



  
**Kids' Time**



# Moral Education

Teacher's Guide

**1&2**

# Introduction

This Teacher's Guide is written in tandem with Kids' Time Moral Books and Kids' Time Moral Activity Books to help teachers teach and guide children aged 4 to 6 effectively. The examples and games in the contents are closely related to children's everyday life, filling children's learning process with fun, and enhancing learning outcomes.

These books are rich resources to inspire and inculcate good moral values that are essential for a child's holistic development. The well-planned contents and related fun activities create learning and teaching situations that encourage children to interact and live harmoniously with others, to show a positive attitude, and to learn to solve problems, guided by good moral values.

## Teaching Suggestions for Kids' Time Moral Education Book 1 and Activity Book 1

<b>Topic</b>	Unit 1: About Me – I keep clean and neat
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Apply skills to make decisions in the context of personal and reproductive health.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right way to look after the cleanliness of the body.</li> <li>• Know the body parts of a male and a female: (i) head – hair, eyes, ears, nose, mouth, lips and teeth.</li> <li>• Practise ways to look after the cleanliness of: (i) the body.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, scissors, comb, bath towel, soap, nail clippers
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Guide the children in completing the exercises on page 2 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 1: About Me – I care for my eyes and teeth
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Apply skills to make decisions in the context of personal and reproductive health.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right way to look after the cleanliness of the body.</li> <li>• Know the body parts of a male and a female: (i) head – hair, eyes, ears, nose, mouth, lips and teeth.</li> <li>• Practise ways to look after the cleanliness of: (i) the body.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, toothbrush, an empty ice cream box, a can of carbonated drink, sweets, a carton of milk
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Ask the children to hold their own toothbrush and follow as the teacher demonstrates the correct way to brush teeth.</li> <li>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.</li> <li>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.)</li> <li>5. Guide the children in completing the exercises on page 3 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 1: About Me – I can do things by myself
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Carry out the responsibilities to oneself.</li> <li>• Build self-concept.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Practise being responsible to oneself.</li> <li>• Show positive attitudes such as: (ii) independence.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, combs, shirts with buttons
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.”</li> <li>2. Let the children practise buttoning shirts. Praise them for their effort, then ask them to say confidently, “I can wear clothes by myself.”</li> <li>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 thing they can do by themselves. Praise them and encourage them to be independent.</li> <li>4. Discuss the benefits of being independent, e.g. become confident, skilful, knowledgeable, etc.</li> <li>5. Guide the children in completing the exercises on page 4 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 1: About Me – I sleep and rise early
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Carry out the responsibilities to oneself.</li> <li>• Build self-concept.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Practise being responsible to oneself.</li> <li>• Show positive attitudes such as: (ii) independence.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, wall clock, alarm clock, picture cards of the moon and sun
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Ask HOTS questions: What will happen when you sleep late and wake up late? Why?</li> <li>4. Guide the children in completing the exercises on page 5 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 2: My Family and I – I greet my parents
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of good manners in speaking and in one’s behaviour.</li> <li>• Practise an attitude of respect.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Speak and behave politely towards others.</li> <li>• Show respect to others.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, picture cards: sun, moon, a father’s face, a mother’s face
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.”</li> <li>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).</li> <li>3. Guide the children in completing the exercises on page 7 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 2: My Family and I – I love my family
<b>Content Standard</b>	• Love oneself, others and animals.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Talk about ways to show love to oneself, others and animals.</li> <li>• Show love towards oneself, others and animals.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, family photos
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Get the children to draw their family tree in their exercise books.</li> <li>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.)</li> <li>4. Guide the children in completing the exercises on page 8 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 2: My Family and I – I say ‘Please’ and ‘Thank you’
<b>Content Standard</b>	• Practise an attitude of good manners in speaking and in one’s behaviour.
<b>Learning Standard</b>	• Speak and behave politely towards others.
<b>Teaching Materials</b>	Book 1, Activity Book 1, picture cards: a glass of milk, a plate of rice, an apple, a slice of bread

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show different picture cards, and let the children practise asking politely, e.g. when the teacher shows a picture card of a glass of milk, the children will say, “Mum, may I have a glass of milk?” OR “Mum, can I have a glass of milk, please?”</li> <li>2. Remind the children to be polite and grateful by thanking their family, e.g. Thank you, Mum/ Dad.</li> <li>3. Ask HOTS questions: Do you say ‘Thank you’ to your family? When and why do you thank them? (e.g. You thank your mother every day because she cooks for you. You thank your parents on your birthday because they gave you a birthday present. You thank your brothers and sisters because they share their toys/storybooks with you.)</li> <li>4. Guide the children in completing the exercises on page 9 of Book 1 and Activity Book 1.</li> </ol>	
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<b>Topic</b>	Unit 2: My Family and I – I obey my parents
<b>Content Standard</b>	• Practise an attitude of respect.
<b>Learning Standard</b>	• Show respect to others.
<b>Teaching Materials</b>	Book 1, Activity Book 1, 2 puppets
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Tell a short story using puppets. Have one “mother” puppet and one “son” puppet.  <u>The Story:</u> On a farm, there lived a mother and her son. The son’s name was Nick. He was a good son. He helped his mother to look after the cows, goats and chickens. One night, Nick was about to go to bed but he did not brush his teeth. His mother reminded him, “Nick, you must brush your teeth before you sleep.” Nick quickly answered, “Yes, Mum.” and so, he went to brush his teeth.</li> <li>2. Ask HOTS questions: Does Nick obey his mother? What do your parents tell you to do? Do you obey them? What would happen to Nick if he did not obey his mother? (e.g. His teeth will have cavities. He will not do well in his tests. His teacher will scold him for not doing his homework.) What will happen to Nick when he obeys his mother? (e.g. His teeth will be good. He will excel in his studies.)</li> <li>3. Guide the children in completing the exercises on page 10 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 3: My House – I am hardworking
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Build self-concept.</li> <li>• Carry out the responsibilities to oneself.</li> <li>• Possess a diligent attitude in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Show positive attitudes such as: (iv) helpfulness.</li> <li>• State the responsibilities at home.</li> <li>• Practise a diligent attitude when fulfilling tasks.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, clothes



<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Get the children to talk about how they help their parents at home, e.g. sweep the floor, clean the table, dry the dishes, fold the clothes, wash the vegetables, etc.</li> <li>2. Ask the children to bring four pieces of clothing from home, then let them fold the clothes in class. Remind them to do the same at home as a way of helping their mother with the housework.</li> <li>3. Ask HOTS questions: How does doing the housework make you a better person? (e.g. learn more skills, become responsible, capable, independent, helpful, diligent) What will happen if you do not help to do the housework? (e.g. Your mother will be very tired as she has to work alone. You become lazy, irresponsible, incapable, unhelpful and less skilful.)</li> <li>4. Guide the children in completing the exercises on page 12 of Book 1 and Activity Book 1.</li> </ol>	
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<b>Topic</b>	Unit 3: My House – I should not let strangers into the house
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> <li>• Identify dangerous situations when in the: (i) house.</li> <li>• State the way to solve a problem when facing an unsafe situation.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Get the children to act out scenes of strangers appearing at the gate, trying to sell things, or saying they want to show something, or want to see the children’s parents. Let the children take turns to act as ‘strangers’, ‘children’ and ‘parents’. Stranger: Hello? Anybody at home? Please open the gate. We have free gifts for you. Child A: Who’s that? Wow! Free gifts! I’ll go and open the gate and get the free gifts. Child B: Oh, no! I don’t know that man. I must go and tell my mother that somebody’s at our gate.</li> <li>2. After the sketch, ask the children to comment on which action was wrong and which was right, and give reasons why.</li> <li>3. Ask HOTS questions: What should you do if someone who you do not know says that he knows your father and asks you to open the door? Let the children respond, then advise them accordingly. Remind them not to open doors or the gate to let strangers into their house. Discuss the dangers if they do so. Advise them to notify their parents if anyone is at the gate.</li> <li>4. Guide the children in completing the exercises on page 13 of Book 1 and Activity Book 1.</li> </ol>	
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<b>Topic</b>	Unit 3: My House – I should not play in the kitchen
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Describe sources, places and situations that are dangerous.</li> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> <li>• Identify dangerous situations when in the: (i) house.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, picture card of a kitchen

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show a picture of a kitchen, and ask, “What are the things you can find in the kitchen? What does your mother do in the kitchen? How does she cook the food – use gas or electricity? What are the kinds of cooking utensils she uses? (e.g. electric rice cooker, electric kettle, electric/gas stove, electric oven, etc.) Is it cold or hot when the food or soup is cooking? What will happen if children play in the kitchen? (e.g. get scalded, clothes can catch fire, fall because of wet floor, cause accidents to happen when they push someone carrying hot things, etc.)</li> <li>2. Ask HOTS questions: What will you tell your younger brother or sister if he or she goes to the kitchen to play? Explain why.</li> <li>3. Guide the children in completing the exercises on page 14 of Book 1 and Activity Book 1.</li> </ol>	
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<b>Topic</b>	Unit 3: My House – I should not play with fire
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Describe sources, places and situations that are dangerous.</li> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> <li>• Identify dangerous situations when in the: (i) house.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, matches, lighter, candles

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show some matches, a lighter and a candle. Ask the children to name them, and talk about the common function of each, e.g. to make something burn by producing fire.</li> <li>2. Discuss what happens when children play with fire, e.g. cause a house to burn down, cause death from smoke inhalation and burns. Share newspaper articles or reports of fire disasters, and discuss the causes.</li> <li>3. Ask HOTS questions: What will you do if you see your younger brother or sister playing with matchsticks? If you found a lighter, what would you do with it? (e.g. pass it to parents or teacher). Can you name the things that will cause fire?</li> <li>4. Guide the children in completing the exercises on page 15 of Book 1 and Activity Book 1.</li> </ol>	
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<b>Topic</b>	Unit 4: My School – I should not be late for school
<b>Content Standard</b>	• Carry out the responsibilities to oneself.
<b>Learning Standards</b>	• Talk about the responsibilities to oneself. • Practise being responsible to oneself.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Ask the children whether they are always punctual for school. Praise them if they do. Ask if they had been late before and why. Tell them that it is alright if the bus broke down and they are late, but if it is because they woke up late, then advise them to sleep early so that they will have sufficient sleep and can wake up early for school. Tell them to stop playing computer games and not watch television when it is near bedtime. 2. Ask HOTS questions: What will happen when you are late for school? (e.g. miss lessons, interrupt the teacher when he/she is teaching, interrupt the other children who are learning, etc.) What will happen if you are punctual for school? (e.g. can concentrate on learning, will not panic, will not interrupt the teacher teaching and the children learning, etc.) 3. Guide the children in completing the exercises on page 17 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 4: My School – I greet my teachers and friends
<b>Content Standards</b>	• Practise an attitude of good manners in speaking and in one’s behaviour. • Practise an attitude of respect.
<b>Learning Standards</b>	• Speak and behave politely towards others. • Show respect to others.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Let the children recall the lesson they learned earlier about greeting their parents when at home. Tell the children that similarly, when they are in school, they must also be polite to their teachers and friends by greeting them. 2. Pair the children up. Let them practise greeting each other as friends, e.g. Hello, (friend’s name), and practise greeting a teacher, e.g. Good afternoon/Good morning, Teacher. Remind them to smile and look at the person who they are greeting. 3. Ask HOTS questions: Why is it important to greet your teachers and friends? (e.g. You are being polite and respectful. It is a way to make friends. It is a way to make somebody happy.) How do you feel when you do not greet your teachers and friends? How do you feel when others do not greet you? 4. Guide the children in completing the exercises on page 18 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 4: My School – I ask for permission before going out of the classroom
<b>Content Standards</b>	• Practise an attitude of good manners in speaking and in one’s behaviour. • Practise an attitude of respect.
<b>Learning Standards</b>	• Speak and behave politely towards others. • Show respect to others.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Explain to the children the importance of asking the teacher’s permission when they want to leave the classroom to go to the toilet so that the teacher will know where they are and make sure they are safe. 2. Teach them how to ask for permission politely, e.g. Teacher, may I go to the toilet? Remind them to thank the teacher when permission has been granted, e.g. Thank you, Teacher. 3. Ask HOTS questions: Do you think it is right to sneak out of the classroom without permission? What will happen if you sneak out of the classroom? (e.g. If something happens to you, the teacher will not know where to find you./ You will be breaking the school rules and action will be taken against you./Your teacher will be upset and this will interrupt her teaching.) 4. Guide the children in completing the exercises on page 19 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 4: My School – I pay attention in class
<b>Content Standards</b>	• Carry out the responsibilities to oneself. • Practise an attitude of respect.
<b>Learning Standards</b>	• Practise being responsible to oneself. • Show respect to others.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Explain to the children the importance of paying attention when the teacher is teaching, e.g. do not talk, do not look outside, do not daydream, etc. 2. Ask HOTS questions: What will happen when you talk to your friends when the teacher is teaching? (e.g. will not be learning anything, will be wasting your time, etc.) 3. Guide the children in completing the exercises on page 20 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 4: My School – I take good care of my things
<b>Content Standard</b>	• Carry out the responsibilities to oneself.
<b>Learning Standards</b>	• Talk about the responsibilities to oneself. • Practise being responsible to oneself.
<b>Teaching Materials</b>	Book 1, Activity Book 1

**Teaching Suggestions:**

1. Let the children have a feel of how to take care of their things by asking them to unpack, clean up, and then repack their schoolbags and pencil cases. Tell them that if the bag or pencil case is dirty, now is the time for them to clear out the unwanted things before they repack.
2. Get some volunteers to arrange the books at the reading corner of the classroom. Praise the volunteers who volunteer to arrange the books.
3. Ask HOTS questions: What should you do in order to take good care of your things? (e.g. keep them properly after use, arrange them neatly, etc.)
4. Guide the children in completing the exercises on page 21 of Book 1 and Activity Book 1.

<b>Topic</b>	Unit 5: My Friends – I am friendly
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of good manners in speaking and in one's behaviour.</li> <li>• Love oneself, others and animals.</li> <li>• Build self-concept.</li> <li>• Apply social skills in relationships with others.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Speak and behave politely towards others.</li> <li>• Show love towards oneself, others and animals.</li> <li>• Show positive attitudes such as: (i) togetherness.</li> <li>• Show an ability to participate in a game that is in progress (play entry).</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Share with the children the joy of having friends, e.g. friends to talk to, to play with, to help you when you are in trouble, to comfort you when you are sad, to cheer you when you compete, etc.</li> <li>2. Ask HOTS questions: Who is your best friend? Why is he/she your best friend? What things do you all do together? What qualities does a friendly person show? (e.g. greets you with a smile and says hello; invites you to play together; shakes your hand to congratulate you when you win a competition; etc.)</li> <li>3. Guide the children in completing the exercises on page 23 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 5: My Friends – I share with others
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of good manners in speaking and in one's behaviour.</li> <li>• Love oneself, others and animals.</li> <li>• Apply social skills in relationships with others.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Speak and behave politely towards others.</li> <li>• Show love towards oneself, others and animals.</li> <li>• Share appliances and materials with others when carrying out activities.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, jigsaw puzzles

**Teaching Suggestions:**

1. Divide the children into pairs, and give each pair, a jigsaw puzzle. Ask them to fix the puzzle together. The fastest pair wins. Stress to them the importance of sharing, e.g. share one's toys.
2. Ask HOTS questions: What are the things that you can share with others? (e.g. food, toys, storybooks, umbrella, etc.) Are you happy when your friends share their things with you? If your friends do not share with you, how would you feel?
3. Guide the children in completing the exercises on page 24 of Book 1 and Activity Book 1.

<b>Topic</b>	Unit 5: My Friends – I am not proud
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of respect.</li> <li>• Build self-concept.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Show respect to others.</li> <li>• Show positive attitudes such as: (iii) empathy.</li> </ul>
<b>Teaching Materials</b>	Book 1, Activity Book 1, a medal
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the children a medal and read the inscription on it. Discuss with them why medals are awarded to the winners, e.g. to recognize their success, abilities. Let them know also that the winners work very hard to be the best. Remind them that a true winner is not proud. The winner is also grateful to the people who have helped him/her to succeed, e.g. parents, teachers, coaches, friends, etc.</li> <li>2. Ask HOTS questions: What does a proud person do that many people do not like him/her? Why? (e.g. A proud person looks down on others, is not grateful, is selfish, is not willing to share his knowledge, etc.)</li> <li>3. Guide the children in completing the exercises on page 25 of Book 1 and Activity Book 1.</li> </ol>	

<b>Topic</b>	Unit 5: My Friends – I should not bully others
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of respect.</li> <li>• Love oneself, others and animals.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Show respect to others.</li> <li>• Show love towards oneself, others and animals.</li> </ul>
<b>Teaching Materials</b>	Book 1, activity book 1, pictures of bullying
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the children some pictures of bullying, e.g. a boy pushes his friend, a girl pulling another girl's hair, a boy snatches a ball from another boy, a boy occupies the whole bench and refuses to let others sit down. Then ask the children to give their opinion about the actions shown in the pictures. Tell them that it is wrong to bully others, and that if they are bullied, they must inform their teachers or parents.</li> <li>2. Ask HOTS questions: What must you do when you are bullied? Should you just keep quiet? What will happen if you just keep quiet?</li> <li>3. Guide the children in completing the exercises on page 26 of Book 1 and Activity Book 1.</li> </ol>	



<b>Topic</b>	Unit 6: Playtime – I finish my homework before playing
<b>Content Standard</b>	• Carry out the responsibilities to oneself.
<b>Learning Standards</b>	• Talk about the responsibilities to oneself. • Practise being responsible to oneself.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Ask the children, “When do you do your homework? Do you finish your homework first before you play, or do you play first, then do your homework later?” Gauge their responses by a show of hands. 2. Ask HOTS questions: What will happen when we finish our homework before we play? (e.g. We can do our work properly and carefully because we are not tired.) What will happen if we play and do our homework later? (e.g. We may end up not doing our homework because we may feel sleepy or tired after playing.) 3. Guide the children in completing the exercises on page 28 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 6: Playtime – I am a good sport
<b>Content Standards</b>	• Practise an attitude of respect. • Love oneself, others and animals. • Build self-concept.
<b>Learning Standards</b>	• Show respect to others. • Show love towards oneself, others and animals. • Show positive attitudes such as: (iii) empathy.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Organise a short race for the children. Pair them up and have them run a 10-metre race against one another. Ask the 2 <sup>nd</sup> place winners to congratulate the 1st place winners. Share with the children that in any competition, there is only one winner but those who did not win are also ‘winners’ because they participated. Tell the winners to clap for the 2 <sup>nd</sup> place winners because they are sporting. 2. Ask HOTS questions: Why must we be a good sport? (e.g. We must be a good sport because we want that person to know that we are happy that he/she has done well. We also want that person to know that we appreciate his/her achievement. We must know that it is not good to be jealous of that person. We must realise that we must work harder to become better.) 3. Guide the children in completing the exercises on page 29 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 6: Playtime – I should keep my toys after playing
<b>Content Standard</b>	• Carry out the responsibilities to oneself.
<b>Learning Standards</b>	• Talk about the responsibilities to oneself. • Practise being responsible to oneself. • State the responsibilities at home.
<b>Teaching Materials</b>	Book 1, Activity Book 1
<b>Teaching Suggestions:</b> 1. Ask the children to look at the pictures on page 30, then ask, “What is the boy playing with? (toys) Why did he fall down?” (The floor was covered with toys, causing him to trip.) 2. Ask HOTS questions: Could the accident have been avoided? How? If your younger sister or brother does not keep his/her toys after playing, what will you do? 3. Guide the children in telling the picture story on page 30 of Book 1 and Activity Book 1.	

<b>Topic</b>	Unit 6: Playtime – I try until I succeed
<b>Content Standards</b>	• Possess a diligent attitude in daily living. • Build self-concept.
<b>Learning Standards</b>	• Practise a diligent attitude when fulfilling tasks. • Show positive attitudes such as: (i) patience.
<b>Teaching Materials</b>	Book 1, Activity Book 1, sets of jigsaw puzzles
<b>Teaching Suggestions:</b> 1. Prepare sets of jigsaw puzzles. Organise a jigsaw puzzle competition for the children. Let the children work in pairs. 2. Give each pair of the children an envelope containing the jigsaw pieces. The fastest pair to complete the picture is the winner. Observe if the children are patient when they complete the jigsaw puzzle. Praise those who are patient, and advise those who are not, to be patient, and not give up easily. 4. Ask HOTS questions: Do you like to solve jigsaw puzzles? Why? (e.g. It helps me to stay focused. I have fun when I play with my friends.) 5. Guide the children in completing the exercises on page 31 of Book 1 and Activity Book 1.	



## Teaching Suggestions for Kids' Time Moral Education Book 2 and Activity Book 2

<b>Topic</b>	Unit 1: At Home – I say ‘Sorry’
<b>Content Standard</b>	• Show an honest attitude in daily living.
<b>Learning Standard</b>	• Identify an honest attitude in different situations.
<b>Teaching Materials</b>	Book 2, Activity Book 2, a cup of water
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.)</li> <li>Guide the children in completing the exercises on page 2 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 1: At Home – I am polite on the phone
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of good manners in speaking and in one’s behaviour.</li> <li>• Practise an attitude of respect.</li> <li>• Apply social skills in relationships with others.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Speak and behave politely towards others.</li> <li>• Show respect to others.</li> <li>• Practise social etiquette in relationships.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, toy phones
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.)</li> <li>Guide the children in completing the exercises on page 3 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 1: At Home – I keep my home clean
<b>Content Standard</b>	• Apply skills to make decisions in the context of personal and reproductive health.
<b>Learning Standard</b>	• Practise cleanliness in: (ii) the place where one lives.
<b>Teaching Materials</b>	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
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.)</li> <li>Guide the children in completing the exercises on page 4 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 1: At Home – I should not play with switches and sockets
<b>Content Standard</b>	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> <li>• Identify dangerous situations when in the: (i) house.</li> <li>• Show the right and safe way of using dangerous devices and materials.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>Guide the children in completing the exercises on page 5 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 1: At Home – I do not draw on the wall.
<b>Content Standard</b>	• Understand one’s relationship with the school.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Obey the school rules.</li> <li>• State ways of taking good care of public amenities.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.)</li> <li>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.)</li> <li>3. Guide the children in completing the exercises on page 6 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 2: Mealtimes – I am not picky about food
<b>Content Standard</b>	• Practise healthy and safe eating.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Talk about the importance of a healthy diet.</li> <li>• List food that is nutritious and not nutritious.</li> <li>• Maintain a well-balanced diet.</li> </ul>
<b>Teaching Materials</b>	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

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Guide the children in completing the exercises on page 8 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 2: Mealtimes – I wash my hands before and after meals
<b>Content Standard</b>	• Apply skills to make decisions in the context of personal and reproductive health.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right way to look after the cleanliness of the body.</li> <li>• Talk about the importance of looking after the cleanliness of: (i) oneself.</li> <li>• Practise ways to look after the cleanliness of: (i) the body.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, soap, towel

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Bring the children to the wash basin, and let them practise washing their hands by following the teacher, step by step.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “Why do you need to wash your hands before and after meals? What will happen if you eat with dirty hands?”</li> <li>3. Guide the children in completing the exercises on page 9 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 2: Mealtimes – I eat healthy food
<b>Content Standard</b>	• Practise healthy and safe eating.
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Talk about the importance of a healthy diet.</li> <li>• List food that is nutritious and not nutritious.</li> <li>• Maintain a well-balanced diet.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, a carton of milk, an apple, bread, rice with an omelette, sweets, a can of carbonated drink, a packet of flavoured snacks

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Place a carton of milk, an apple, bread, rice with an omelette, sweets, a can of carbonated drink, a packet of flavoured snacks on the teacher’s table. Ask the children to name the items. Then by a show of hands, count and write down on the whiteboard the number of children who eat regularly the food items on display.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What are the foods that are good for our health? Why? Which types of food are bad for our health? Why?”</li> <li>3. Guide the children in completing the exercises on page 10 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 2: Mealtimes – I do not talk with my mouth full
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of good manners in speaking and in one’s behaviour.</li> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Speak and behave politely towards others.</li> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Get the children to give their comments about the picture on page 11 showing a girl talking with food in her mouth. Ask them whether they do the same thing too.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “Do you like your friend to talk to you in this way? Why not? What will happen when we talk with food in our mouth?” (e.g. get choked; the food from our mouth gets spit out in fine droplets and will contaminate other people’s food; we cannot speak properly with food in our mouth, etc.)</li> <li>3. Guide the children in completing the exercises on page 11 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 3: A Walk in the Park – I exercise every day
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Perform various locomotor movements.</li> <li>• Perform various non-locomotor movements.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Perform a combination of locomotor movements.</li> <li>• Perform a combination of non-locomotor movements.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Take the children to the school field and let them do simple exercises like stretching, running, jumping, skipping and walking. Teach them to inhale and exhale after each exercise.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “Did you sweat when you exercised? Why is it important to sweat? (e.g. way of expelling the body’s waste, etc.) What will happen when we do not exercise? (e.g. muscles become weak; we become lethargic; etc.) What are the benefits of exercise?” (strengthen one’s body)</li> <li>3. Guide the children in completing the exercises on page 13 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 3: A Walk in the Park – I wait for my turn
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Adopt an attitude of tolerance in social interactions.</li> <li>• Build self-concept.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Show an attitude of tolerance towards friends.</li> <li>• Show positive attitudes such as: (i) patience.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, pictures of places where people queue up, e.g. at fast food outlets, supermarkets, ticket counters, school canteen, clinics, etc.
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the above pictures of places where people queue up. Ask the children to name the places.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “Why are the people queueing up? (e.g. to get food, to pay for what they buy, to see the doctor, etc.) What will happen if these people did not queue up?”</li> <li>3. Guide the children in completing the exercises on page 14 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 3: A Walk in the Park – I play safely
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> <li>• Identify dangerous situations when in the: (iii) playground.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Get the children to respond to how the children in the pictures on page 15 are playing at the playground. Ask them, “Who are playing safely? Who are not? Why?”</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What do you think will happen to those children who are not playing safely?” (e.g. fall down, get injured, etc.)</li> <li>3. Guide the children in completing the exercises on page 15 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 3: A Walk in the Park – I am forgiving
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Build self-concept.</li> <li>• Develop an ability for self-control.</li> <li>• Apply social skills in relationships with others.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Show positive attitudes such as: (iii) empathy.</li> <li>• Show patience when confronted with an uneasy situation.</li> <li>• Express agreement or dissatisfaction over a matter politely.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Create a simple story about forgiveness and tell it to the children. E.g. There were once two ants and one day, they quarrelled about food. The bigger ant boasted that he was stronger and always carried more food home than the smaller ant. The smaller ant argued that since she was smaller, she ate less. She felt that the bigger ant should carry more food as he was bigger and ate more. One day, the bigger ant hurt his legs and he could not go out to find food. He finished all the food that he had collected earlier. He felt hungry. The smaller ant felt pity for him. She offered to give him her food. She went out to find more food for them both. The smaller ant was forgiving. She was not angry with the bigger ant.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What do you think could have happened if the smaller ant was not forgiving? Why must we be forgiving?”</li> <li>3. Guide the children in completing the exercises on page 16 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 4: At the Pet Shop – I take care of my pets
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Carry out the responsibilities to oneself.</li> <li>• Love oneself, others and animals.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the responsibilities at home.</li> <li>• Show love towards oneself, others and animals.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Using the picture on page 18 of Moral book 2, guide the children to tell the story. Prompt them with questions like “What is the boy’s pet? What does he do for his pet?”</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “Do you keep pets? Why? How do you care for them? What will happen to pets when people do not care for them? How does caring for your pet make you a better person?” (e.g. teach you to be caring, responsible, disciplined, etc.)</li> <li>3. Guide the children in completing the exercises on page 18 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 4: At the Pet Shop – I am kind to animals
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Carry out the responsibilities to oneself.</li> <li>• Love oneself, others and animals.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the responsibilities at home.</li> <li>• Show love towards oneself, others and animals.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Using the picture on page 19 of Moral book 2, get the children to tell the story. Prompt them with questions like “What did the boys see on the ground? What do you think had caused the nestling to fall from its nest?”</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What will happen to the nestling if the boys did not do anything? What would you do if you saw a birdling on the ground?”</li> <li>3. Guide the children in completing the exercises on page 19 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 4: At the Pet Shop – I wash my hands after touching my pets
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Apply skills to make decisions in the context of personal and reproductive health.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right way to look after the cleanliness of the body.</li> <li>• Talk about the importance of looking after the cleanliness of:               <ol style="list-style-type: none"> <li>(i) oneself.</li> </ol> </li> <li>• Practise ways to look after the cleanliness of: (i) the body.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Ask the children to name the pets that they have. Then ask, “What do pets like cats, dogs, rabbits and hamsters have on their bodies? What do you find on your hands after you play with them? Why must you wash your hands after playing with your furry pets?” (e.g. remove the dirt, germs, fur)</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What will happen if you don’t wash your hands after playing with your pets?” (e.g. become sick)</li> <li>3. Guide the children in completing the exercises on page 20 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 4: At the Pet Shop – I cover my nose and mouth when I sneeze or cough
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Apply skills to make decisions in the context of personal and reproductive health.</li> <li>• Understand types of diseases and the ways to prevent diseases.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• State the right way to look after the cleanliness of the body.</li> <li>• Practise ways to look after the cleanliness of: (i) the body.</li> <li>• Show an example to look after the cleanliness of: (i) the body.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, paper napkins

<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Give the children a paper napkin each. Before the teacher demonstrates, ask the children to show how they would cover their nose and mouth when they sneeze or cough. Observe what the children do, and teach them to do it properly.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What will happen if we do not cover our nose and mouth when we sneeze or cough? What should we do with the soiled paper napkin?” (e.g. throw it into a garbage bin.)</li> <li>3. Guide the children in completing the exercises on page 21 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 5: In the Garden – I take care of plants
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Understand the beauty of the environment.</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Involve himself/herself in activities to preserve the beauty of the environment.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, watering cans
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Bring the children to the school garden. Give them small watering cans. Get them to fill the cans with water, and then water the plants in the garden. Praise them for their effort in caring for the plants.</li> <li>2. Ask HOTS questions: What will happen if we do not water the plants in the garden? (e.g. The plants will wither and die.) How else can we care for plants? (e.g. Do not pick flowers.)</li> <li>3. Guide the children in completing the exercises on page 23 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 5: In the Garden – I do not play with sharp objects
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Describe sources, places and situations that are dangerous.</li> <li>• Show the right and safe way of using dangerous devices and materials.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, a pair of secateurs, a cutter, a hoe, a gardening fork
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the children some sharp gardening tools. Discuss the functions of each of these tools, e.g. secateurs to cut branches; a hoe to dig earth; a gardening fork to loosen the soil. Ask the children to identify the sharp parts of these tools.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What will happen if we play with those sharp tools? How can you use them safely?” (e.g. always keep the sharp sides out of the way of a person’s hands or legs.)</li> <li>3. Guide the children in completing the exercises on page 24 of Book 2 and Activity Book 2.</li> </ol>	



<b>Topic</b>	Unit 5: In the Garden – I do not waste water
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Practise an attitude of moderation in daily living.</li> <li>• Understand the connection between mankind and the environment.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Show a thrifty attitude when using appliances and resources.</li> <li>• Talk about the importance of the environment to human life.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, pictures that show water being wasted
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the children pictures of a dripping tap, an overflowing pail, a running hose to wash a car, a tap left running while brushing teeth. Ask the children to name what is being wasted.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “How can those activities that waste water be prevented? (e.g. turn the tap off properly after use, collect water in a pail to wash cars, collect water in a mug when brushing teeth, etc.) Why is water important? What do we use water for? What will happen if we do not save water?”</li> <li>3. Guide the children in completing the exercises on page 25 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 5: In the Garden – I should be careful with thorny plants
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Describe sources, places and situations that are dangerous.</li> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, a rose plant, a cactus plant
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Show the children thorny plants, e.g. rose and cactus. Ask them to observe the thorns and describe the characteristics, e.g. sharp, prickly.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What will happen if we touch those thorns? What should you do if a thorn is stuck in the flesh? (e.g. tell teacher or parents who will try to pull out the thorn for you.) How can we protect our hands if we need to touch the plant, e.g. when changing the pot or earth?” (Wear thick gloves.)</li> <li>3. Guide the children in completing the exercises on page 26 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 6: At the Market – I do not run about in the market
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Describe sources, places and situations that are dangerous.</li> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, a warning sign of a wet floor, a picture of the wet section in a market that sells fish, prawns and chicken that are not frozen

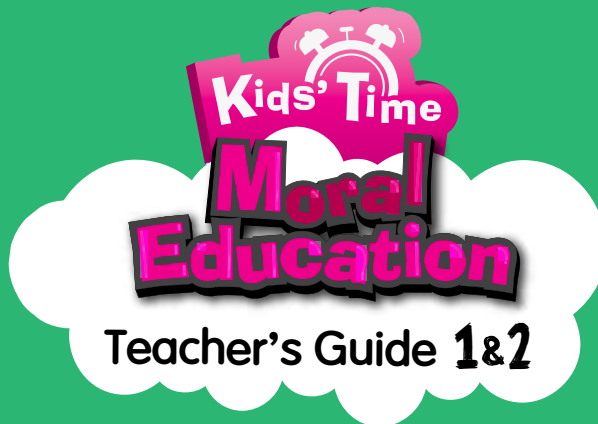
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Ask the children to name the place shown in the picture, e.g. It is a market. Ask them what are sold there, e.g. fish, prawns, squids, chicken</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “What will happen if you run about in a market and do not stay close to your parents? What should you do when you get lost in a market?”</li> <li>3. Guide the children in completing the exercises on page 28 of Book 2 and Activity Book 2.</li> </ol>	
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<b>Topic</b>	Unit 6: At the Market – I am wary of strangers
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Describe sources, places and situations that are dangerous.</li> <li>• State the right behaviour that will ensure one’s safety as well as that of others.</li> <li>• Talk about ways to get help during an emergency.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, a lollipop, sweets
<b>Teaching Suggestions:</b> <ol style="list-style-type: none"> <li>1. Get some children to act out a scene. There will be a boy and a girl acting as strangers. One child does not want to accept the lollipop. Another child accepts the sweets. After the sketch, ask the children who was doing the right thing, and who was not. Ask them to give reasons for their answers.</li> <li>2. Introduce HOTS (Higher Order Thinking Skills) by asking them, “Why must you never speak to strangers or accept lifts or food from strangers?” Discuss the dangers. “What should you do when a stranger approaches you? How can you prevent strangers from coming close to you?” (e.g. stay close to your parents when in public places.)</li> <li>3. Guide the children in completing the exercises on page 29 of Book 2 and Activity Book 2.</li> </ol>	

<b>Topic</b>	Unit 6: At the Market – I do not mess up other people’s things
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Apply social skills in relationships with others.</li> <li>• Understand one’s responsibilities to, and one’s relationship with the community.</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Respect the ownership of people’s property.</li> <li>• State actions that are disallowed in public places.</li> </ul>
<b>Teaching Materials</b>	Book 2, Activity Book 2, picture cards of vegetables and fruits, boxes

<b>Teaching Suggestions:</b>	
1.	Prepare two boxes, one for vegetables and one for fruits. Prepare picture cards of different fruits and vegetables and put the cards in the respective boxes. Ask the children to name the vegetables in the vegetable box and the fruits in the fruit box.
2.	Next, the teacher will mix the fruit and vegetable cards together. Then, ask the children to sort the cards and put each card back in the correct box. Ask the children, “What happens when the teacher mixes the fruit and vegetable cards together?” (e.g. It is not so easy to find what we want because we need to spend time to sort things out.)
3.	Introduce HOTS (Higher Order Thinking Skills) by asking them, “What happened when the vegetables and fruits were not put back in the right places? What happens when we mess up people’s things?” (e.g. We cause inconvenience to people who are looking for the things. The workers will have to find the missing items and place them back properly.)
4.	Guide the children in completing the exercises on page 30 of Book 2 and Activity Book 2.

<b>Topic</b>	Unit 6: At the Market – I help to carry things
<b>Content Standard</b>	• Practise the attitude of helping others.
<b>Learning Standards</b>	• Talk about experiences in helping family members. • Help others who need help.
<b>Teaching Materials</b>	Book 2, Activity Book 2
<b>Teaching Suggestions:</b>	
1.	Ask the children, “How can you help your mother when she is shopping at the market?” (e.g. help to carry things, help her put things into the car)
2.	Introduce HOTS (Higher Order Thinking Skills) by asking the children, “When we have a lot of things to carry, do we wish that someone can help us?” Teach the children how to offer assistance politely, e.g. May I help you? Remind them to thank the people who have offered their help.
3.	Guide the children in completing the exercises on page 31 of Book 2 and Activity Book 2.

The logo features a pink cloud-like shape at the top with the words "Kids' Time" in white. Below it, the words "Moral Education" are written in a large, bold, pink font with a black outline. At the bottom, "Teacher's Guide 1&2" is written in a black font.

# Kids' Time Moral Education Teacher's Guide 1&2

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