

# Engaging children through the use of cartoons and comics



Engaging children through the use of cartoons and comics BY YOU YOUR SCHOOL DATA HERE HERE The article describes the positive learning outcomes of exposing children in early adolescence to different comical, symbolic characters in order to teach an alternative concept. Children were exposed to likable characters with extraordinary abilities, such as producing water out of thin air, as a lead in for instructors to develop scientific knowledge related to Earth sciences. Children were significantly motivated to learn using these symbolic characters, thus assisting instructors in the classroom to develop an appropriate learning programme. Youth responses to these articles indicated that their current developmental stage and learning capabilities would only allow learning to be effective if the comic characters used in the classroom were interactive and devoid of complex vocabulary and scenarios. Children in early adolescence are intrinsically motivated, meaning that they are motivated by the positive outcomes associated with a specific activity (Morris & Maisto, 2005). This is why the children responded so effectively to the comic images as it provided not only a learning experience, but fulfilled their need for stimulating images and imaginary role identity. Youths in this stage of development have not yet developed the ability to rationalize abstractly (Huitt & Hummel, 2003), therefore this article case study reinforces that intrinsic, visual motivational elements that create positive sensations are effective in the modern classroom. References: Huitt, W. & Hummel, J. (2003). [internet] Piaget's theory of cognitive development [accessed 3. 7. 2011 from <http://www.edpsycinteractive.org/topics/cogsys/piaget.html>] Morris, C. G. & Maisto, A. A. (2005). *Psychology: An Introduction*, 12th ed. Pearson Prentice Hall.