

Teaching Suggestions for Kids Shine Moral Education Book 2 and Activity Book 2

Topic	Unit 1: At Home - I say ‘Sorry’
Content Standard	PM 10.1 Be honest in life.
Learning Standard	PM 10.1.3 Identify honest behaviour in various situations.
Integrated Strand	SA 1.1.2
Teaching Materials	Book 2, Activity Book 2, a cup of water

Teaching Suggestions:

1. Have the children act out several common scenes where mistakes are made unintentionally:
 Act 1: Child A moves backwards and accidentally steps on the shoe of Child B who is standing behind.
 Act 2: Child A is carrying a drink, and Child B bumps into him causing him to spill his drink.
 In the situations above, ask the class to identify who had made those unintentional mistakes. Ask the children who made those mistakes to apologise.
2. Introduce HOTS (higher order thinking skills) by asking the children, “What will happen if we do not say sorry when we make mistakes, even though the mistakes are unintentional? (e.g. People will be angry with us.)
3. Guide the children in completing the exercises on page 2 of Book 2 and Activity Book 2.

Topic	Unit 1: At Home - I am polite on the phone
Content Standards	PM 5.1 Be polite in speech and behaviour PM 6.1 Be respectful. KD 3.2 Use social skills for interactions with others
Learning Standards	PM 5.1.2 Speak and behave politely to others PM 6.1.3 Show respect to others. KD 3.2.6 Practise social etiquette in relationships.
Integrated Strand	BI 1.3.6
Teaching Materials	Book 2, Activity Book 2, toy phones

Teaching Suggestions:

1. Give the children toy phones and let them pretend to call each other. Observe how they speak on the phone. Later, give your comments, e.g. advise them on how to speak politely on the phone. Remind the children that if they are the caller, it is only polite to introduce themselves first before asking further.
 Remind the children that if they are the receiver, they must answer politely too.
2. Introduce HOTS (higher order thinking skills) by asking the children, “Why must we be polite on the phone? How will people react when we are rude on the phone?” (e.g. They will be unhappy with our attitude.)
3. Guide the children in completing the exercises on page 3 of Book 2 and Activity Book 2.

Topic	Unit 1: At Home - I keep my home clean
Content Standard	FK 5.1 Apply decision-making skills in the context of personal and reproductive health.
Learning Standard	FK 5.1.9 Practise cleanliness: (ii) at home
Integrated Strand	SA 2.1.1 (i) (iv)
Teaching Materials	Book 2, Activity Book 2, cleaning tools, e.g. a broom, a pail, a mop, a sponge, a dustpan, a garbage bin, a vacuum cleaner, a bottle of detergent

Teaching Suggestions:

1. Bring cleaning tools or materials to the classroom, e.g. a broom, a pail, a mop, a sponge, a dustpan, a garbage bin, a vacuum cleaner, a bottle of detergent, etc. Ask the children to name those items. Get them to demonstrate how each is used. Discuss the importance of safety too when they are cleaning their homes, e.g. be careful of wet floors.
2. Ask HOTS questions:
What will happen if we do not clean our homes? (e.g. Our homes will be smelly and unhealthy to live in.)
3. Guide the children in completing the exercises on page 4 of Book 2 and Activity Book 2.

Topic	Unit 1: At Home - I should not play with switches and sockets
Content Standard	FK 5.3 Care for personal safety and demonstrate effective psychosocial skills in daily life.
Learning Standardss	FK 5.3.2 State correct behaviour to ensure one's and others safety. FK 5.3.4 Identify dangerous situations at: (i) home FK 5.3.5 Demonstrate correct and safe ways of using dangerous tools and substances.
Integrated Strand	BI 1.2.4
Teaching Materials	Book 2, Activity Book 2

Teaching Suggestions:

1. Ask the children to point to any switch and socket in the classroom. Discuss the dangers of playing with switches and sockets. (e.g. get electrocuted, cause fires, loss of lives and property)
2. Introduce HOTS (higher order thinking skills) by asking the children,
“What must you not do with switches and sockets?” (e.g. must not play with the switches by turning them on-off many times, must not stick any sharp objects or fingers into the socket, never touch switches and sockets with wet hands.)
3. Guide the children in completing the exercises on page 5 of Book 2 and Activity Book 2.

Topic	Unit 1: At Home - I do not draw on the wall.
Content Standard	KM 2.3 Understand their responsibilities and relationship with their community.
Learning Standards	KM 2.3.4 State ways to care for public facilities.
Integrated Strand	SA 2.5.2
Teaching Materials	Book 2, Activity Book 2
Teaching Suggestions: <ol style="list-style-type: none"> 1. Ask the children to look at the walls of their classroom, and say whether the walls look clean or dirty. If the walls are clean, why do you say so? (e.g. there are no pencil marks or crayon drawings on the walls.) 2. Introduce HOTS (higher order thinking skills) by asking the children, “Why must we not draw on the walls in our house or school?” (e.g. walls become dirty, makes the house/school look untidy/ have to spend money to buy paint to paint over the dirty walls, etc.) 3. Guide the children in completing the exercises on page 6 of Book 2 and Activity Book 2. 	

Topic	Unit 2: Mealtimes - I am not picky about food
Content Standard	FK 6.1 Practise healthy and safe eating habits.
Learning Standards	FK 6.1.2 Talk about the importance of healthy eating. FK 6.1.3 State nutritious and non-nutritious food FK 6.1.4 Practise a balanced diet
Integrated Strand	SA 3.4.3
Teaching Materials	Book 2, Activity Book 2, picture cards of food, e.g. fish, chicken, eggs, vegetables, fruits, milk, bread, rice, noodles, printouts of the same food shown on the picture cards
Teaching Suggestions: <ol style="list-style-type: none"> 1. Show the picture cards of food and get the children to name them. Stick the picture cards on the whiteboard. Give each child a printout copy of the same types of food. Ask them to tick the food that they eat or like. If they do not eat those that they do not like, ask them to cross out the pictures. 2. Introduce HOTS (higher order thinking skills) based on the children’s responses in step 1 above, by asking them, “Why do you not like those vegetables? Is it good if we are picky about food? ” Listen to the children’s responses. Discuss the consequences of being picky about food, e.g. lack the essential vitamins and nutrients for physical growth; will waste food by throwing away what they do not like to eat. 3. Guide the children in completing the exercises on page 8 of Book 2 and Activity Book 2. 	