective

Using social design has the potential to enhance the social skills and cultural development of children by facilitating the promotion of empathy, reflection, and communication. By incorporating activities and narratives that underscore qualities such as understanding and kindness towards animals, children are able to cultivate empathy, which in turn influences their interactions with their peers. The inclusion of reflective illustrating reading, enables children to contemplate their actions and their consequences, thereby nurturing their interpersonal skills.

Engaging in discussions and stories concerning animal welfare and social responsibility assists in improving children's verbal and non-verbal communication abilities. Through social design, children are also taught about ethical treatment practices, fostering a sense of responsibility that extends beyond the realm of animals and into other aspects of their lives. By emphasizing reverence for all living beings, which cultivates an inclusive mindset that encourages children to value diversity.

Furthermore, participation in group activities promotes teamwork and collaboration, while engaging with complex social issues enhances critical thinking and problem-solving skills, which are crucial for navigating social interactions and making constructive contributions to their communities.

5.2 Exploration Existing Concept Through Web Search

"How to teach children to interact with animals?"

The primary inquiry of this research was centered on this question. To gain a deeper understanding of the most immediate and convenient means of accessing firsthand information online, various sources such as articles, blogs, websites, books, and children's picture books were scrutinized. The written material adopts a direct approach in outlining guidelines for appropriate behavior, while the visual content showcases interactions with pets and encounters with specific animals. Notably, there is a lack of available resources in the market that prioritize animals as the central theme in design or text, to encourage readers to reflect on their own interactions.

Article

3) Set rules and explain the importance of following them:

Cats and dogs are the most common household pets so setting a few rules ensures both the child's and pets safety. Sometimes as adults we forget to teach kids what would seem rather obvious to other adults but important for children to follow. These rules should be followed at all times:

- Never tug on an animals ear or tail.
- Don't climb on a pet. This can be scary for them and might make them panic.
- Do not put your face up against a pets face. This is often seen as a threat and in some cases could scare the pet into lashing out.
- When talking to animals, talk in a quiet, calm voice. Someone who is excessively raising their voice out of excitement may cause the animal to become stressed.

Figure 12

Book

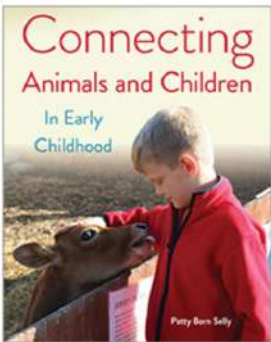


Figure 13

Connecting Animals and Children in Early Childhood

Author: Patty Born Selly

Product Code:
541563 (Softbound)

ISBN:
978-1-60554-156-3 (Softbound)

Age Focus: 3-8

Children Book

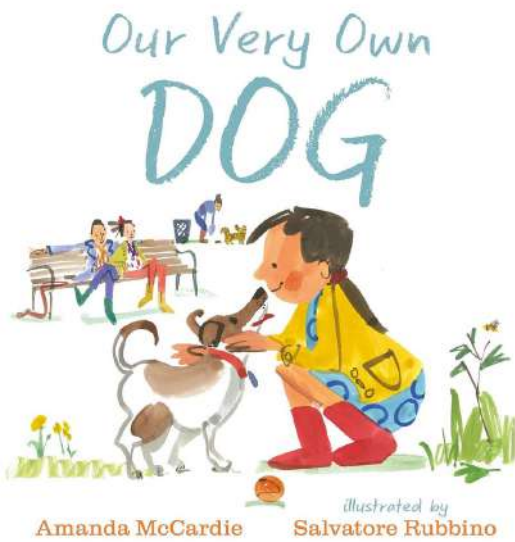


Figure 14

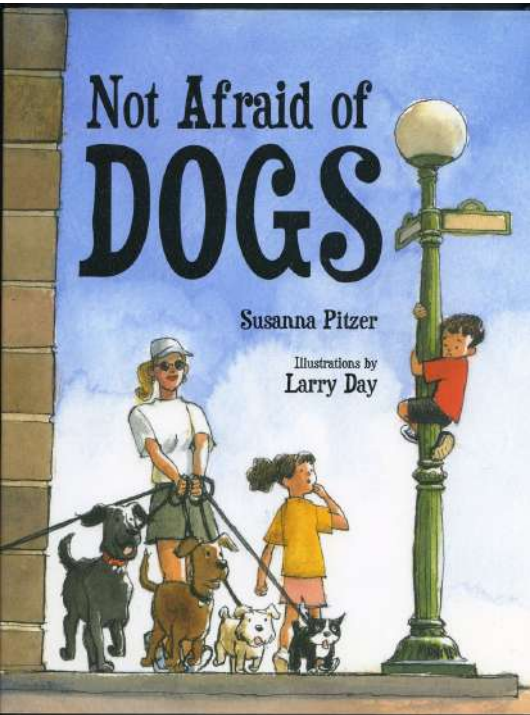


Figure 15

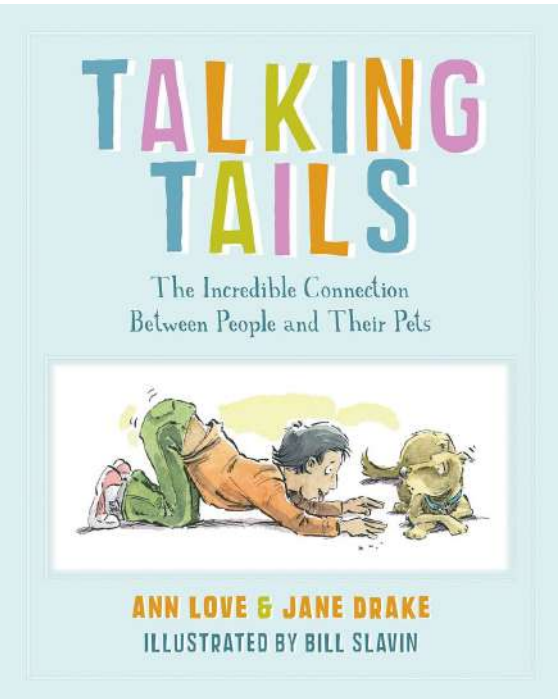


Figure 16

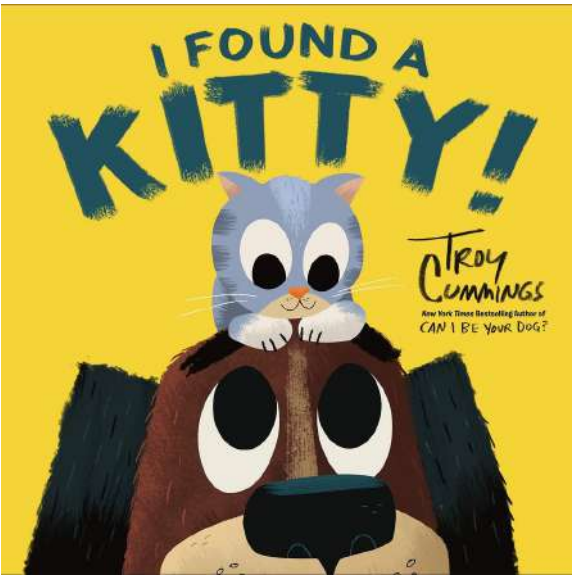


Figure 17

- Web Page Article

Web articles often adopt a didactic tone, often using phrases like "it is advisable not to..." or "it is recommended to..." Authors typically approach their content from the point of view of the reader. However, this instructional approach may not always take into account the unique challenges and circumstances of the readers. In certain situations, despite a pet's seemingly friendly demeanor, excessive proximity without understanding the animal's individual temperament could potentially pose unforeseen risks.

- Text Book

When looking for textbooks, "Early Animal-Child Connections" by Patty Born Sally emphasizes the advantages of early relationships between children and animals, including improved empathy, accountability, and interpersonal abilities. The book provides useful suggestions and personal stories that illustrate how these bonds promote emotional development and appreciation for the environment, serving as a manual for parents, teachers, and caretakers to establish significant connections between children and animals. Text book does not solely concentrate on specific problems that readers encounter, but instead presents a holistic approach that discusses necessary topics.

- Children Illustration Book

In the market, there is a wide variety of children's picture books that explore the theme of the relationship, friendship, and connection between children and animals. These books are characterized by their substantial content, vibrant illustrations, and engaging and emotional dialogues. The narratives often revolve around themes such as forming lifelong bonds with stray animals, acquiring skills for pet care, and overcoming fear of dogs. However, the focus remains primarily on the children's point of view, with animals serving as catalysts for the protagonist's actions and reflections.

- Personal Reflection

Upon examination of the three sources - website articles, textbooks, and children's picture books - it is apparent that none of them adequately fulfill the present requirement to educate children on effective animal interaction. Website articles tend to take on a instructive tone that may disregard the distinct difficulties encountered by readers. Textbooks, despite providing a thorough overview, fail to concentrate on specific concerns regarding animal interaction. Children's picture books, whilst captivating, mainly portray animals as instigators for the actions of children rather than offering advice on suitable interactions. Consequently, there exists a definite necessity for a fresh method that thoroughly tackles this educational deficiency.



Figure 18

When I was 12 years old, I received this book as a gift, which had a significant impact on me. The protagonist, Tippy, forms friendships with wild animals in Africa. This portrayal of human-animal relationships inspired me to create a guide for children to understand and appreciate these interactions.

6. Design Process

6.1 Concept Development and Design Idea

Based on the preliminary research and initial concepts introduced in the Design Ideation phase, the design process will center on enhancing the concept and visual aesthetic of the illustrated guidebook. This stage is essential for utilizing various styles of illustrations to effectively convey the book's ideas and themes to a diverse audience of children ranging in age.

- *Concept Outline*

The process commenced by delineating the page structure of the book, utilizing pen and paper for mapping out the content and determining the necessary number of pages in the text. According to the procedure, I classified the thematic focal points of the chapters, amounting to a total of 6 chapters. In order to guarantee that the content appeals to young children and is comprehensible to teenagers, I ensured that each chapter would feature a blend of images and text.

The designs facilitate the organization of thematic concepts in a coherent manner and portray the evolution of the book while emphasizing the anticipated emotional reactions. Drawing from insights gleaned during collaborative design discussions, I integrated elements that capture children's attention, including scenarios from "workshop #2" where a child attempts to lie on the dog, exploiting the dog's vulnerability to mistreatment. Predictably, the dog responds unfavorably, causing the child to lose balance and fall off the dog's back.

The intended readership for this book comprises children between the ages of 5 and 10, who are capable of reading alongside their parents; older children aged 10 and above can read independently. There are a total of 6 primary sections within this book, each spanning 4 pages. Every section is preceded by an introduction and a page containing vibrant story illustrations devoid of text, in addition to two pages featuring black and white line drawings set against uniquely patterned backgrounds that correspond to the section's color scheme.

- Graphic Layout

I initiate the process of creating illustrations for books by selecting photographs for free online, usually those depicting children interacting with animals or pets. I categorize these images to determine if they would be appropriate as full-color drawings on the chapter title pages or as smaller doodle drawings on the accompanying pages. I print out the first prototype and check for the final paper thickness and write down the text information as planning for the final text layout.

The book consists of 40 pages divided into 6 chapters of 4 pages each. Each chapter includes an introduction, color, dialogue-free illustrations, two pages of doodle drawings featuring anthropomorphic animal statements and interaction knowledge with tips & practice, and a two-page self-reflective book review at the end of the book.

- Information Planning

Initially, I begin by creating the images, then I proceed to print them out, and after that, I strategize the text content. This procedure enables me to ascertain more accurately the amount of space and text required to correspond with a picture. To ensure that the pictures are vibrant and comprehensible, I have intentionally kept the color images devoid of dialogues, allowing children to visualize the storyline more effectively in their minds.

Conversely, the black and white versions with anthropomorphic gestures serve the purpose of enabling parents to engage with young children and assist them in understanding how to depict animal behavior and differentiate between behaviors that are conducive or detrimental to animals' emotional regulation. An instance of this can be likened to a scenario where one is asleep and dislikes being touched on the face, which is also applicable to animals. This process can be viewed as a form of activity aimed at reflecting on behaviors.

- Supporting Page and Image

I designed visual elements to accompany the text in the book in order to increase its aesthetic appeal and capture the attention of young readers. These illustrations aim to engage the audience and evoke a feeling of embarking on an exciting literary journey.

The vibrant illustrations of animal paws on the accompanying page capture the reader's interest by showcasing distinctive traits reminiscent of dogs and cats. The primary objective of this book is to facilitate children's comprehension of animal behavior, with a particular focus on paws serving as a thematic motif to engage readers at the onset of their reading experience.



6.2 Experimentation with Digital Drawing

- Concept Color Drawing

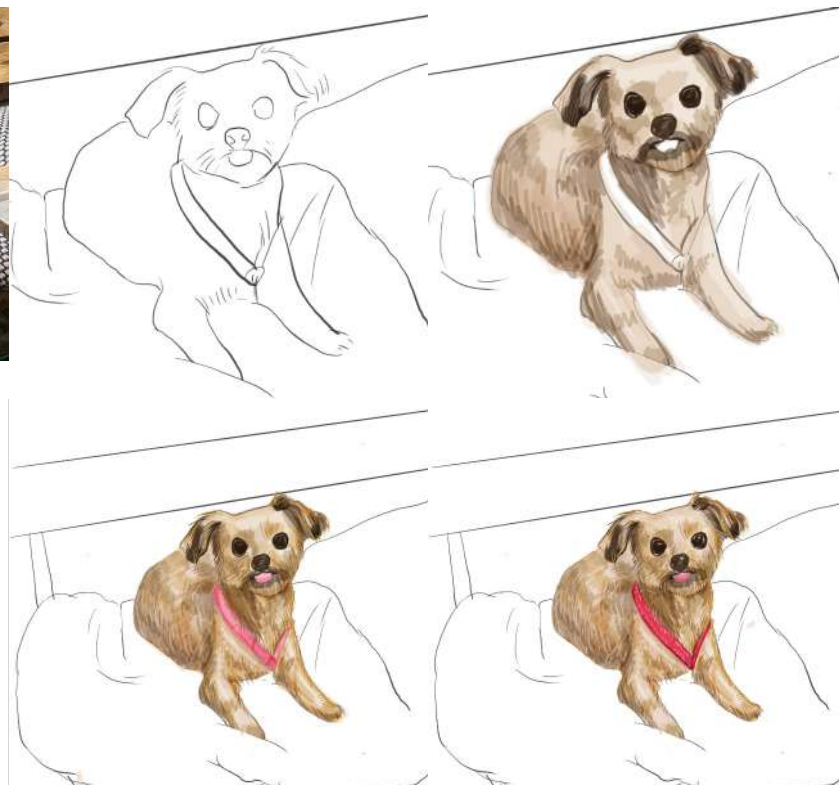
Upon completion of arranging the layout of the text, I proceeded to create and illustrate its contents. Utilizing a painting approach that is primarily informed by photo representations, I devised a style which I term as photo-copying drawing due to its distinct characteristics. In my typical practice, I categorize the process of creating a color drawing into four main stages. These stages include:

1. Sketching and tracing the composition based on the image content
2. Applying markers to add shading and depth
3. Using dark fine lines to enhance the overall visual impact
4. Final touch with light fine lines to enhance the intricate details

Here is a drawing of a vibrant canine named Ruth, who is 13 years old and belongs to my classmate Gabi. The artwork effectively showcases the use of various textures in fur. The illustration serves as a subtle analogy for the generational gap between the depicted characters, enhancing their individuality and youthfulness.



Figure 19



This illustration does not from the book. It just a example to show the process of drawing.

- Experiment and Feedback Integration

When I finished the first chapter "The First Meet", I invited one of the children in "Workshop #2" to partake in reading testing as a means of determining the compatibility of this painting style with the child's point of view. The electronic version of the material was forwarded to the child, with communication taking place through an internet-based platform devoid of video capabilities, resulting in feedback being provided in oral form.

The child who is a 6-year-old female with an affinity for domestic animals. As a result of her enrollment in an international educational institution, parental accompaniment during the reading session was unnecessary; however, parental assistance was required to aid in comprehension of the text.

She dedicated 45 minutes to thoroughly reading the contents of this chapter. In her assessment, she commented that the content is remarkably insightful and particularly appealed to her, specifically the vibrant illustrations that immediately captured her attention. She remarked that she found herself engrossed in the colorful depictions for an estimated 15 minutes, carefully examining each detail. Subsequently, she attempted to delve into the introductory section of the chapter but found herself requiring assistance from her mother to comprehend unfamiliar terms. She appreciated the playful, anthropomorphic portrayal of the animals, finding it amusing, with a particular fondness for the colorful images.

Due to the presence of a pet at her residence and the strong affinity her close friend has for animals, she is motivated to facilitate successful interaction between her friend and her shy and apprehensive dog. In the initial phase of the experimental session described in the introductory chapter, the individual took the initiative to divulge pertinent information to her friend and carefully held her dog in her arms to alleviate its nervousness. Ultimately, the friend triumphed in making contact with the dog, and the dog displayed no signs of fear or attempt to flee during this encounter.

6.3 Illustration Production and Refinement

Conversations with a friends and familiarizing oneself with an animal is a process that requires dedication and patience. To demonstrate courtesy and manners, a children's educational book effectively delineates and outlines the necessary steps for these activities. The book illustrates key factors to consider, such as what to observe, how to conduct observations, and how to analyze and modify one's behavior to facilitate interaction.

- *Production*

The illustration procedure commenced with the vividly depicted scenes in the early chapters, establishing the overall mood of the book. Subsequently, I finalized the color illustrations for the remaining chapters and then proceeded to create small doodle illustrations for the supplementary pages, which involved extensive scene development, conceptualization of character forms, and conveying ideas through the primary images. Although a few illustrations effectively established the initial mood, they underwent evolution and refinement during the creative process, indicating that the style of the initial pages was somewhat less cohesive compared to the style developed later on.

In order to enhance the uniqueness of the children and animal characters depicted in the image, I strive to create a diverse range of races and species to introduce variation to the artwork. This involves incorporating variations in age, attire, and animal fur to differentiate between the different species featured. By adopting this method, the narrative can accentuate the symbolic components as well as explore more expansive emotional themes, rather than focusing exclusively on the individual identities of the characters.

- *Content Planning*

One crucial element of the book pertains to the strategic planning of the illustrations, which is guided by observations and research. Utilizing the Composite Method, I have created a detailed outline for each chapter title:

- *Greeting* - **The First Meet**
- *Boundary* - **Inclusive Contact**
- *Curiosity* - **Curious Encounters**
- *Rough Play* - **Embrace Patience**
- *Leash Handle Info* - **Safety Essentials**
- *Feeding Instruction* - **Trusty Harmony**

The final chapter headings of the book are indicated in bold type, and their meaning and summary can be comprehended through the italicized phrases that come before them. The thematic elements of narrative and the utilization of an animal perspective are readily apparent in the book's table of contents, which is titled "Journey Map." It indicated that each chapter represents a progression in understanding through the journey of communication with a furry animal.

- *Language Tone*

The language tone on the chapter page and on the doodle page convey distinct perspectives towards the audience, whether they are children or adults. The language tone on the chapter page adopts a more mature and scientific approach in presenting information on the social significance of the chapter, catering to an teenager or parents. In contrast, the language tone on the doodle page consists of the inner dialogues of animals contemplating how they would feel when treated by humans and delving into their peculiar behavior and choices.

The purpose of these pages is to stimulate readers to closely examine and thoughtfully consider their actions when interacting with animals, fostering an immersive experience. The use of language imbued the narrative with extra depth, prompting readers to interpret the story according to their own perspectives.

- Tips and Practice

To enhance the narrative and provide a deeper reading experience. Each doodle page also contains tips and practice ideas for explaining the thought process of animals and how to react in certain situations. The tips parts functioned as visual links between the perspectives of children and animals, adding depth to the idea being presented. In order to enhance comprehension, each doodle will illustrate common scenarios in the lives of dogs and cats. For example, whether or not to wash your cat may depend on their individual personality and water preferences. Similarly, dogs may enjoy pulling on the leash while walking, but they may not always be aware of the potential danger this poses if a child is holding it.

While the practice parts exercises include activities such as "Curious Encounters," involves applying information from the book to interact with pets and observe their reactions. Reflections on the experience, such as whether any harm was caused, can help determine future actions. Additionally, "Safety Essentials" offers guidance on safely walking a dog on a leash and emphasizes important considerations while walking with the animal.

- Symbolism and Themes

Maintaining a consistent style and content in the illustrations is crucial for reinforcing the book's symbolism and themes. Each chapter screen could feature an animal to represent different ideas, while doodle pages could include content specific to dogs and cats, symbolizing various aspects of the narrative. The quantity of these illustrations does not need to be excessive; rather, a sufficient number is necessary to highlight the most prominent examples, enhancing the thematic depth.

The initial and final support pages within the book, characterized by a diverse range of colors, effectively convey an overall atmospheric and captivating tone to the entire publication. The varied hues and textures of the fur and paws serve to effortlessly engage the reader's attention, symbolizing the diversity and richness of the themes explored in the book.

- Reflection Review

The illustrated book concludes with two pages of personal book review content, primarily aimed at providing the reader with self-reflective material on what has been gained from reading and over time. It prompts reflection on any surprises encountered during the reading, and whether the reader would recommend the book to others. This content serves as an additional tool for self-assessment after each chapter, recognizing that the process of learning to interact with animals is ongoing.

For example, one may spend several months forming a bond with a pet dog, only to realize the importance of ensuring the pet's comfort and safety when introducing it to a child. Children may also provide their own feedback through their interactions with the pet, with any shortcomings in the process potentially leading to a reluctance to repeat similar interactions in the future.

- Refinement Process

As the book approached its final stages, the process of bookmaking and binding the book as a complete entity needed to be undertaken. Various essential modifications were implemented to maintain consistency in page layout and visual aesthetics. These changes involved selecting harmonious color patterns for each chapter theme, adjusting compositions, and ensuring that doodle illustrations seamlessly integrated with the text layout. Determining the completion of an illustration was based on specific criteria, including the clarity of symbolism, emotional resonance, and overall aesthetic attractiveness.

7. Design Outcome

The outcome of this project is a guide book with illustrations intended to educate children on proper and respectful ways of interacting with animals. The book aims to connect with young readers on a profound level, guiding them to reflect on their behavior towards animals from the animals' perspective.

- *Storyline*

The narrative unfolds through a combination of visual depictions and engaging written material, chronicling a voyage that provides guidance on human-animal interactions. The expedition commences with an introductory segment, offering sympathy for a deceased animal companion as a call for introspection and gratitude in the reader's actions. This introductory passage also serves as the primary motivation behind the book's inception, serving as a tribute to animals deprived of justice.

The beginning of the book commences with an inventory of vibrant guides termed journey maps, as effective communication with animals is an ongoing process demanding dedication, effort, and a suitable setting for training. Every destination on the journey map symbolizes a chapter within the book, which will encompass six chapters in total. Each chapter entails a methodical, practical procedure necessitating children to engage their creativity to develop sensory awareness. In case assistance is needed, parents can be approached for support to potentially enhance the enjoyment of the learning journey.

The end of the book will include a two-page self-reflective critique of the material covered in this educational experience. This exercise is intended to enable children to comprehend and evaluate their own conduct by engaging in reading and practical application.

7.1 Cover Format

- Format and Title

The ultimate presentation of "Conversations with Friends" showcases a design in dimensions of (200 mm x 200 mm), specifically selected to offer a square canvas that elevates the visual narrative. This chosen horizontal layout enables the creation of dynamic compositions and immersive scenes. Additionally, the size of the book is designed to comfortably fit in hands of all sizes.

- Cover and Back Cover

The deliberate exclusion of human child imagery on the book cover was intentional, with the primary focus of the book centered on animals. Targeted towards children, featuring animals on the cover is likely to appeal to a specific audience of animal enthusiasts. The book specifically highlights cats and dogs.

The back cover includes a brief overview of the book, its purpose, and potential utilization. It provides a preview of the book's contents and outlines the central theme surrounding the curiosity of mindfulness, as symbolized by the drawing of a cat's tail.

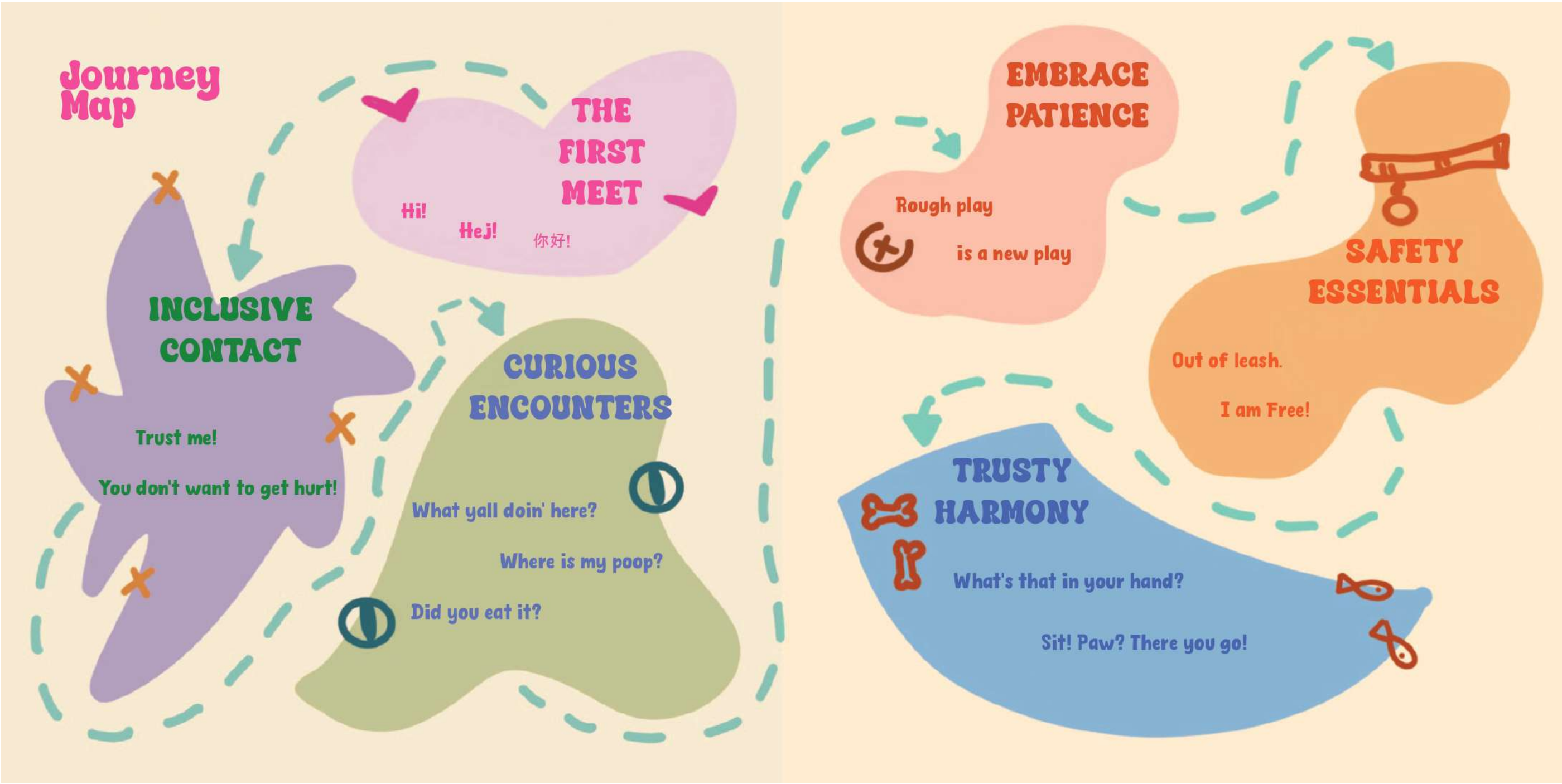
“Explore the wonders of animal life with this comprehensive guidebook designed specific all for children. Delve into the intricacies of animal behavior, learning how to engage with respect and understanding.

With insightful tips and engaging activities, young readers will develop the skills needed to cultivate meaningful relationships and strengthen bonds with their animal friends.

Join us on an educational journey where curiosity meets compassion, fostering a lifelong appreciation for the creatures that share our world.”



7.2 Content Journey Map



The inception of the narrative is marked by the Content Journey map, which delineates the progression of the Chapter journey as one engages with the text. Each chapter title is accompanied by succinct notes detailing key information, providing a preview of the chapter's content and thematic focus.

7.3 Chapter Outline

Chapter 1



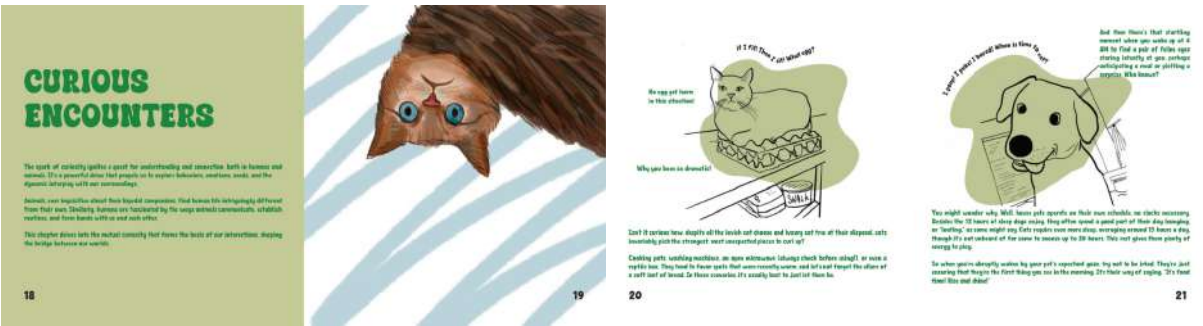
"The First Meet" provides guidance on how to properly approach and greet dogs and cats in a general manner, as well as the potential outcomes of these encounters.

Chapter 2



"Inclusive Contact" pertains to understanding the boundaries between children and animals during interactions.

Chapter 3



"Curious Encounters" explores the mutual curiosity between humans and animals regarding each other's ways of life.

Chapter 4



"Embrace Patience" explores the consequences of engaging in rough play and how it can shape one's perception of each other's ability to endure challenging situations.

Chapter 5



"Essential Safety Practices" involves acquiring the necessary skills to properly hold a leash while walking with an animal.

Chapter 6



"Trusty Harmony" is on the importance of developing trust when hand-feeding animals.

7.4 Reading Guideline

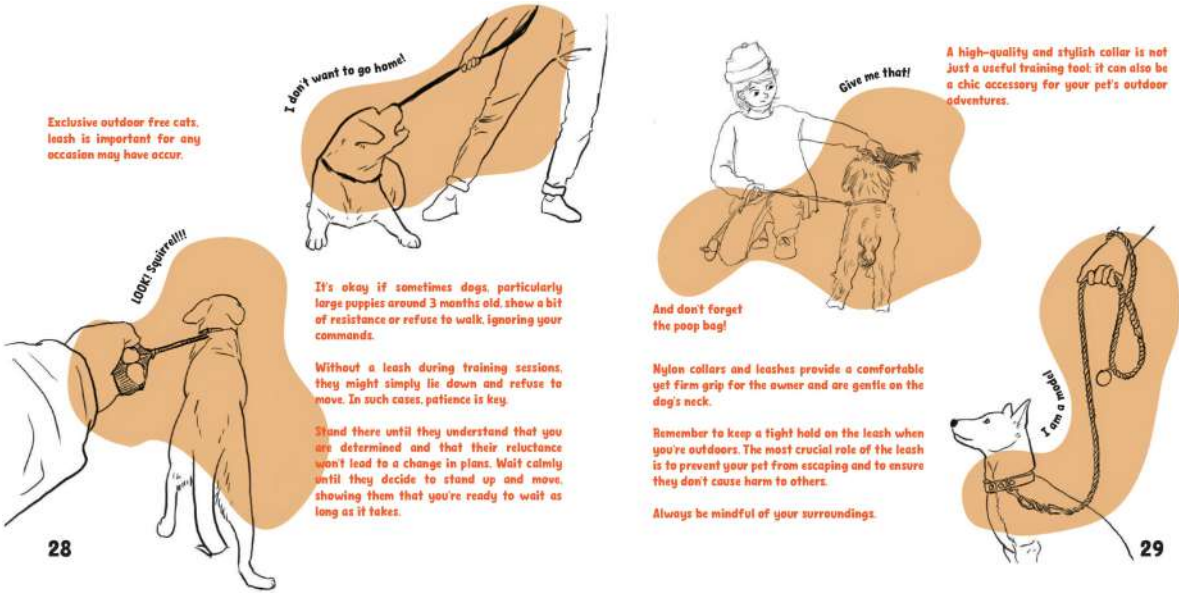


Each chapter features a colored illustration on the right side that corresponds to its theme and topic. Usually there will be a children character, but expect “Chapter 3: Curious Encounter” is an overhead angle of a cat looking down at you.

On the left side, there is a paragraph discussing the chapter, which may pose challenges for younger children in terms of comprehension, necessitating assistance from their parents.

7.5 Tips and Practice

The image is the chapter 5 “Safety Essentials”, This chapter tells the benefits of proper leash use is primarily geared toward communicating with your dog, but it’s also a good idea to try an outdoor cat if you have one!



In each chapter, the second page features a doodle presenting an animal anthropomorphic or behavioral analysis. A brief monologue from the depicted animal accompanies each doodle, illustrating the potential emotions the animal may have experienced in the given situation if able to communicate verbally.

The written material included in the second doodle provides an overview of the fundamental factors and motivations, as well as offering advice on caring for pets and establishing communication with animals. Certain segments will incorporate interactive tasks that can be carried out with one's own animal companion.

7.6 Branding



Typography



Content & Color

THE FIRST MEET	#EC2891
INCLUSIVE CONTACT	#452D7C
CURIOUS ENCOUNTERS	#32636D
EMBRACE PATIENCE	#C95933
SAFETY ESSENTIALS	#E26139
TRUSTY HARMONY	#4766AB

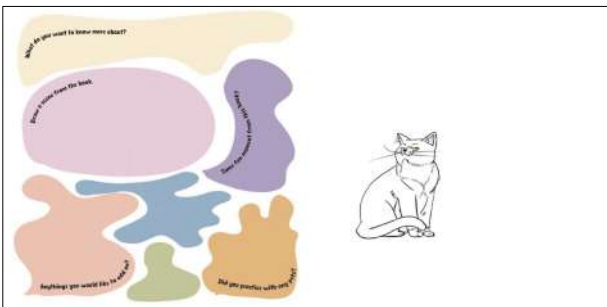
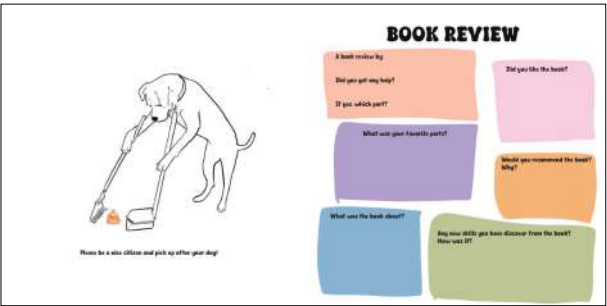
7.7 Supporting and Guiding Page



The journey commenced a small illustration of a dog, injecting a dose of excitement into the book.

A book review (reflection) is presented with a concluding message urging citizens to prioritize the maintenance of clean land.

A smiling cat doodle at the end of the page serves to prompt readers wether or not to reflect the understanding of the book.



7.8 Book Binding



This marked my first experience in manually creating a complete book, involving all stages from printing and binding to making the hardcover. I designed a measure ruler for perforating spines in my bookbinding to ensure precise alignment with the placement of stitches.

The book was fastened with colorful string, and I carefully observed its gradual wear and tear. Even though this was my initial attempt, the binding was executed successfully and matched the book's design. To account for any uncertainty regarding the thickness of the spine, three different versions of the cover page were printed as a precaution.

8. Finish Testing & Feedback

8.1 Design Invention and Future Stakeholders

- *Objective*

The aim is to instruct children on appropriate and secure ways to engage with animals.

- *Design Invention*

An illustrated guidebook, which includes vibrant illustrations, doodle art, and engaging text, is designed to capture the attention of young readers. Through the use of interactive activities and contemplation on animal behavior, it aims to educate children on how to empathize with animals and comprehend the consequences of their actions. The book centers on cultivating in children attitudes of respect and compassion, guiding them on appropriate conduct and behavior in interactions with animals.

- *Future Stakeholders*

The book can serve as an educational tool to facilitate children's understanding of proper animal interaction.

Animal rescue organizations typically accommodate a significant population of animals that have experienced psychological or physical distress. They uphold stringent standards in assessing the familial backgrounds of potential adopters. Consequently, the adoption process from such establishments necessitates a specific degree of psychological readiness on the part of the adopter, alongside a secure domestic setting and pertinent familiarity with caring for pets. Given that families often include children, I recognized the alignment between the values of an animal rescue organization and the intended audience of this publication, viewing it as a mutually beneficial partnership opportunity with promising prospects for future stakeholders.

In the pursuit of experimentation and inquisitiveness, I reached out to and conducted interviews with an animal rescue facility where I had previously engaged in volunteer work during my undergraduate studies in the United States. During my correspondence with the facility, I inquired about the availability of educational materials for prospective adopters, particularly families with young children, which could provide insights into familial experiences with pets or interactions between children and animals. The response I received indicated that while the organization hosts occasional seminar events aimed at outreach, the facility's remote location deters many individuals from physically attending these sessions, leading them to opt for informational pamphlets to be taken home instead. However, the content of these general pamphlets was found to lack comprehensiveness.

I presented an overview of the advancements and substance of my present project, along with my anticipations and the intention behind my interaction with them, stemming from my curiosity regarding how other countries tackle this particular issue. During our discussion regarding the forthcoming project proposal with the rescue center, they demonstrated astonishment and intrigue towards the concept, as it is a rarity for individual institutions and personnel to initiate discussions on this subject with them. Moreover, they emphasized the importance of enhancing the cognitive needs of individuals, particularly children, despite the effective management of the animal protection association in society, indicating a requirement for notable improvements in this regard. The organization perceives that the concept of this book has the potential to capture the attention of tourists, particularly those who possess introverted tendencies yet are enthusiastic about broadening their knowledge.

The purpose of this discussion was to evaluate the potential implementation of the project in its subsequent stages of development, rather than to establish a significant collaborative endeavor.

8.2 User Experience Result



Finger tracing reading that focus on illustration part only

In order to see how was the final result for the target children. I provided my design to three families from China and the United States to gather feedback for testing purposes. The children involved in the testing belonged to different age groups and nationalities:

- 5-year-old from the U.S. with parents present during the testing, no pets at home.
- 7-year-old from the U.S. receiving consultation with parental assistance, a pet dog at home.
- 12-year-old from China testing independently without parental help, a pet cat at home.

Il three assessments were delivered through email, and to respect the privacy of participants, the content of all three assessments was anonymized. The two participants aged 5 and 10 were primarily engaged in test-related discussions with their respective parents. Due to geographical constraints, I provided them with the electronic format of the test material and given them a week to complete it at their convenience.

The parents of the 5-year-old opted to integrate the test material into their child's bedtime story routine, while the 7-year-old chose to read the material independently with occasional parental assistance. The family of the 7-year-old also introduced pet training to their child, taking advantage of their 7-month-old puppy, whereas the family of the 12-year-old, who harbored initial fear towards cats, decided to utilize their adopted stray cat to foster a love for animals.

The specific instructions for utilizing the book are determined according to the preferences of the parent and child, and I do not provide detailed guidelines. Nevertheless, I did advise the parents of a 5-year-old and a 7-year-old to encourage their children to experiment with the finger reading technique to identify their visual preferences by pointing their fingers to areas of interest, and to share their findings with me. The 12-year-old, who is proficient in reading, meticulously completed the feedback for the final two pages.

According to the feedback data obtained from the tests, it is evident that children between the ages of 5 year old require parental assistance when reading. Encouraging the children to use finger tracing as a tool to indicate their areas of interest, the parents observed that their attention was primarily focused on the illustrations. Nevertheless, the parents' engagement in simultaneous reading sessions with their children sparked curiosity and facilitated a deeper comprehension of the textual content.

Older children demonstrated greater interest in the images and text due to their ability to read independently, without assistance from parents. Additionally, children with pets exhibited a heightened affinity for the text, with some even testing the information on their own pets. Research indicates the importance of individuals recognizing that their actions may not always be well-received by others, even they part of the family.



Book review feedback written from the 12 year old



Scan the QR Code to access the complete content of the book.

Conclusion

The research project has been investigating the potential of an illustrated guidebook to offer children a visual aid in learning how to interact with animals in a proper manner. The guidebook depicts animal behavior from the perspective of the animal, utilizing illustrations and anthropomorphic language. This depiction effectively portrays acceptable and unacceptable behaviors for animals. The tone and visuals employed in the guidebook are tailored to the cognitive abilities of children aged 5-10, encouraging self-reflection on their behavioral requirements.

During the various stages of the design process, encompassing preliminary research, conceptual mapping, and eventual production and enhancement of illustrations, the observation of children at play proved to be indispensable. The input from the children played a crucial role in shaping the book's visual style, comedic elements, and detailed nuances. This collaboration resulted in a work that skillfully blends excitement, humor, and imagination. The utilization of diverse and dynamic illustration styles enhances the book's appeal and enriches its content.

An important discovery was made indicating that engaging with the book not only improved the self-awareness of numerous children but also facilitated recognition of their own behaviors. The development of self-awareness is thought to be a result of the effort to explore self-consciousness from the animals perspective. This revelation was met with overwhelmingly positive and remarkable feedback, proving to be both unexpected and reassuring.

Engaging in this project presented a substantial challenge for me, particularly during the research and design phases. There was a noticeable dearth of relevant research or existing projects that bore any resemblance to the concept I was seeking to explore. However, the results proved to be unexpectedly positive, with valuable feedback received from a majority of the parents and all of the children who participated in the testing process. I wish that this project can facilitate a greater comprehension or viewpoint for the creatures that coexist in our world for the majority of individuals.

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List of Figures

Figure 1

Pedagogical principles, adapted from the Early Years Foundation Stage for AAls

Retrieved from: <https://early-education.org.uk/guest-blog-pedagogical-principles-for-successful-animal-assisted-interactions-in-the-early-years/>

Figure 2

Bar chart showing place of animal bite by sex

Retrieved from: Addai, J. A., & Nuerthey, B. D. (2020). Pattern of Animal Bites and Delays in Initiating Rabies Postexposure Prophylaxis among Clients Receiving Care in Korle-Bu Teaching Hospital. *Journal of Tropical Medicine*, 2020, 1–6.

Figure 3-4

“Ein Gutes Gefühl (A Good Feeling)” by Ein Guter Plan (A good plan)

Retrieved from: <https://einguterplan.de/eingutesgefuehl/>

Figure 5

Photos reveal two-year-old boy's shocking injuries after being mauled by family Staffordshire bull terrier. (2022, April 19).

Retrieved from: <https://www.expressandstar.com/news/local-hubs/walsall/2022/04/19/photos-reveal-two-year-old-boys-shocking-injuries-after-being-mauled-by-family-staffordshire-bull-terrier/>

Figure 7-8

Lin, Q (2023) Skye and children, from Gothenburg Preschool

Figure 9-11

Lin, Q (2024) Sesame and children, from About Nature

Figure 12

Done, P. E. (2022, March 3). How to teach children to interact with animals: - Pets Expertly Done - Medium. Medium. <https://medium.com/@petvaluyorkton/how-to-teach-children-to-interact-with-animals-e5e31095d991>

Figure 13

Selly, P. B. (2014). Connecting Animals and Children in Early Childhood.

Figure 14

McCardie, A (Author), Rubbino, S (Illustrator), (2017), “Our Very Own Dog”

Figure 15

Pitzer, S (Author), Day, L (Illustrator), (2006), “Not Afraid of Dogs”

Figure 16

Love, A (Author), Drake, J (Author), Dlavín, S (Illustrator), (2012), “Talking Tails”

Figure 17

Cummings, T (Author), (2020), “I Found A Kitty”

Figure 18

Degré, T (Author), (2012), “Tippi: My Book of Africa” (Chinese version)

Figure 19

Sjöström, G. Ruth sitting on the bench

Figure 20

Lin, Q (2024) All the storytelling drawing by children from workshop#2

Figure 21

(2024) Draw by one of the children from workshop#2

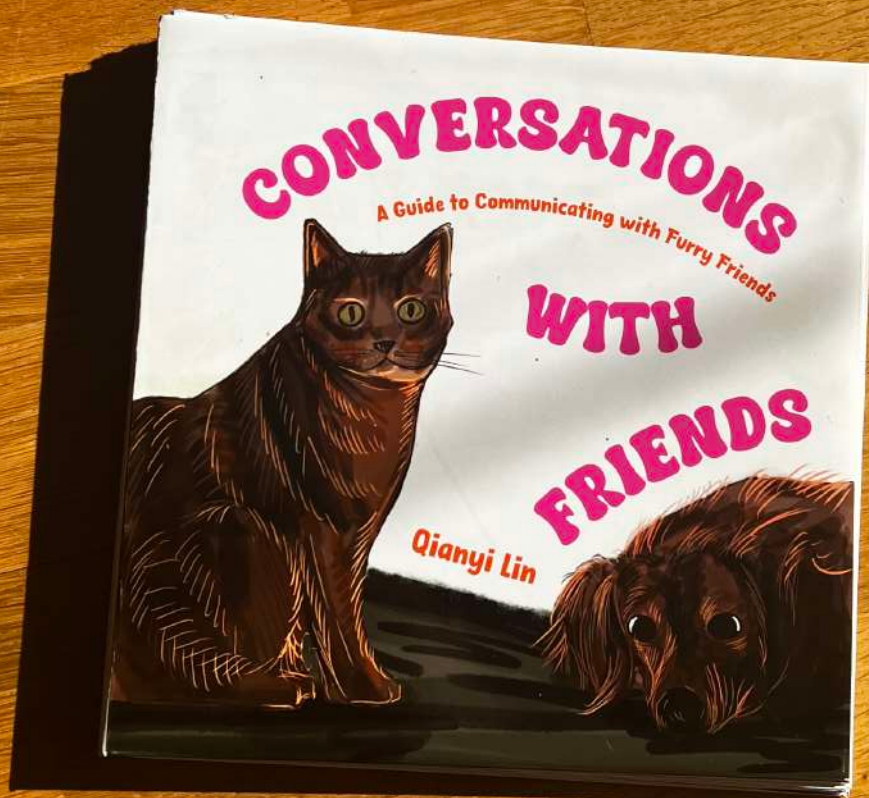


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Conversation
with Friends ♥



HDK-Valand Academy of Art & Design
University of Gothenburg