

Research on the Design and Application of IP Image for Anti-Bullying in Schools from a Child-Friendly Perspective

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Abstract

This article aims to explore the design and practice of Intellectual Property (IP) images for preventing bullying in schools. Firstly, the seriousness and impact of the issue of bullying in schools are introduced, along with the importance of designing IP images for anti-bullying purposes. Subsequently, the design principles, elements, characteristics, and needs of target audiences, as well as design methods, are detailed. Then, the application of IP images in campus culture construction, educational activities, teacher-student interaction, and family education is elaborated. Finally, the significance and challenges of design and practice are summarized, and future development directions and suggestions are proposed. Through this study, a better understanding of the design and application of IP images for preventing bullying in schools can be attained, providing valuable references and insights for campus safety and the healthy growth of children.

Keywords

School Bullying, Intellectual Property Image, Design Concept, Practical Application.

1. Introduction

In today's society, school bullying has become a serious social issue, drawing widespread attention due to its frequency and severity. On December 3, 2019, the Organization for Economic Cooperation and Development (OECD) released the third volume of the PISA 2018 study titled 'What Does School Life Mean for Student Life,' which indicated that school bullying is a major problem worldwide. Almost a quarter of students internationally are bullied at least several times a month, increasing their risk of depression, anxiety, low self-esteem, loneliness, and sadness, significantly impacting their lives [1]. In March 2024, the incident in which three middle school students in Henan bullied and killed their classmate shocked society, sparking discussions on topics such as amending the Law on the Protection of Minors, adjusting the age of criminal responsibility, and how to better prevent juvenile delinquency. School bullying not only inflicts deep and long-lasting psychological trauma on victims but may also alter children's outlook on life, values, and worldview, while also profoundly affecting society as a whole, disrupting the harmonious atmosphere on campuses, and potentially triggering chain reactions of violence and hatred. In such a context, effective measures must be taken to create a safe and healthy environment for children to grow.

From a child-friendly perspective, designing IP images to prevent school bullying is of great significance. Children are the primary victims of school bullying, with a keen visual perception and strong curiosity towards imagery. By designing attractive IP images, children can be better guided to recognize and address school bullying, enhancing their self-protection awareness. Treating IP images as friends and guides for children can provide them with psychological care and a sense of security, alleviating the psychological trauma caused by school bullying and promoting healthy growth. Furthermore, IP image design can promote the positive development of campus culture, providing new ideas and methods for the prevention and resolution of school bullying. It empowers efforts to prevent and address school bullying,

offering guidance and reference for future anti-bullying work, enabling children to thrive in a safer and more harmonious environment.

2. Analysis of Target Audience for IP Images

Children at key stages of cognitive and emotional development exhibit characteristics such as curiosity about the surrounding world, rich imagination, strong emotional expression, adeptness at imitating and learning, and reliance on adult guidance and care. They desire understanding and are eager to explore their environment, proficient in acquiring knowledge and skills through emotional communication and learning. This perception is the earliest and fastest stage in children's psychological development, serving as the primary means for their brains to establish direct connections with external objects, with vision occupying a dominant position under the guidance of children's perceptual functions [2]. The healthy growth of children relies on good guidance and care, which are crucial for establishing a healthy cognitive and emotional foundation. As the primary audience of this study, the psychological and behavioral characteristics of children are vital for the design of IP images for preventing school bullying. In the design process, it is essential to deeply understand the cognitive and emotional development characteristics of children to ensure that the images capture their attention and effectively convey relevant information.

3. Design Principles of IP Images for Anti-Bullying in Schools

Designing IP images for anti-bullying in schools adheres to the design concept of "child-friendly, nurturing growth," creating a child-friendly IP image that is both friendly and educational. Considering children's sensitivity to colors, shapes, and emotions, warm and soft tones can be used in color selection to create a friendly and safe visual experience. In terms of shape design, simple and rounded lines can be pursued, which are more easily accepted and loved by children. Emotionally, conveying messages of courage, kindness, and love through expressions, actions, and stories allows children to feel warmth and support from the images. Every detail of IP image design should focus on the use of design elements to better convey warm and friendly emotions and establish emotional resonance with children.

IP images are not just characters but also educational tools. IP image design is not only reflected in the external appearance of the characters but also runs through the stories and values behind the images. Through the personality, stories, experiences, and values of IP images, children are helped to understand and comprehend school bullying, establish correct values, seek help courageously, learn to deal with school bullying, and protect themselves, thus growing up healthy and happy.

4. Analysis of Design Elements of IP Images

In designing IP images for anti-bullying from a child-friendly perspective, it is necessary to comprehensively consider several key design elements. These elements intertwine with each other to construct an image that can deeply attract children's attention, evoke resonance, and possess educational significance.

4.1. Affinity of IP Images

Designers can choose soft and warm colors, such as gentle pink, bright yellow, or warm orange, to create a cozy and friendly atmosphere. Adopting rounded and cute shapes in design, such as large eyes, round faces, and rounded bodies, makes the character more adorable and approachable. In expressions and actions, emphasis should be placed on expressing vitality and friendliness. For example, showing affinity through warm smiles, relaxed postures, and friendly

gestures. Additionally, designs should remain clear and simple, avoiding overly complex or abstract elements to ensure that children can easily understand and accept them. Interaction and feedback between IP images and the target audience are crucial. By understanding their preferences and opinions and continuously adjusting the design direction, it ensures that the images can establish a positive emotional connection with children. This makes IP images more vibrant and influential in anti-bullying education. Children are more willing to accept and resonate with such images, achieving effective communication of anti-bullying messages and the cultivation of self-protection awareness.

4.2. Educational Aspect of IP Images

When designing IP images, it's essential to not only consider their appeal but also focus on their educational aspect. IP images should be seen as vivid educational tools aimed at conveying crucial anti-bullying knowledge to children, while also guiding them to develop correct values and behavioral norms. Through storytelling, interactive games, and other entertaining methods, IP images vividly demonstrate to children how to identify and respond to bullying behavior in schools. For example, IP images can play a role in facing bullying problems together with children, interacting with them, telling stories, playing games, etc., to teach them to bravely express their feelings, seek help, and learn to get along peacefully with others. Such educational aspects make IP images not only companions for children but also guides and mentors, providing solid support and guidance for their growth journey.

4.3. Recognition of IP Images

Clear recognition is particularly important for anti-bullying IP images. A distinctive image can help children quickly identify and associate anti-bullying concepts in various situations, enhancing their memory and understanding of protective measures. This recognition can be achieved through unique design elements, such as a distinctive shape, a signature color combination, or specific patterns or logos. For example, an IP image may have a unique clothing style, a striking hairstyle, or a special accessory, all of which can leave a deep impression on children's minds, making the IP image a unique presence to them. An image with good recognition can also be widely disseminated and applied in various scenarios and media. When children see the anti-bullying IP image, they will immediately remember how to bravely express their feelings or seek help, thereby enhancing the effectiveness, impact, and visibility of anti-bullying education.

4.4. Flexibility of IP Images

The flexibility of IP images is crucial as it allows for adjustments and applications in various contexts to adapt to changing scenes and needs. This flexibility includes adjustments in aspects such as the size, color, and actions of the images, catering to the demands of different age groups, cultural backgrounds, and individual preferences. Designers may create multiple versions of IP images tailored to specific scenarios and purposes, enhancing interaction with children and improving educational effectiveness, thereby increasing their practicality and applicability in anti-bullying education.

When designing IP images for anti-bullying, it is essential to consider their affinity, educational functionality, recognition, and flexibility. The images should be warm, adorable, capable of conveying anti-bullying knowledge, distinctive, and adaptable to various situations and needs. By considering these factors comprehensively, the designed images will effectively promote the development of children's protective awareness and behavioral response capabilities.

5. Principles and Methods of Designing Anti-Bullying IP Images

5.1. Appearance Design: Centered Around Children

In terms of appearance design, prioritize children's preferences. Choose friendly animals or characters as the basis, such as cute bears, puppies, etc., which can resonate with children's aesthetic and psychological needs. Adopt simple and adorable shapes and vivid color contrasts to quickly capture children's attention. At the same time, incorporate some iconic elements related to the anti-bullying theme, such as a shield, to enhance the image's recognition.

5.2. Color Application: Creating a Positive Atmosphere

Colors play a crucial role in visual communication. Choose a range of warm, positive tones, such as orange, yellow, and blue, to create a positive atmosphere. These colors not only make children feel safe and comfortable but also stimulate their positive emotions. At the same time, avoid using overly bright or dark colors to prevent visual discomfort for children.

5.3. Motion and Expression Settings: Vividly Displaying Emotions and Attitudes

Design a variety of colorful expressions and movements to make the characters more vivid and realistic, thereby fostering a deeper resonance with children. Emphasize contextualized motion design to enable children to understand the emotions and attitudes of the characters according to different situations. Through a diverse range of expressions and movements such as bravery, care, and encouragement, it is hoped that children will better understand the positive energy conveyed by the characters.

5.4. Overall Design Principles: Balancing Child-friendliness and Educational Value

In overall design, always adhere to the principle of child-friendliness. All design elements are fully considered in terms of children's aesthetics and psychological needs, ensuring that the images are approachable and lovable to children. At the same time, emphasize the educational value of the images, conveying messages against bullying and advocating harmonious coexistence through design, guiding children to develop correct values. Also, pay attention to the recognition and memorability of the images, as well as the flexibility and scalability of the design, to adapt to possible future changes and demands.

6. Practical Application of IP Images

6.1. Application of IP Images in Campus Culture Construction

In the construction of campus culture, IP images can serve as representatives of campus culture, combined with various propaganda posters. Their cute and approachable images can quickly attract children's attention, enhancing their interest and participation in campus cultural activities. For example, in anti-bullying week or month posters, IP images can hold shields or heart-shaped patterns, conveying a firm attitude of "say no to bullying." Additionally, in campus cultural activities, IP images can also serve as mascots or spokespeople, participating in the planning and implementation of activities, interacting with children, and creating a joyful and harmonious atmosphere.

6.2. Application of IP Images in Educational Activities

In educational activities, IP images play an important role. In safety education courses, important safety knowledge such as anti-bullying and anti-violence is conveyed to children through forms like stories, animations, or interactive games. The vivid images and engaging storylines can help children better understand and remember this knowledge. Moreover, in themed class meetings, IP images can also become the theme of various discussions and

activities, such as drawing competitions, storytelling, or role-playing, helping children learn and grow in a relaxed and enjoyable atmosphere.

6.3. Role of IP Images in Teacher-Student Interaction

In teacher-student interaction, IP images can serve as reminders and warnings. As representatives of campus rules, they can use their cute images to remind children to follow school rules and warn against engaging in bullying and other negative behaviors. Additionally, IP images can also guide children to develop positive behavior habits through positive images and proactive actions, such as demonstrating kindness, cooperation, and bravery, inspiring children to emulate these qualities.

6.4. Extended Application of IP Images in Family Education

In family education, IP images can serve as auxiliary tools for parents. Parents can utilize the stories or animations featuring IP images to impart correct values and anti-bullying knowledge to children, guiding them to reflect on and understand the importance of anti-bullying. Additionally, in family-parent activities, activities such as drawing, handicrafts, or role-playing based on IP images can enhance parent-child relationships, allowing children to learn important safety knowledge such as anti-bullying while having fun.

7. Conclusion

In the design and practice of anti-bullying IP images, the importance of promoting campus safety and advocating positive culture has been deeply recognized. Unconscious behavior is habitual actions formed over a long period of familiarity and accumulation^[3]. Designing IP images centered around children not only captures their attention but also educates them on recognizing and dealing with bullying through stories, activities, and other means, enhancing their self-protection awareness. Through practical application, it has been found that IP images have significant effects in campus culture construction, educational activities, teacher-student interaction, and family education, providing beneficial tools and methods for the prevention and resolution of bullying issues.

However, to achieve broader and deeper impact in the design and practice of anti-bullying IP images, further cooperation and sharing need to be strengthened. Educational institutions, parents, social organizations, and other parties should work together to form a joint force, collectively focusing on children's growth and safety, and promoting the in-depth development of anti-bullying work. At the same time, continuous improvement and refinement of IP image design and application are needed, combining practical needs and children's characteristics, innovating methods, and enhancing the effectiveness and sustainability of anti-bullying work.

In conclusion, the design and practice of anti-bullying IP images are long-term and complex tasks, with significant significance and tremendous potential. Only by continuously gathering strength and firming confidence can we jointly create a safe and harmonious campus environment, allowing every child to grow happily while staying away from the harm of bullying and thriving.

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