

Teaching Suggestions for Kids Shine Moral Education Book 1 and Activity Book 1

Topic	Unit 1: About Me - I keep clean and neat
Content Standard	FK 5.1 Apply decision-making skills in the context of personal and reproductive health.
Learning Standards	FK 5.1.1 State ways of taking care of one's hygiene in the correct manner. FK 5.1.3 Identify parts of the body of boys and girls: (i) head - hair, eyes, ears, nose, mouth, lips & teeth. FK 5.1.7 Practice personal hygiene: (i) body parts.
Integrated Strand	SA 3.2.1
Teaching Materials	Book 1, Activity Book 1, scissors, comb, bath towel, soap, nail clippers
Teaching Suggestions:	
<ol style="list-style-type: none"> 1. Show and ask the children to name the following things: a pair of scissors for cutting hair, a comb, a bath towel, a bar of bathing soap, nail clippers. 2. Ask the children what each item is used for, e.g. scissors and comb are used for cutting and combing hair; a bath towel and soap are needed when taking baths; nail clippers are used to cut one's nails. 3. Ask the children why they need to cut their hair when it gets untidy, why they need to take baths and why they need to keep their nails short. 4. Introduce HOTS (higher order thinking skills) by asking them what would happen if they did not cut their hair, did not take baths and did not cut their nails. 5. Guide the children in completing the exercises on page 2 of Book 1 and Activity Book 1. 	

Topic	Unit 1: About Me - I care for my eyes and teeth
Content Standard	FK 5.1 Apply decision-making skills in the context of personal and reproductive health.
Learning Standards	FK 5.1.1 State ways of taking care of one's hygiene in the correct manner. FK 5.1.3 Identify parts of the body of boys and girls: (i) head - hair, eyes, ears, nose, mouth, lips & teeth.
Integrated Strand	SA 3.2.1
Teaching Materials	Book 1, Activity Book 1, toothbrush, an empty ice cream box, a can of carbonated drink, sweets, a carton of milk
Teaching Suggestions:	
<ol style="list-style-type: none"> 1. Ask the children to take a good look at their classroom, and then name the thing that they would use when the classroom is dark. (The expected answer is "the lamps/lights".) Ask them when and why they need to switch on the lights, e.g. when it is dark so that they can see or read. Emphasize the importance of reading under a good light and not watching TV from near, to protect their eyes. 2. Ask the children to hold their own toothbrush and follow as the teacher demonstrates the correct way to brush teeth. 3. Place an empty ice cream box, a can of carbonated drink, sweets and a carton of milk on the table. Discuss which of those foods are bad for our teeth and why. 4. Ask HOTS questions: What will happen if you do not brush your teeth? (e.g. mouth odour, gum disease, cavities, etc.) If you had no teeth, how will that affect you? (e.g. can't eat properly, won't look so nice, have to wear dentures, etc.) 5. Guide the children in completing the exercises on page 3 of Book 1 and Activity Book 1. 	

Topic	Unit 1: About Me - I can do things by myself
Content Standards	PM 3.1 Be responsible to oneself. KD 2.1 Develop self-concept.
Learning Standards	PM 3.1.2 Practice responsibility. KD 2.1.1 Show positive attitude such as being: (ii) independent
Integrated Strand	SA 3.2.1
Teaching Materials	Book 1, Activity Book 1, combs, shirts with buttons
Teaching Suggestions:	
<ol style="list-style-type: none"> 1. Ask each child to use his/her own comb to comb his/her hair. Let them do it repeatedly till they are adept at it. Then, praise them and ask them to say to themselves, "I can comb my hair by myself." 2. Let the children practise buttoning shirts. Praise them for their effort, then ask them to say confidently, "I can wear clothes by myself." 3. Ask HOTS questions: Child A can eat by himself/herself but Child B wants his/her mother to feed him/her. Who do you want to follow, Child A or Child B? Why? Share about the things they can do by themselves. Praise them and encourage them to be independent. 4. Discuss the benefits of being independent, e.g. become confident, skilful, knowledgeable, etc. 5. Guide the children in completing the exercises on page 4 of Book 1 and Activity Book 1. 	

Topic	Unit 1: About Me - I sleep and rise early
Content Standards	PM 3.1 Be responsible to oneself. KD 2.1 Develop self-concept.
Learning Standards	PM 3.1.2 Practice responsibility. KD 2.1.1 Show positive attitude such as being: (ii) independent
Integrated Strands	MA 5.1.1, MA 5.1.2
Teaching Materials	Book 1, Activity Book 1, wall clock, alarm clock, picture cards of the moon and sun
Teaching Suggestions:	
<ol style="list-style-type: none"> 1. The teacher performs a simple and short mime, e.g. yawn, close the eyes, rest the head on the hands, and stretch both arms. Get the children to name the activity that is related to the mime, e.g. We yawn because we feel sleepy and it is time to sleep ('rest the head on the hands'); we stretch both arms when we wake up because we feel refreshed after a good night's sleep. 2. Discuss with the children the importance of sleeping and rising early. Play a game: show picture cards of the moon and the sun alternately and the children will say "Sleep early" and "Wake up early" accordingly. Next, ask each child to move the hands on the clock to show the time they go to bed and the time they get up. Suggest a good time to sleep and wake up. 3. Ask HOTS questions: What will happen when you sleep late and wake up late? Why? 4. Guide the children in completing the exercises on page 5 of Book 1 and Activity Book 1. 	

Topic	Unit 2: My Family and I - I greet my parents
Content Standards	PM 5.1 Be polite in speech and behaviour. PM 6.1 Be respectful.
Learning Standards	PM 5.1.2 Speak and behave politely to others. PM 6.1.3 Show respect to others.
Integrated Strands	MA 5.1.1 , MA 5.1.2
Teaching Materials	Book 1, Activity Book 1, picture cards: sun, moon, a father's face, a mother's face

Teaching Suggestions:

1. Show picture cards of the sun and the moon alternately, then have the children say “Good morning.” and “Good night.” accordingly. Next, place a picture of a father's face next to the sun picture, and the children will say, “Good morning, Father.” Change the cards to a mother's face and the moon, and let the children say the greeting, “Good night, Mother.”
2. Ask HOTS questions: Who should we greet every day? (e.g. parents, siblings, teachers, friends, etc.) Why do we greet them? (e.g. important to be polite, friendly, caring, respectful).
3. Guide the children in completing the exercises on page 7 of Book 1 and Activity Book 1.

Topic	Unit 2: My Family and I - I love my family
Content Standard	PM 7.1 Love oneself, others and animals
Learning Standards	PM 7.1.1 Talk about ways of showing love to self, others and animals PM 7.1.2 Show love to self, others and animals.
Integrated Strands	BI 1.3.1 , KE 1.1.3
Teaching Materials	Book 1, Activity Book 1, family photos

Teaching Suggestions:

1. Ask the children to bring their family photos to class, then show the photos to their friends, and explain who is who in the photo. Introduce names for the family members, e.g. grandfather, grandmother, father, mother, brother, sister.
2. Get the children to draw their family tree in their exercise books.
3. Ask HOTS questions: Who cooks for you? Who helps you with your homework? Who takes you to the clinic when you are sick? Who buys you new clothes? Who buys books for you to read? How can you show your love for them? (e.g. care for them, greet them, thank them, give a gift on their birthdays, spend time with them, etc.)
4. Guide the children in completing the exercises on page 8 of Book 1 and Activity Book 1.

Topic	Unit 2: My Family and I - I say ‘Please’ and ‘Thank you’
Content Standard	PM 5.1 Be polite in speech and behaviour.
Learning Standards	PM 5.1.2 Speak and behave politely to others.
Integrated Strand	BI 1.3.1
Teaching Materials	Book 1, Activity Book 1, picture cards: a glass of milk, a plate of rice, an apple, a slice of bread