

## Teaching Suggestions for Kids Shine Moral Education Book 4 and Activity Book 4

<b>Topic</b>	Unit 1: Around Town - I stay close to my parents in public places
<b>Content Standard</b>	FK 5.3 Care for personal safety and demonstrate effective psychosocial skills in daily life.
<b>Learning Standards</b>	FK 5.3.1 Describe dangerous source, place and situations. FK 5.3.2 State correct behaviour to ensure one's and others' safety.
<b>Integrated Strand</b>	BI 1.2.4
<b>Teaching Materials</b>	Moral Book 4, Activity Book 4, pictures of a bus station, train station, airport and bookshop

### Teaching Suggestions:

1. Show pictures of a bus station, train station, airport and bookshop, and ask the children to name these places. Get them to point out the similarities of these places, e.g. these places are big, busy and crowded.
2. Introduce HOTS (higher order thinking skills) by asking the children, "Do you think you can find your parents easily if you lose them in the crowd? What is the danger of getting lost in a crowded place? (e.g. You are all alone by yourself and that is very scary. ) How can you prevent this from happening to yourself?"(e.g. Always stay close to your parents.) Advise them to go to the Information Counter to ask for help in such situations, and remind them never to talk to strangers. Remind them to shout for help if a stranger tries to catch them.
3. Guide the children in completing the exercises on page 2 of Moral Book 4 and Activity Book 4.

<b>Topic</b>	Unit 1: Around Town - I do not make noise in certain public places
<b>Content Standard</b>	PM 6.1 Be respectful.
<b>Learning Standards</b>	PM 6.1.2 State ways of showing respect in various situations. PM 6.1.3 Show respect to others.
<b>Integrated Strand</b>	SA 1.1.2
<b>Teaching Materials</b>	Moral Book 4, Activity Book 4, pictures of a hospital, a library, a clinic

### Teaching Suggestions:

1. Show pictures of a hospital, library and clinic, and ask the children to name these places. Ask them whether these places are noisy or quiet, and give reasons why.
2. Introduce HOTS (higher order thinking skills) by asking the children, "How should any visitor to a hospital, library or clinic behave? Why?" (Visitors to hospitals should not be noisy so that they do not disturb the sick who need to rest. Those visiting the library need to be aware that the people there are reading or studying.)
3. Guide the children in completing the exercises on page 3 of Moral Book 4 and Activity Book 4.

<b>Topic</b>	Unit 1: Around Town - I queue up for the bus or taxi
<b>Content Standards</b>	KD 2.1 Develop self-concept. PM 14.1 Be tolerant in interactions.
<b>Learning Standards</b>	KD 2.1.1 Show positive attitudes such as being: (i) patient. PM 14.1.2 Demonstrate tolerance among friends.
<b>Integrated Strand</b>	SA 1.1.2
<b>Teaching Materials</b>	Moral Book 4, Activity Book 4, luminous cones, word cards, toy bus, toy taxi

**Teaching Suggestions:**

1. Prepare word cards such as “Bus Stop” and “Taxi Stand” and paste them on luminous cones. Get two volunteers to place a toy bus and a toy taxi at the correct cones. Ask the children to choose one public transport that they like, bus or taxi. Then get one by one to go to the correct place to wait for the transport. Observe the children’s behaviour. Did they push each other? Did they line up properly? Did anyone try to cut queue? Discuss the importance of being fair to others by queueing up and waiting for one’s turn when using public transport.
2. Ask HOTS questions:  
Why is it not right to cut queue? (e.g. The offender is being rude and inconsiderate. He/she will also cause inconvenience to others.)
3. Guide the children in completing the exercises on page 4 of Moral Book 4 and Activity Book 4.

<b>Topic</b>	Unit 1: Around Town - I take care of public property
<b>Content Standard</b>	KM 2.3 Understand their responsibilities and relationship with their community.
<b>Learning Standards</b>	KM 2.3.4 State ways to care for public facilities. KM 2.3.5 Explain the importance of caring for public amenities. KM 2.3.7 Utilise public facilities responsibly
<b>Integrated Strand</b>	BI 1.2.4
<b>Teaching Materials</b>	Moral Book 4, Activity Book 4, pictures of a dustbin at a bus station, a bench at a park.

**Teaching Suggestions:**

1. Show the children pictures of public places with amenities like a dustbin and a bench. Ask them, “Why are the dustbin and the bench placed there? How should we use them? Why should we be careful when using them?”
2. Introduce HOTS (higher order thinking skills) by asking the children, “If irresponsible people kick the dustbins or simply draw on the walls of a toilet or dirty the benches meant for people to sit on, what will be the result?” (There will be no proper dustbins for people to throw their litter and no clean benches for people to sit on, and the public toilets will be dirty.)
3. Guide the children in completing the exercises on page 5 of Moral Book 4 and Activity Book 4.

<b>Topic</b>	Unit 2: Going Shopping - I only buy the things I need
<b>Content Standard</b>	PM 13.1 Be moderate in life
<b>Learning Standards</b>	PM 13.1.1 State ways 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>	Moral Book 4, Activity Book 4
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Ask the children to open their pencil box and look at what they have. The teacher will mention some things like a pencil, eraser and ruler, after which the children will tell the teacher whether they need to buy new ones. Listen to their responses, and give your comments, e.g. Yes, you need a new pencil as the old one is too short. No, you don't need another ruler as what you have is still good. Teach the children that buying things that they do not need is an act of wasting money. We should try to save money.</li> <li>2. Introduce HOTS (higher order thinking skills) by asking the children, "Do you think it is good to buy something even though you don't need it? Why?"</li> <li>3. Guide the children in completing the exercises on page 7 of Moral Book 4 and Activity Book 4.</li> </ol>	

<b>Topic</b>	Unit 2: Going Shopping - I am honest
<b>Content Standard</b>	PM 10.1 Be honest in life.
<b>Learning Standards</b>	PM 10.1.1 Provide examples of honest behaviour. PM 10.1.3 Identify honest behaviour in various situations. PM 10.1.4 Speak truthfully when conversing with others.
<b>Integrated Strands</b>	BI 1.3.4
<b>Teaching Materials</b>	Moral Book 4, Activity Book 4
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Provide a few situations, and get the children to respond.            Situation A: You are at the supermarket, and you see a man drop his wallet.            Situation B: You found one dollar in the classroom.            Situation C: You picked up an egg to look at and when putting it back, you knocked it and it cracked.            If each child's response is positive, praise him/her for being honest.</li> <li>2. Introduce HOTS (higher order thinking skills) by asking the children, "If the child in the supermarket (picture on page 8) was not honest, what would happen?"</li> <li>3. Guide the children in completing the exercises on page 8 of Moral Book 4 and Activity Book 4.</li> </ol>	

<b>Topic</b>	Unit 2: Going Shopping - I am confident
<b>Content Standard</b>	KD 2.1 Develop self-concept.
<b>Learning Standard</b>	KD 2.1.1 Show positive attitudes such as being: (iii) confident
<b>Integrated Strand</b>	SA 1.1.2