

## Teaching Suggestions for Kids Shine Moral Education Book 3 and Activity Book 3

<b>Topic</b>	Unit 1: Things to Wear - I wear clean clothes
<b>Content Standard</b>	FK 5.1 Apply decision-making skills in the context of personal and reproductive health.
<b>Learning Standards</b>	FK 5.1.2 Talk about the importance of cleanliness: (ii) clothes. FK 5.1.7 Practise personal hygiene: (ii) clothes.
<b>Integrated Strand</b>	BI 1.3.1
<b>Teaching Materials</b>	Book 3, Activity Book 3, dressed up dolls
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show one doll wearing a dress that has food stains, and another doll in a clean dress. Ask the children, “Which doll looks clean? Why? Which one looks dirty? Why?”</li> <li>2. Introduce HOTS (higher order thinking skills) by asking the children, “How do our clothes get dirty? (e.g. when we spill food on our clothes) What can you do to prevent your clothing from getting dirty? (e.g. Wear an apron; eat properly; etc.) What must we do if our clothes are soiled? (e.g. Change into clean clothes.)</li> <li>3. Guide the children in completing the exercises on page 2 of Book 3 and Activity Book 3.</li> </ol>	

<b>Topic</b>	Unit 1: Things to Wear - I wear suitable clothes
<b>Content Standard</b>	FK 5.1 Apply decision-making skills in the context of personal and reproductive health.
<b>Learning Standards</b>	FK 5.1.2 Talk about the importance of cleanliness: (ii) clothes. FK 5.1.7 Practise personal hygiene: (ii) clothes.
<b>Integrated Strand</b>	BI 1.3.1
<b>Teaching Materials</b>	Book 3, Activity Book 3, a set of school uniform, a set of sportswear (T-shirt, shorts), a set of casual wear (dress/jeans and T-shirt), swimsuit
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the children different kinds of clothing (school uniform, sportswear, casual wear, swimsuit.) Teach them the names of each kind of clothing.</li> <li>2. Prepare picture cards of different places, e.g. a library, field, home, school, the park, a swimming pool, a badminton court, a clinic, a restaurant.</li> <li>3. When the teacher flashes a picture card of a place, the children will name the suitable clothes to be worn at that place.</li> <li>4. Introduce HOTS (higher order thinking skills) by asking the children, “What will happen if we wear clothes that are not suitable, for example, wear jeans to play football?” (We cannot play well because we cannot run fast in tight pants. When we sweat, the material cannot absorb our sweat.)</li> <li>5. Guide the children in completing the exercises on page 3 of Book 3 and Activity Book 3.</li> </ol>	

<b>Topic</b>	Unit 1: Things to Wear - I am grateful
<b>Content Standard</b>	PM 4.1 Show gratitude for assistance, appreciation, and contribution received.
<b>Learning Standards</b>	PM 4.1.1 Express gratitude verbally and in writing. PM 4.1.2 Demonstrate various ways of showing gratitude for assistance, appreciation and contribution received.
<b>Integrated Strand</b>	BI 1.3.1
<b>Teaching Materials</b>	Book 3, Activity Book 3

**Teaching Suggestions:**

1. Ask the children to talk about what their parents do for them, e.g. fetch them to school, buy books, clothes and food for them, take them to see a doctor when they are sick, cook for them, take them to a nice place for a holiday, etc.
2. Introduce HOTS (higher order thinking skills) by asking the children, “How can you show your gratitude to your parents for all that they have done for you?” (e.g. say “Thank you.” , make a ‘Thank you’ card for them; buy them presents on their birthdays, etc.)
3. Guide the children in completing the exercises on page 4 of Book 3 and Activity Book 3.

<b>Topic</b>	Unit 1: Things to Wear - I put things back where they belong
<b>Content Standard</b>	PM 3.1 Be responsible to oneself.
<b>Learning Standard</b>	PM 3.1.3 State responsibilities at home.
<b>Integrated Strand</b>	BI 1.2.4
<b>Teaching Materials</b>	Book 3, Activity Book 3, a pencil holder, an egg tray, a shoe box, a chopstick holder, a dish rack, a purse, a pair of shoes, a plate, a pencil, a pair of chopsticks, a one-dollar note, an egg

**Teaching Suggestions:**

1. Place the following items on the table: a pencil holder, an egg tray, a shoe box, a chopstick holder, a dish rack, a purse.
2. Put the following items in a pile: a pair of shoes, a plate, a pencil, a pair of chopsticks, a one-dollar note, an egg. Ask the children to take each item from the pile and keep it in the right place.
3. Introduce HOTS (higher order thinking skills) by asking the children, “What will happen when we do not put things back where they belong?” (It will be difficult for us to find the thing when we need it. When we cannot find the thing, we will buy a new one, and that is wasting money.)
4. Guide the children in completing the exercises on page 5 of Book 3 and Activity Book 3.

<b>Topic</b>	Unit 2: My Birthday - I am polite to my guests
<b>Content Standards</b>	PM 5.1 Be polite in speech and behaviour. KD 3.2 Use social skills for interactions with others.
<b>Learning Standards</b>	PM 5.1.2 Speak and behave politely to others. KD 3.2.6 Practise social etiquette in relationships.

<b>Integrated Strands</b>	BI 1.3.1 , KE 2.1.2
<b>Teaching Materials</b>	Book 3, Activity Book 3
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Let the children role-play as host and guests by acting out the scenes in the book. Ask them to say aloud the polite utterances in the book.</li> <li>2. Introduce HOTS (higher order thinking skills) by asking the children, “Why must we be polite to our guests?” (When we are polite, we show that we respect them.) “What will happen when we are impolite to our guests?” (We show that we do not respect others. Our guests will feel unwelcomed and will not visit us again.)</li> <li>3. Guide the children in completing the exercises on page 7 of Book 3 and Activity Book 3.</li> </ol>	

<b>Topic</b>	Unit 2: My Birthday - I do not waste food
<b>Content Standard</b>	PM 13.1 Be moderate in life.
<b>Learning Standards</b>	PM 13.1.1 State ways of being thrifty when using tools and resources. PM 13.1.3 Demonstrate thriftiness when using tools and resources.
<b>Integrated Strand</b>	KE 1.1.3
<b>Teaching Materials</b>	Book 3, Activity Book 3, buns, a few small packets of milk, cut apples, plates
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Put some buns, a few small packets of milk and some cut apples on the table.</li> <li>2. Give empty plates to several children and ask them to take what they want to eat from the food on the table.</li> <li>3. Ask the children to eat the food. Tell them to leave their plates on the table after they have finished eating. If all the plates are empty, praise them for not wasting food. If there are some leftovers, tell those children that next time, it is better to take less and finish everything, rather than take too much and cannot finish the food.</li> <li>4. Introduce HOTS (higher order thinking skills) by asking the children, “How can we not waste food?” (Take less and finish the food, then if you want some more, you can have a second helping.)</li> <li>5. Guide the children in completing the exercises on page 8 of Book 3 and Activity Book 3.</li> </ol>	

<b>Topic</b>	Unit 2: My Birthday - I do not eat food that is dirty
<b>Content Standard</b>	FK 6.1 Practise healthy and safe eating habits.
<b>Learning Standard</b>	FK 6.1.1 Identify safe food and drinks.
<b>Integrated Strand</b>	KE 1.1.3
<b>Teaching Materials</b>	Book 3, Activity Book 3