

Organizational Strategies for Cultivating Good Habits of Children in Parent-Child Paper-Cutting Activities

Shuang Wang^{1*}, Ying Zhang¹

¹ Hengxing University, Qingdao, Shandong, China

Email Address

hx@hx.cn (Shuang Wang)

*Correspondence: hx@hx.cn

Received: 22 March 2024; Accepted: 10 April 2024; Published: 22 April 2024

Abstract:

This paper aims to explore effective strategies for cultivating good habits in young children through parent-child paper-cutting activities. Firstly, the importance of good habits in early childhood and their positive impact on children's physical and mental development are introduced. Secondly, the potential value of parent-child paper-cutting activities as an interactive, entertaining, and creative educational form for habit formation in children is discussed. Subsequently, specific organizational strategies for cultivating good habits in young children through parent-child paper-cutting activities are proposed, including detailed discussions on activity design principles, content selection, parent-child interaction methods, and reward and incentive mechanisms. Finally, the effectiveness of these organizational strategies is verified through the implementation of parent-child paper-cutting activities and outcome evaluation, providing concrete guidance and reference for early childhood education practice.

Keywords:

Parent-Child Paper-Cutting Activities, Early Childhood Education, Good Habits, Organizational Strategies, Activity Design, Parent-Child Interaction

1. Introduction

Good habits play a crucial role in the growth process of young children. These habits not only influence their daily behaviors and academic performance but also lay the foundation for their future personality and character. However, habit formation is not achieved overnight but requires long-term guidance and direction. Early childhood is a golden period for habit formation because during this stage, their behavioral patterns are forming, and habits are being firmly established. Therefore, how to effectively cultivate good habits in early childhood has become a focus of attention for educators and parents alike. In early childhood education practice, various forms of activities are widely used to cultivate good habits in young children. Among them, parent-child paper-cutting activities, as a form of activity that is both entertaining and educational, have gradually gained attention and popularity. This activity not only

promotes emotional communication and interaction between parents and children but also develops children's hand-on ability, creativity, and concentration. Therefore, combining parent-child paper-cutting activities with habit formation has become a promising new approach. This paper aims to delve into how to systematically cultivate good habits in young children through parent-child paper-cutting activities and proposes corresponding organizational strategies. By reviewing habit formation theories in early childhood and analyzing the characteristics of parent-child paper-cutting activities, we seek to identify the convergence between the two and provide more scientific and systematic guidance and support for habit formation in young children. The significance of this research lies in offering a new perspective and method for early childhood education practice, enriching educational means for habit formation, and providing new insights and inspirations for future research and practice.

2. Importance of Cultivating Good Habits in Early Childhood

2.1. Formation of Habits in Early Childhood

Early childhood is a critical period for habit formation and one of the stages where habits are most easily established. During this phase, children's behavior and thinking are highly malleable, and their capacity for observing and imitating the external environment is particularly sensitive. Thus, the establishment of good habits during this period is vital for the future development of children. In early childhood, habit formation often relies on repetition and imitation. Through repeated engagement in certain behaviors, children gradually develop fixed patterns of behavior, thus forming habits. The family and educational environments, such as home and school, play pivotal roles by providing children with various learning and practical opportunities to guide them in developing good habits. In early childhood, habit formation extends beyond cultivating singular behaviors and encompasses aspects such as self-management and social interaction. For instance, maintaining good sleep habits contributes to children's physical health and mental well-being, while adhering to balanced dietary habits promotes overall health and nutritional intake. Additionally, social habits like displaying politeness and sharing with others facilitate the development of children's social adaptability and interpersonal skills. Habit formation in early childhood is influenced by individual differences and environmental factors. Factors such as inherent temperament, personality traits, and the surrounding environment all impact habit formation. Hence, educators and parents need to employ effective methods and strategies tailored to each child's unique circumstances to guide them in cultivating good habits. The formation of habits in early childhood is a crucial aspect of early childhood education. Through scientifically sound guidance and education, children can develop good habits, laying a solid foundation for their future development. In practice, it's imperative to recognize the importance of habit formation in early childhood, providing children with a conducive learning environment and supportive atmosphere to propel them towards a brighter future [1].

2.2. The Impact of Habits on Child Development

During early childhood, good habits play a profound role in children's comprehensive development. These habits not only guide various aspects of daily life but also exert subtle influences on children's behavior patterns, values, and character traits as they grow. Firstly, good habits facilitate cognitive development in children.

Regular habits in daily life and learning routines help children cultivate self-discipline and time management skills, enhancing learning efficiency and concentration. Secondly, good habits contribute to the cultivation of positive emotional qualities and social-emotional skills in children. Social habits such as sharing and politeness foster friendly interactions and cooperation, enhancing children's emotional communication abilities. Moreover, good habits help children behave appropriately and confidently in social settings. Practices like using polite language and respecting others improve children's social adaptability, boosting their confidence and participation in group activities. Lastly, good habits aid in developing children's self-regulation and self-control abilities. Adhering to rules and maintaining patience help children regulate their emotions and behaviors, enabling them to adapt to environments and cope with challenges effectively. By cultivating various good habits in life, learning, and social interactions, children can better adapt to social environments and enhance their cognitive, emotional, social, and self-regulation abilities, laying a solid foundation for their future growth and development.

2.3. The Role of Family and School in Habit Formation

Family and school play irreplaceable roles in the habit formation process during early childhood. As the two primary environments for children's growth, they jointly provide essential support and guidance for habit formation in children. The family serves as the primary classroom for habit formation in children. Parents and other family members, being the closest individuals to children, have direct and profound influences on shaping children's behaviors through their words and actions. Through the routines established in family life and parental role modeling, children gradually develop a series of behavior patterns and norms. The family is also the primary site for children's emotional development, with a warm family atmosphere and intimate interactions among family members helping to cultivate children's positive emotional qualities and social-emotional skills. School serves as a crucial environment for habit formation in children. It provides systematic education and a regulated teaching environment, offering children abundant learning opportunities for habit formation. At school, children engage in various educational activities that cater to their cognitive and emotional needs while cultivating good behavioral and social habits. Teachers, as children's secondary educators, serve as models and guides in the teaching process. Through demonstrations, emotional expression, and behavioral encouragement, they help children establish correct behavioral concepts and value orientations. The interaction and collaboration between family and school are vital for children's habit formation. Close cooperation between home and school strengthens information exchange and communication, enabling both parties to jointly focus on children's habit formation and provide better growth environments and educational resources. Through the combined efforts of family and school, children's habit formation can be promoted more effectively, laying a solid foundation for their comprehensive development [2].

3. The Characteristics and Value of Parent-Child Paper-Cutting Activities

3.1. Definition and Characteristics of Paper Cutting Activities

Paper cutting activities encompass a form of handicraft centered around the skill of cutting paper. While rooted in traditional paper cutting techniques, these activities

have evolved to incorporate various art forms such as painting and collage, offering participants the opportunity to engage in cutting, pasting, and drawing to create visually appealing and imaginative pieces. The characteristics of paper cutting activities are multifaceted, as outlined below:

a. Engagement: One notable characteristic of paper cutting activities is their inherent appeal, captivating both children and parents alike. Through the process of paper cutting, children experience joy in the freedom of creative expression, igniting their creativity and imagination. The tactile nature of manipulating paper and the satisfaction of seeing tangible results contribute to the overall engagement of participants.

b. Parent-Child Bonding: Paper cutting activities often serve as a platform for family involvement, particularly fostering interaction between parents and children. As a collaborative endeavor, parents join their children in the cutting process, working together to complete projects. This shared experience not only strengthens the emotional connection between parents and children but also facilitates communication and bonding within the family unit.

c. Creativity: Encouraging children to engage in free-form creation, paper cutting activities nurture their imagination and creativity. Whether designing patterns or executing intricate cuts, children have the freedom to explore their artistic inclinations, fostering creative thinking and manual dexterity. This emphasis on creative expression empowers children to develop unique perspectives and problem-solving skills.

d. Artistry: Paper cutting artworks often exhibit elements of artistry, allowing children to appreciate the aesthetic appeal of their creations. Through paper cutting activities, children develop an appreciation for artistic beauty, enhancing their aesthetic sensibilities and artistic expression. The tactile exploration of shapes, textures, and colors further enriches their artistic experiences [3].

e. Educational Value: Beyond being a form of arts and crafts, paper cutting activities serve as educational tools, providing opportunities for learning and skill development. Throughout the cutting process, children encounter various patterns, shapes, and colors, fostering observational skills, imagination, and logical thinking. Moreover, engaging in paper cutting activities enhances hand-eye coordination and fine motor skills, laying a foundation for academic and cognitive development.

In summary, paper cutting activities encompass a diverse range of characteristics, including engagement, parent-child bonding, creativity, artistry, and educational value. These activities not only serve as popular arts and crafts pursuits but also hold significant educational implications, offering wide-ranging applications and profound educational benefits.

3.2. The Advantages of Parent-Child Paper Cutting Activities

Parent-child paper cutting activities offer various advantages. Firstly, they foster emotional communication and interaction between parents and children. During paper cutting, parents and children participate together, engaging in mutual communication and cooperation, which strengthens their emotional bond and enhances parent-child relationships. Secondly, parent-child paper cutting activities help develop children's hand-eye coordination and fine motor skills. Through cutting, pasting, and folding, children exercise the flexibility and control of their hand muscles, improving their

manual dexterity. Additionally, parent-child paper cutting activities serve as enjoyable educational experiences. In a cheerful atmosphere, children explore and learn basic concepts such as shapes, patterns, and colors, fostering observation, imagination, and creativity. Most importantly, parent-child paper cutting activities create a warm and harmonious family atmosphere, promoting intimate relationships among family members and providing a conducive environment for children's healthy growth. Therefore, parent-child paper cutting activities are not only simple handicraft activities but also important means of enhancing parent-child relationships, developing children's abilities, and promoting family harmony.

3.3. The Connection Between Paper Cutting Activities and Habit Formation

The connection between paper cutting activities and habit formation is evident in several aspects. Firstly, paper cutting activities require children to possess patience and perseverance. In completing a paper cutting artwork, children need to concentrate and carefully complete each step, which cultivates their patience and perseverance. Through persistent efforts to complete paper cutting works, children gradually develop the habit of perseverance, which is essential for their resilience when facing difficulties. Paper cutting activities also require children to have a certain level of self-management skills. When engaging in paper cutting activities, children need to prepare materials, select patterns, control scissors, and handle waste, all of which require them to make reasonable arrangements and decisions. Through independently managing and organizing paper cutting activities, children gradually develop self-management and self-control abilities, forming good self-discipline habits. Paper cutting activities provide children with opportunities to showcase themselves. After completing exquisite paper cutting works, children feel proud and satisfied, which boosts their confidence and self-esteem. By showcasing their works, children not only receive recognition and praise from parents and teachers but also enhance their sense of self-worth, enabling them to face various challenges with greater confidence. Paper cutting activities are not only enjoyable handicraft activities but also effective means of promoting habit formation in children. Through patiently completing works, self-managing activities, and showcasing achievements, children gradually develop the habits of perseverance, self-management, and self-confidence, laying a solid foundation for their future development.

4. Organizational Strategies for Cultivating Good Habits in Parent-Child Paper Cutting Activities

4.1. Principles of Activity Design

When designing parent-child paper cutting activities, it is crucial to follow a series of key principles. Firstly, the principle of amusement is paramount. Activities should be designed to be sufficiently enjoyable to capture the attention and engagement of children. By selecting captivating themes, diverse paper cutting materials, and creative tasks and challenges, children's curiosity and imagination can be stimulated, making them willing to participate in the activities. Secondly, the principle of involvement requires both parents and children to participate in the activities, establishing a cooperative relationship between them. Through parents and children working together and assisting each other, not only can emotional communication between them be promoted, but children's teamwork awareness and spirit of sharing can also be fostered. Additionally, activity design should consider the age

characteristics and developmental levels of children, ensuring that the content and difficulty of the activities are appropriate. Moderate difficulty can stimulate children's interest in learning and desire for challenges without making them feel excessively difficult and losing confidence. Moreover, giving children a certain degree of autonomy to showcase their initiative and creativity during the activities helps cultivate their abilities for independent learning and self-management. Finally, timely affirmation and encouragement of children's efforts and performance are indispensable in activity design. Through the reasonable application of these principles of activity design, parent-child paper cutting activities can be effectively guided to create a positive learning atmosphere, promote the cultivation of good habits in children, and lay a solid foundation for their comprehensive development [4].

4.2. Selection of Activity Content

The selection of activity content is crucial when conducting parent-child paper cutting activities. Suitable content can arouse children's interest and promote their participation and learning effectiveness. Firstly, simple pattern paper cutting is a common and effective choice of activity content. Choosing various basic geometric shapes such as circles, triangles, and squares as activity patterns is not only easy for children to grasp but also helps them develop basic paper cutting skills. Secondly, seasonal-themed paper cutting is also a popular choice of activity content. Based on different seasons or holidays, selecting related themes for paper cutting activities, such as flowers in spring, sunshine in summer, leaves in autumn, and snowflakes in winter, can enhance children's understanding of seasonal changes while stimulating their creativity and imagination. Additionally, storytelling-themed paper cutting is a fun and educational choice of activity content. Selecting familiar story plots or fairy tales for children to create paper cutting artworks based on the story content can not only cultivate children's understanding and expression abilities of story plots but also stimulate their imagination and creativity. In summary, through careful selection of activity content, parent-child paper cutting activities can be made more diverse and colorful, promoting children's comprehensive development.

4.3. Parent-Child Interaction Methods

Effective parent-child interaction methods are pivotal in maximizing the benefits of parent-child paper cutting activities and fostering children's learning and development. Collaborative paper cutting involves parents and children working together at a table to create paper cutting artworks. Parents take on the role of guides, demonstrating basic paper cutting techniques and providing assistance as needed. By actively participating in the process alongside their children, parents not only facilitate skill development but also strengthen the bond between themselves and their children. During collaborative sessions, parents and children engage in open communication, sharing ideas, and collaborating on creative designs. This shared experience not only enhances parent-child relationships but also encourages teamwork and cooperation, essential life skills for children to cultivate. Storytelling linkage intertwines children's paper cutting artworks with storytelling, creating an immersive and interactive experience. Parents can weave a narrative around their child's paper cutting creations, crafting a story plot that incorporates elements from the artwork. As parents narrate the story, children actively engage in listening and visualizing, deepening their understanding of narrative structures and stimulating their imagination. Furthermore, involving children in the storytelling process empowers them to contribute their ideas

and interpretations, fostering creativity and self-expression. This method not only strengthens parent-child bonds through shared storytelling but also enhances children's language comprehension and narrative skills. Introducing themed collaborations adds an extra layer of excitement and engagement to parent-child paper cutting activities. Parents can select themes or topics based on children's interests or learning objectives and tailor paper cutting projects accordingly. Whether it's creating a jungle scene with animals or crafting a magical kingdom with castles and fairies, themed collaborations provide a framework for creativity and exploration. Through themed collaborations, parents and children embark on imaginative journeys together, exploring new concepts and developing problem-solving skills while strengthening their relationship bonds. Incorporating reflective discussions into parent-child paper cutting sessions encourages children to articulate their thoughts and feelings about the activity. After completing a paper cutting project, parents can engage children in conversations about their experiences, asking questions such as, "What was your favorite part of the activity?" or "What challenges did you encounter, and how did you overcome them?" These discussions not only deepen children's understanding of the activity but also promote critical thinking and self-awareness. Additionally, reflective discussions provide an opportunity for parents to praise children's efforts and offer constructive feedback, reinforcing positive behavior and fostering a growth mindset. By leveraging these parent-child interaction methods effectively, parents can create meaningful and enriching experiences for their children during paper cutting activities, promoting not only skill development but also strengthening their relationship bonds and nurturing holistic growth and development [5].

4.4. Reward and Incentive Mechanisms

Establishing appropriate reward and incentive mechanisms is paramount for fostering children's active engagement and enhancing the effectiveness of learning in parent-child paper cutting activities. While parents play a crucial role in this process, educators and caregivers can also contribute significantly to the implementation of these mechanisms. Here's a deeper exploration of how these mechanisms can be effectively utilized:

a. **Timely Recognition and Praise:** Parents and educators should offer immediate recognition and praise for children's efforts and accomplishments during paper cutting activities. Whether a child successfully completes a complex paper cutting design or demonstrates perseverance in overcoming challenges, acknowledging their achievements boosts their confidence and reinforces positive behavior. Additionally, specific feedback highlighting their strengths and improvements can further motivate children to excel in future activities.

b. **Small Rewards System:** Implementing a small rewards system can serve as an effective incentive for children to actively participate and excel in paper cutting tasks. Parents and educators can establish achievable goals, such as completing a certain number of paper cutting projects or mastering specific techniques, and reward children with small incentives upon reaching these milestones. These rewards could range from stickers, colorful pens, or drawing tools to small treats or privileges, aligning with children's interests and preferences.

c. **Achievement Badge or Certificate System:** Introducing an achievement badge or certificate system adds a sense of accomplishment and pride to children's participation in paper cutting activities. Each time a child completes a project or

achieves a significant milestone, they can receive a visually appealing badge or certificate commemorating their accomplishment. This tangible recognition not only celebrates children's progress but also serves as a motivating factor for continuous improvement and participation.

d. Customized Rewards and Incentives: Recognizing children's individual interests and preferences, parents and educators can tailor rewards and incentives to suit each child's unique needs and motivations. For instance, a child passionate about nature-themed paper cutting designs may be motivated by rewards related to outdoor exploration or eco-friendly activities. By aligning rewards with children's personal interests and aspirations, parents and educators can foster intrinsic motivation and a sense of ownership over their learning journey.

e. Celebratory Events and Showcases: Organizing special events or showcases to celebrate children's achievements in paper cutting activities can further reinforce their sense of accomplishment and belonging. Whether through a mini-exhibition of children's artwork or a themed celebration highlighting their creativity, these events provide opportunities for children to share their accomplishments with peers, family, and educators. Such communal celebrations not only validate children's efforts but also foster a supportive learning environment conducive to further growth and exploration.

By leveraging these reward and incentive mechanisms effectively, parents, educators, and caregivers can create a nurturing environment that motivates children to actively engage in parent-child paper cutting activities, fostering their holistic development and nurturing a lifelong love for learning and creativity.

5. Conclusion and Outlook

Developing effective strategies for fostering good habits in children through parent-child paper cutting activities is of significant importance. Through the exploration in this paper, we can conclude that parent-child paper cutting activities not only promote the cultivation of good habits in children but also enhance emotional communication between parents and children, thus fostering family harmony. The early childhood period is crucial for habit formation, and parent-child paper cutting activities provide an enjoyable platform to help children develop good learning and behavioral habits. Through parent-child participation in paper cutting activities, communication and trust between parents and children are strengthened, fostering children's cooperation awareness and teamwork spirit. Properly designing activity content, interaction methods, and establishing reward mechanisms can better stimulate children's learning interests and motivation. Looking ahead, future research can further explore the untapped potential of parent-child paper cutting activities in promoting comprehensive child development. Future studies could focus on optimizing activity design and organizational strategies and integrating parent-child paper cutting activities more effectively with the practical needs of early childhood education, thus providing better support and assistance for children's growth and development. Parent-child paper cutting activities, as an effective educational method, will play an increasingly important role in the field of early childhood education, making greater contributions to the comprehensive development of children.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Nandu, G.; Irhad, T.; Valand, M.F. et al. The effect of physical activity intervention and nutritional habits on anthropometric measures in elementary school children: the health oriented pedagogical project (HOPP). *International journal of obesity*, 2021, 45(8), 1677-1686.
- [2] María, L.; Irene, A.; MaríaJosé, C. et al. Assessment of an Educational Intervention to Improve Healthy Life Habits in Children Living in Vulnerable Socioeconomic Conditions. *International Journal of Environmental Research and Public Health*, 2021, 18(9), 4495-4495.
- [3] Germán, B.; Alejandra, M.P.; Camilo, P. et al. Physical activity patterns associated with a pedagogical intervention in six to eight year old children in an urban school. *Cogent Education*, 2019, 6(1), 1-10.
- [4] John, S. A study to assess the effectiveness of structured teaching program (STP) on knowledge regarding healthy food habits for children among mothers of school age children (6-12 years) in selected urban areas at Hassan, Karnataka. *International Journal of Nursing Education and Research*, 2018, 6(2), 153-156.
- [5] Sweet, C. Paper-cut art teaching in primary school art research and strategy. *Chinese teachers*, 2023, 27, 82-84.



© 2024 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)