

The Role of Teaching aids in the Development of Health Awareness**دور الوسائل التعليمية في تنمية الوعي الصحي****Halima Meddah *****Nawel Bacha****University Center Morsli Abellah Tipaza****University Algeria 2****(Algeria) Laboratory of Studies in Personal****Abou EL Kacem SAAD Allah****Culture and Development****bachanawel77@gmail.com****meddah.halima@cu-tipaza.dz****Receipt Date : 29/01/2025****Acceptance Date : 26/04/2025****Published Date : 25/05/2025**

Abstract: This study highlights the vital role that educational tools play in reinforcing health awareness among learners, based on the premise that health education has become a fundamental necessity in modern pedagogy, given the growing health challenges and the diversity of information sources. The study also shows that the school constitutes the ideal environment for instilling a culture of prevention and health education. It not only fulfills a knowledge-transmission function but also influences students' daily behaviors through a supportive educational setting aimed at promoting healthy habits.

The study emphasizes the importance of diversifying the educational tools used-visual (such as images and posters), auditory (such as school broadcasts), and digital (such as interactive videos and educational apps)- due to their ability to capture learners' attention, stimulate interaction with content, and facilitate a deeper understanding of health-related concepts. It also points out that the effective use of these tools, when tailored to the learners' age, cognitive level, and social context, leads to positive outcomes in reinforcing health values and modifying negative behaviors.

Furthermore, the study stresses that investing in educational tools is not an educational luxury but a necessity dictated by the demands of modern education, especially in light of technological advancement and growing awareness of the importance of health prevention.

Accordingly, the study recommends the systematic integration of these tools into school curricula, along with continuous training for teachers on how to select and employ them effectively. This ensures the transition of health knowledge from a theoretical framework to practical application in students' everyday lives- thus contributing to the formation of a conscious, responsible generation capable of making sound health decisions.

Keywords: teaching aids, awareness, the health, health awareness.

*Corresponding author

المخلص: تسلط هذه الدراسة الضوء على الدور الحيوي الذي تلعبه الوسائل التعليمية في ترسيخ الوعي الصحي لدى المتعلمين، من منطلق أن التربية الصحية أصبحت من الضرورات التربوية في العصر الحديث، نظرا لتزايد التحديات الصحية وتنوع مصادر التلقي. كما تظهر الدراسة أن المدرسة تمثل الفضاء الأمثل لترسيخ ثقافة الوقاية والتربية الصحية، إذ أنها لا تكتفي بدور المعرفة فقط، بل تمتد لتؤثر في السلوكيات اليومية للتلاميذ من خلال بيئة تعليمية داعمة وموجهة نحو تعزيز السلوك الصحي. حيث تؤكد الدراسة أيضا على أهمية تنوع الوسائل التعليمية المستخدمة، بين البصرية (كالصور والملصقات)، والسمعية (كالإذاعة المدرسية)، والرقمية (كالفيديوهات التفاعلية والتطبيقات التعليمية)، لما لها من قدرة على جذب انتباه المتعلمين، وتحفيزهم على التفاعل مع المحتوى وفهم المفاهيم الصحية بشكل أعمق. كما تشير إلى أن الاستخدام الفعال لهذه الوسائل، عندما يكون ملائما للمرحلة العمرية والمستوى المعرفي والاجتماعي للتلميذ، يؤدي إلى نتائج إيجابية في ترسيخ القيم الصحية وتعديل السلوكيات السلبية.

وتبرز الدراسة كذلك أن استثمار الوسائل التعليمية لا يعد ترفا تربويا، بل هو ضرورة تفرضها متطلبات التربية الحديثة، خاصة في ظل التقدم التكنولوجي وازدياد الوعي بأهمية الوقاية الصحية. ومن هذا المنطلق توصي بضرورة إدماج هذه الوسائل بشكل ممنهج ضمن المناهج الدراسية، مع توفير التكوين المستمر للأساتذة التعليم في كيفية اختيارها وتوظيفها، لضمان انتقال المفاهيم الصحية من الإطار النظري إلى التطبيق العملي في حياة التلميذ اليومية؛ مما يساهم في بناء جيل واع، مسؤول، وقادر على اتخاذ قرارات صحية سليمة.

الكلمات المفتاحية: الوسائل التعليمية، الوعي، الصحة، الوعي الصحي.

- Introduction:

Education is considered a very important process in building the individual and society, thanks to the qualification and training during the educational process, which has recently become an organized and studied process by experts and specialists, where experiences are organized in curricula that include the experiences and methods of teaching.

The curricula have shifted from being a set of experiences, knowledge, and information directed by the teacher to the learner, to experiences that make the learner the center of the educational process, taking into account their needs and inclinations with teaching methods that revolve around the learner, stimulating their activity and thinking, and moving the learner from the theoretical framework to the surrounding real environment to practically apply what they have learned. This shift has required attention to activities, teaching methods, accompanying media, or educational tools. Health represents the most important factor in determining and improving the quality

of life for individuals and society. There is an urgent need to increase health awareness among individuals, especially in schools, because through health education, we can instill new healthy habits, skills, and knowledge in children that they can benefit from in their lives. Health education is the strongest weapon for public health, through which we can develop health awareness among individuals and thus improve their health.

In order for the learner to acquire health knowledge and behaviors, health concepts are essential for that. Health and its related knowledge are practical in nature, meaning they have behavioral applications in daily practices and are not limited to a set of facts and knowledge, despite their importance. For education to be meaningful, the concepts and their acquisition are a necessary step to achieve the goals of health education. The use of health concepts has numerous benefits; they serve as a constant critical process for mental operations, facilitating and organizing countless observations and sensory perceptions. They also provide a unified perspective on truth and work on organizing, arranging, and classifying information, health concepts form a fundamental building block in building health awareness, as health awareness constitutes the overall framework and general goal of the health education process. Through this study, we will attempt to highlight the importance of educational tools in developing health awareness and clarify the relationship between them.

So, what is health awareness? And what are educational tools? And what is the relationship between them?

Study objectives:

- Understanding the concept of educational tools and their relationship with the curriculum.
- Understanding the concept of health awareness and its areas.
- Health awareness, and determining the relationship between them.

The importance of the study:

- Knowing the importance of educational tools in enhancing and developing health awareness.

-
- Knowing the importance of educational tools in enhancing and developing health awareness.
 - Understanding the extent of integration between the elements and components of the curriculum: content, activities, educational tools, and educational objectives.
 - Attempting to clarify the relationship between educational tools and the development of health awareness.

The theoretical framework of the study:

1-Educational tools:

1-1-Definition of educational tools: Among the definitions of educational tools.

"They are devices, tools, and materials used by the teacher to improve the teaching and learning process, clarify meanings, explain ideas, teach students skills, instill good habits in them, develop attitudes, and present values without the teacher relying on words, symbols, and numbers, in order to reach correct scientific facts and valuable education quickly, effectively, and at a lower cost" (Al-Hila Muhammad, 2000, p. 32).

It is everything that a teacher uses in their teaching to make the study more exciting and engaging for their students and to make the long experience that these students go through a lively, purposeful, and direct experience at the same time. The concept of educational tools has evolved from tools to educational technology, as educators have gradually named educational tools. They had many different names, including: illustrative tools, visual tools, auditory tools, audiovisual tools, assistive tools, and finally, it was named educational technology.

Each of the previous terms has faced criticism for its shortcomings. Those who referred to them as visual aids considered the eye because it is the most important sense for acquiring experiences, while it is not the only one. Similarly, those who called them audiovisual aids neglected the other senses. Since this century is the century of inventions in the educational process, providing educators with tools and devices that helped reduce learning and teaching time, the term "educational technology" has

become common in most countries of the world (Salama Abdel Hafiz, 2008, pp. 19-20).

1-2-The importance and advantages of education through educational tools: We mention the following.

- Improving the quality of education and increasing its effectiveness through:
 - Considering individual differences among learners in various classrooms
 - Combating illiteracy, which stands as an obstacle to the development of various fields, through the effective and purposeful use of educational and media tools, information systems, and their networks.
 - Training teachers in the field of redefining educational objectives, how to formulate them, teaching methods, producing educational materials, and selecting appropriate teaching methods.
 - Helping to provide an opportunity for sensory experiences as close as possible to real-life experiences.
 - Using a set of tools in the educational learning situation and employing them in an integrated manner leads to deeper learning, greater impact, and longer retention.
 - Working on stimulating students' interests and hobbies, renewing their activities, and sharing their learning needs.

It strengthens the relationship between the learner and the teacher (Hassan Tawji, 2007, pp. 260-265).

-Learn the correct meanings of ambiguous and abstract phrases and vocabulary with minimal errors and in the shortest time, and expand the learner's vocabulary.

It strengthens the spirit of contemplation in the learner and the extraction of new knowledge to help him solve his problems by generalizing previous experiences. The learner's attention to the method the teacher uses to explain the lesson helps these learners absorb the information, remember previous information, and connect it (Mohamed El-Sayed, 1997, p. 48).

1-3-Criteria for selecting educational tools:

The success of any educational situation in helping the learner achieve the planned objectives largely depends on the proper selection of educational tools that organize the learners' learning and facilitate their attainment of performance goals with a high degree of proficiency. Given the multitude and diversity of these tools, it is essential for us to understand the most important criteria for selecting educational tools, the most important of which are as follows:

Her expression of the message to be conveyed and the relevance of its content to the subject (Salama Abdel Hafiz, 2008, p. 66).

- Its connection to the specified goals that need to be achieved through the use of that means.

- Its compatibility with the learning method and the activities intended to be assigned to the learners.

- The information carried by the educational tool should be correct, accurate, and up-to-date.

- That the educational tool adds something new to what is included in the school textbook (Al-Ghareeb and Al-Bahbahani, 1999, p. 105).

The modern perspective on educational media within the framework of systems is that the media is an element of the system (the educational situation) that both influences and is influenced by the rest of the system (Ibn Domi and Al-Amri, 2008, p. 42).

Therefore, it must also be taken into consideration:

- The standard for the curriculum:** The curriculum as a system consists of content, method, activities, and educational means. If we want the selection of educational means to be successful, the means must meet and match the curriculum content, its activities, the teaching method, and the achievement of educational goals, in order to facilitate easy learning. Otherwise, it deviates from its primary purpose of use and becomes a negative factor (Khalifa, 2007, p. 47).

-The criterion for the appropriateness of the tool to the characteristics of learners:

This means the extent to which the tool is suitable for the characteristics of the learner, such as physical, emotional, and cognitive characteristics. The tool's content and activities should be connected to the students' thoughts and previous experiences and should match their sensory perception abilities. Some students prefer perception through sight or hearing, and the tool should meet these characteristics.

-The criterion related to the teacher using the tool: It refers to the inclinations and attitudes of the teacher who chooses the tool they are convinced of using. Additionally, some teachers tend to use certain tools despite not being convinced of them (Khalifa, 2007, p. 48).

1-4-Types of educational media: The media have been divided according to the sense they address into types, which are:

-Visual aids: They include a set of tools and methods that exploit and rely on the sense of sight. This set includes photographs, general motion pictures and films, various types of slides, illustrations and graphs, animations and simplified objects, samples and models, maps and globes. These means also include representations, trips, demonstration experiments, exhibitions and museums, the use of blackboards and bulletin boards, wall magazines and notice boards, magnetic boards, and sand tables (Kazem Nazeer, 2007, p. 41).

-Audio aids: These include means that rely on the sense of hearing in the learning process and the acquisition of experiences as a fundamental element. They are what is heard on the radio and tape recorder, loudspeakers, language laboratories, and everything that is heard (Mr. Sabri, 1998, p. 69).

-Audiovisual media: This includes all means that rely on the senses of hearing and sight for reception, such as educational television, educational sound and animated films when used in conjunction with audio recordings for explanation and interpretation (Al-Hila Muhammad, 2000, p. 110).

1-5-Educational tools and curriculum:

There is a direct relationship between educational tools and the curriculum, despite skepticism about it, considering that the curriculum is merely an additional effort that weighs heavily on the teacher, who finds no alternative but to implement it in reality. The use of educational tools has become below the desired level, far from the aspirations of the progressive school (Al-Hila Muhammad, 1998, p. 274).

And despite this narrow view of the relationship between them, the reality of scientific progress in our era has made educational means penetrate the curriculum until they became an essential aid in overcoming the difficulties faced by both the teacher and the learner. They have become a fundamental element or component of the curriculum (Al-Hila Muhammad, 1998, p. 275), which includes content, objectives, methods, means, activities, and then evaluation. This means that there are numerous interactions between these components, and without them, the educational process cannot be carried out properly (Inas Khalifa, 2007, p. 83).

1-6-The role of educational tools in achieving educational objectives:

Educational objectives are usually classified into three domains: the cognitive domain, the affective domain, and the psychomotor domain. Educational tools play a role in achieving these objectives, as they help in presenting mental facts as they are or clarifying and simplifying them. They also work on forming concepts and foundations due to their ability to present people, objects, situations, and processes that they represent and clarify in various scenarios they embody.

Educational tools are also of great importance as they provide learners with situations and activities that allow them to observe and use, both of which are essential for learning many cognitive skills (such as deduction, induction, problem-solving, analysis, and criticism, etc.). Educational tools also offer learners the necessary practice opportunities to acquire and master various motor skills, such as writing and drawing, among others. Therefore, educational tools play a significant role in achieving educational goals at all levels (Khalifa, 2007, p. 79).

2-Health awareness:

2-1-Awareness:

The meaning of the word "consciousness" in the Al-Wajeez dictionary came in three formulations: "It is preservation and appreciation, understanding and sound perception, the being's awareness of itself and what surrounds others" (Al-Mu'jam Al-Lughawi, 1998, p. 675).

"Consciousness is a person's direct awareness of themselves and their surroundings, and it is the foundation of all knowledge. The manifestations of consciousness can be traced back to three aspects: perception and knowledge, sentiment and inclination, and will. These three aspects are closely interconnected" (Badawi, 1978, p. 81).

The word "awareness" also includes two important dimensions, which are: (Al-Halabi, 2017, p. 49).

-**The cognitive dimension:** which refers to knowledge, understanding, and perception.

-**The emotional dimension:** represented by feelings and appreciation, which serve as the foundation guiding behavior.

2-2-Types of consciousness:

We should also distinguish between social consciousness, class consciousness, and political consciousness.

Social awareness: Social awareness is a general awareness that includes the community members' understanding of all social, political, economic, and even scientific issues that affect their lives. Under social awareness, there are types of political awareness, moral awareness, religious awareness, and health awareness.

Class consciousness: It is the awareness of individuals within a group of their class position and the position of their group among various other social groups, as well as their understanding of their class interests and the means to achieve and secure those interests.

Political awareness: When members of society organize themselves into parties or specific organizations and engage in activities to achieve the goals of their groups within those organizations, this work requires political awareness. Political awareness can sometimes take various forms and degrees, such as party awareness participating in internal conflicts and awareness of the overall unity of the social structure in facing other social structures, which is known as national awareness. National awareness and party awareness are two facets of political awareness (Boujalal Abdullah, 1991, p. 44).

2-3-The concept of health:

"Health is a state of relative balance of the body's functions, and it is both a science and an art of disease prevention and health promotion through a set of organized efforts by society. It encompasses many fields and domains and is generally a relative concept based primarily on the balance between the body's functions, which results from adaptation to harmful factors encountered either mechanically, innately, or acquired." (Salama, 2007, p. 47).

2-4-The concept of health awareness:

It involves the community members' familiarity with health information and facts, and their sense of responsibility towards their own health and the health of others through healthy practices, aiming for understanding and conviction to transform these practices into habits performed unconsciously or without thought (Baddah et al., 2009, p. 15).

2-5-Objectives of promoting health awareness:

- The goal of health awareness in any community is evident through the culture of the society, whether they adopt correct behaviors or not? The process of spreading health awareness among community members is evident through their familiarity with the following elements:
- Understanding and comprehending that solving their health problems and maintaining their health and the health of their community is their responsibility before

it is the responsibility of official authorities, by following health guidelines and proper health habits in all their practices, driven by their feelings and desires.

- Their familiarity with health information related to the health level in their community, including health problems and infectious diseases that spread in their community, the incidence rate, causes, transmission methods, symptoms, and prevention methods.

- Community members are familiar with the basic and supportive health services in their community and how to benefit from them in a healthy and effective way (Badh et al., 2009, p. 15).

And three main objectives of health awareness can be identified: Three main objectives of health awareness can be identified (Al-Halabi, 2017, p. 49):

- Guiding people to acquire health information.
- Encouraging people to change unhealthy concepts.
- Guiding individuals to follow the desired approach.

2-6-The importance of spreading health awareness:

Healthy societies are those that work on spreading health awareness at the individual and community levels, recognizing that the importance of health awareness does not lie in the immediate health benefits for their members, but in what can be achieved through this dissemination in the future and its reflection on the lives of individuals and consequently on the entire community. The importance of health awareness lies in the following:

Enabling the individual to enjoy a correct scientific perspective that helps them interpret health phenomena and makes them capable of researching the causes and reasons for diseases, allowing them to avoid and prevent them.

It is a knowledge asset that a person benefits from by utilizing it when needed to make sound health decisions regarding the health problems they encounter and face.

It generates in the individual a desire for inquiry and instills in them a love for discovering more of it, as it is a dynamic activity characterized by rapid development (Al-Qass Saliha, 2016, p. 185).

2-7-Areas of health awareness:

2-7-1-Personal health awareness:

It is related to raising individual awareness about the importance of health, hygiene, nutrition, sleep, work, rest, engaging in sports activities, and practicing recreational activities during leisure time. It is also essential to maintain the cleanliness of hand and foot nails and trim them as needed. Additionally, oral hygiene should be prioritized by regularly washing the mouth and cleaning the teeth with a toothbrush and toothpaste. Furthermore, it is necessary to ensure nasal cleanliness through occasional nose blowing, and individuals should schedule their bathroom visits and try to consume fresh vegetables to prevent constipation (Salama, 2001, p. 131).

2-7-2-Nutritional health awareness:

It aims to raise nutritional awareness among individuals at all social and economic levels, achieving sound healthy habits. This field does not only include foods and their types, but it is a science that studies the relationship between food and the living body (Al-Sha'er and Qattash, 2004, p. 13).

Nutrition as a science includes the chemical composition of food, its digestion and assimilation, and malnutrition diseases. In other words, nutrition encompasses the natural and chemical reactions necessary for building the body, which enable the body to continue performing its physiological functions (Salama, 2001, p. 79).

2-7-3-Environmental health awareness:

Environmental awareness refers to the degree of understanding, at both the individual and societal levels, of the importance of preserving, protecting, and interacting with the environment, without exploiting it to achieve quick individual goals that harm the environment in the long term (Afifi, 1996, p. 217).

Raising the health level of individuals can only be achieved by creating environmental health awareness and spreading environmental health culture, which reflects on individuals' behavior and clearly impacts the environment through its protection and maintenance. Environmental education means learning how to manage and improve the relationships between humans and their environment comprehensively and effectively. It also means learning to use modern technologies, increasing their productivity, avoiding environmental risks, rectifying existing environmental damage, and making rational environmental decisions (Al-Ratib, 2003, p. 214).

2-7-4-Sports health awareness:

Health has been inextricably linked to physical activity and its various frameworks such as sports, games, dance, exercises, and more. Humanity has recognized this relationship since ancient times, and it has been confirmed by scientific research and studies in the modern era. This relationship is manifested through many dimensions, the most significant of which is that health, in its comprehensive sense, is one of the most important outcomes and benefits of organized and regulated physical activity (Al-Khuli, 2001, p. 75).

Physical education is a way of life and an appropriate method for living and engaging with life through experiences of physical recreation, physical fitness, maintaining health, weight control, nutrition organization, and activity. It is a concept that aligns with lifelong education (Al-Khouli, 2001, p. 30).

It is, therefore, an educational system and one of the fields of general education. It works on educating and preparing the individual through physical activity practiced under the guidance and supervision of specialists, which must be appropriate for different stages of growth, in order to acquire various motor skills, develop physical fitness, and improve health (Salama, 2001, p. 44).

2-7-5-Preventive health awareness:

The causes of individual health deterioration and decline have changed with the evolution of societies. While the main cause of deaths in the early 20th century was infectious diseases and the epidemics resulting from them, chronic diseases have become the main cause of deaths in our era. The primary role in controlling infectious diseases has been attributed to preventive measures taken by the affected countries, such as vaccination, healthy nutrition, antibiotics, and hygiene, among others.

Therefore, prevention has been practiced since its inception with the aim of avoiding disease. In this context, public health facilities emerged, which over the course of history transformed into institutional forms, utilizing medical knowledge within their procedures. Both the pandemic and the prevention of latent health risks and disease management have been the fundamental elements of these public health facilities. Prevention is both a science and an art of preventing diseases and strengthening health, whether at the individual or community level (Frehat, 1990, p. 8).

2-8-Levels of health awareness: The levels of health awareness are divided into:

- Private level: They have cognitive awareness through schools and seminars that assist them in the field of health, illness, and diagnosis.
- General level: What is reached through their experience with popular heritage, or through the prevailing culture among people, and some of them relying on experience, which is known as (traditional medicine).
- The negative level: Some resort to superstitions, and some madness in the form of the world of jinn, and some nonsense (Al-Halabi, 2017, p. 50).

2-9-Characteristics of a health-conscious individual: A health-conscious person is someone who has the ability to:

●Critical thinking and problem-solving:

The health-conscious individual is someone who thinks critically, identifies problems, and addresses them innovatively at multiple levels, from the personal level to the global level.

●Responsibility and productivity:

A health-conscious individual is a responsible, productive citizen who is aware of their duties to ensure they reach their local community, making it healthier and safer. Therefore, they avoid behaviors that threaten their own and others' health and safety, and they apply organizational and democratic principles in their interactions with others to maintain and improve personal, family, and community health.

●Self-directed learning:

A health-conscious individual is a person who is self-taught, has the ability to lead in promoting health, and possesses the foundational knowledge for disease prevention.

●Effective communication :

A health-conscious individual is someone who has the ability to communicate effectively. They organize and convey their beliefs and ideas, create an environment conducive to understanding and caring for others, listen to them, and appreciate behaviors that encourage and support them to express themselves (Al-Qass, 2016, p. 216).

●Study results:

- Health concepts are the foundation for creating health awareness; awareness cannot be achieved without a base of health knowledge and concepts. If a learner reaches health concepts, it serves as a precursor to forming health awareness.

- Educational tools play an important role in developing health awareness. The practical application of health concepts included in the textbook provides learners with opportunities to enhance health awareness. Therefore, there is a close relationship between them, as relying on the use of educational tools to clarify health concepts achieves the dissemination and development of health awareness.

- Educational tools bring facts closer to the learner and help them perceive them sensually, that is, from the abstract to the concrete, which aids in storing them in memory.

○ There is a relationship of interconnection and integration between the elements and components of the curriculum, such as content, activities, educational tools, and educational objectives. Educational tools enhance and reinforce the information and health concepts found in the textbook, thereby achieving the educational objectives in the field of health awareness.

● **Study recommendations and suggestions :**

○ The necessity of paying attention to the use of educational tools due to their importance in the educational process, especially the illustrative educational tools related to and specific to health culture and health awareness.

○ The necessity of paying more attention to health education as it is a fundamental pillar for raising and developing health awareness and forming a health-conscious generation in the future.

○ Teaching students how to handle accidents and the principles of first aid so they can apply them practically.

○ Training teachers on how to handle educational tools and how to use them to increase their effectiveness more.

○ Encouraging research and scientific studies related to health education and awareness and ways to achieve it, considering it the most important factors for prevention and health safety.

Conclusion:

Health education is an important part of the educational process through which health awareness is achieved by providing the learner with information and experiences aimed at influencing their knowledge, attitudes, and behavior, and instilling healthy habits that help them live in a healthy society. Health education is an educational process that seeks to translate known health facts into healthy behavioral patterns to help individuals achieve health and safety using modern educational methods.

Therefore, educational tools have become an indispensable necessity and a

fundamental pillar of effective teaching in the present time, as well as an important educational medium that aids in achieving educational goals. They bring facts closer to the learner and help them perceive them sensorially, thereby developing their ability to visualize and facilitating the storage of what they have learned in memory. They also contribute to transforming abstract concepts into tangible ones, including health concepts, therefore, educational tools are related to the development and enhancement of health awareness through the effective role they play in raising and spreading health awareness. We also hope to open new horizons for constructive scientific research for individuals and society.

Reference List :

- Al-Hila, Mohamed Mahmoud (1998), Educational Technology Between Theory and Practice, 1st ed., Amman, Dar Al-Maseera.
- Al-Hila, Mohamed Mahmoud (2000), Educational Technology Between Theory and Practice, 2nd ed., Amman, Dar Al-Maseera.
- Mr. Sabri Youssef (1998), From Educational Aids to Educational Technology, Riyadh, Al-Shafri Library.
- Al-Gharib, Zaher (1999), Educational Technology: A Future Perspective, 2nd ed., Kuwait, Dar Al-Kitab Al-Hadith.
- Salama, Abdel Hafiz (2008), Designing and Producing Educational Tools for People with Special Needs, 1st ed., Amman, Al-Yazouri Publishing and Distribution House.
- Al-Sayed, Mohamed Ali (1997), Educational Tools and Educational Technology, 1st ed., Amman, Dar -Al-Chorouk for Publishing and Distribution.
- Toubji, Hassan (2007), Communication Media and Educational Technology, 14th ed., Kuwait, Dar Al-Qalam.
- Ibn Doumi, Hassan Ali, and Al-Omari, Omar Hussein (2008), Fundamentals in Educational Media Design, 1st ed., Beirut, Al-Falah Library for Publishing and Distribution.
- Nadir, Kadhem (2007), Scientific Research Methodology, 1st ed., Jordan, Dar Al-Tharwa.
- Khalifa, Eman Abdel Razek (2007), The Comprehensive Guide to Educational Tools, 1st ed., Amman, Dar Al-Manahij for Publishing and Distribution.
- Salama, Mohamed (2007), Social and Economic Factors and Their Impact on Medical Awareness, 1st ed., Alexandria, Dar Al-Wafa.
- Badawi, Ahmad (1978), Dictionary of Social Science Terms, Beirut, Lebanon Library.
- The Arabic Language Academy (1998), The Concise Dictionary, Cairo, The General Authority for the Affairs of the Royal Printing Presses.

- Boudjelal, Abdullah (1991), Media and Issues of Social Awareness in the Arab World, Al-Mustaqbal Al-Arabi, Center for Arab Unity Studies, Beirut, Issue 147.
- Salama, Bahaa El-Din (2001), Health and Health Education, Cairo, Dar Al-Fikr Al-Arabi.
- Afifi, Mr. (1996), Research in Contemporary Sociology, Cairo, Dar Al-Fikr Al-Arabi.
- Al-Ratab, Saud (2003), Man and Environment, Amman, Dar Al-Hamed for Publishing and Distribution.
- Al-Khouli, Amin (2001), Fundamentals of Physical and Sports Education: Introduction - History - Philosophy, 3rd ed., Cairo, Dar Al-Fikr Al-Arabi.
- Frehat, Hikmat (1990), Principles of Public Health, Vol. 1, Amman, Dar Al-Mustaqbal.
- Baddah, Ahmad and Mazahreh, Ayman and Badran, Zain (2009), Health Culture, 1st ed., Jordan, Dar Al-Maseera.
- Al-Sha'er, Abdul Majid and Qattash, Rushdi (2004), Healthy Nutrition, Amman, Dar Al-Yazouri Scientific Publishing and Distribution.
- Al-Qass, Salihah (2016), The Effectiveness of a Health Education Program in Changing Risk Behaviors and Developing Health Awareness Among Adolescents, PhD Thesis, Faculty of Humanities and Social Sciences, Mohamed Khider University of Biskra, Algeria.
- Al-Halabi, Samah Ihsan Taha (2017), The Role of School Administration in Developing Health Awareness Among Its Students, Master's Thesis, Faculty of Education, Department of Foundations of Education, Islamic University, Gaza.