




Kids' Time



Moral Education

Teacher's Guide

3&4

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 3 and Activity Book 3

Topic	Unit 1: Things to Wear – I wear clean clothes
Content Standard	• Apply skills to make decisions in the context of personal and reproductive health.
Learning Standards	<ul style="list-style-type: none"> • Talk about the importance of looking after the cleanliness of: (ii) one's clothes. • Practise ways to look after the cleanliness of: (ii) clothes.
Teaching Materials	Book 3, Activity Book 3, dressed up dolls
Teaching Suggestions: <ol style="list-style-type: none"> 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?” 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.) 3. Guide the children in completing the exercises on page 2 of Book 3 and Activity Book 3. 	

Topic	Unit 1: Things to Wear – I wear suitable clothes
Content Standard	• Apply skills to make decisions in the context of personal and reproductive health.
Learning Standards	<ul style="list-style-type: none"> • Talk about the importance of looking after the cleanliness of: (ii) one's clothes. • Practise ways to look after the cleanliness of: (ii) clothes.
Teaching Materials	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
Teaching Suggestions: <ol style="list-style-type: none"> 1. Show the children different kinds of clothing (school uniform, sportswear, casual wear, swimsuit). Teach them the names of each kind of clothing. 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. 3. When the teacher flashes a picture card of a place, the children will name the suitable clothes to be worn at that place. 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.) 5. Guide the children in completing the exercises on page 3 of Book 3 and Activity Book 3. 	

Topic	Unit 1: Things to Wear – I am grateful
Content Standard	• Show a thankful attitude for the gifts, assistance and contributions received.
Learning Standards	<ul style="list-style-type: none"> • To thank someone orally or in writing. • Show different ways of expressing appreciation for the gifts, assistance or contributions received.
Teaching Materials	Book 3, Activity Book 3
Teaching Suggestions: <ol style="list-style-type: none"> 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. 	

Topic	Unit 1: Things to Wear – I put things back where they belong
Content Standard	• Carry out the responsibilities to oneself.
Learning Standard	• State the responsibilities at home.
Teaching Materials	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 100 baht note, an egg
Teaching Suggestions: <ol style="list-style-type: none"> 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 100 baht 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. 	

Topic	Unit 2: My Birthday – I am polite to my guests
Content Standards	<ul style="list-style-type: none">• Practise an attitude of good manners in speaking and in one’s behaviour.• Apply social skills in relationships with others.
Learning Standards	<ul style="list-style-type: none">• Speak and behave politely towards others.• Practise social etiquette in relationships.
Teaching Materials	Book 3, Activity Book 3
Teaching Suggestions: <ol style="list-style-type: none">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.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.)3. Guide the children in completing the exercises on page 7 of Book 3 and Activity Book 3.	

Topic	Unit 2: My Birthday – I do not waste food
Content Standard	<ul style="list-style-type: none">• Practise an attitude of moderation in daily living.
Learning Standards	<ul style="list-style-type: none">• State ways to save when using appliances and resources.• Show a thrifty attitude when using appliances and resources.
Teaching Materials	Book 3, Activity Book 3, buns, a few small packets of milk, cut apples, plates
Teaching Suggestions: <ol style="list-style-type: none">1. Put some buns, a few small packets of milk and some cut apples on the table.2. Give empty plates to several children and ask them to take what they want to eat from the food on the table.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.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.)5. Guide the children in completing the exercises on page 8 of Book 3 and Activity Book 3.	

Topic	Unit 2: My Birthday – I do not eat food that is dirty
Content Standard	<ul style="list-style-type: none">• Practise healthy and safe eating.
Learning Standard	<ul style="list-style-type: none">• Recognise food and drinks that are safe for consumption.
Teaching Materials	Book 3, Activity Book 3
Teaching Suggestions: <ol style="list-style-type: none">1. Based on the pictures on page 9, ask the children to give their comments on the boy who wanted to eat the food that fell on the floor, e.g. the boy thinks that it is alright to just pick up the food and eat it, but it is not good for him to eat the food because the floor is dirty. The boy does not know that eating dirty food can make a person sick. The boy is not aware of hygiene.2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “How can you make sure that the food you eat is clean?” (e.g. make sure that there are no flies, that the eating place is clean, that the food is covered, that the food is properly cooked, that the person handling the food is clean, etc.)3. Guide the children in completing the exercises on page 9 of Book 3 and Activity Book 3.	

Topic	Unit 2: My Birthday – I do not take things that are not mine
Content Standard	<ul style="list-style-type: none">• Show an honest attitude in daily living.
Learning Standards	<ul style="list-style-type: none">• Demonstrate honest behaviour.• Identify an honest attitude in different situations.
Teaching Materials	Book 3, Activity Book 3
Teaching Suggestions: <ol style="list-style-type: none">1. Based on the pictures on page 10, ask the children to identify the wrong actions, e.g. taking other people’s things, snatching things from people.2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will you do if you found a 100 baht note on the floor in your classroom?” (e.g. Give it to your teacher, so that the person who lost the money can get it from the teacher.) “What will you tell your friend if he/she finds a beautiful pen in the classroom and he/she wants to keep it?” (e.g. Do not take things that are not yours.)3. Guide the children in completing the exercises on page 10 of Book 3 and Activity Book 3.	

Topic	Unit 3: On the Farm – I show concern for others
Content Standards	<ul style="list-style-type: none">• Practise the attitude of helping others.• Love oneself, others and animals.
Learning Standards	<ul style="list-style-type: none">• Talk about experiences in helping family members.• Help others who need help.• Show love towards oneself, others and animals.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions:

1. Get the children to share about their experiences of how they had helped someone.
2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will you do if you see your friend fall down while cycling? What will you do if an elderly person does not have a seat on the bus?”
3. Teach the children what to say when they want to show they care, e.g. “Are you alright/okay? Can I help you?”
4. Guide the children in completing the exercises on page 12 of Book 3 and Activity Book 3.

Topic	Unit 3: On the Farm – I respect people
Content Standard	• Practise an attitude of respect.
Learning Standards	• State ways of showing respect in different situations. • Show respect to others.
Teaching Materials	Book 3, Activity Book 3, family photos

Teaching Suggestions:

1. Ask the children to bring their family photos to class and introduce the family members to their friends. Ask the children to identify the oldest members in the family, e.g. grandparents, elderly uncles and aunties. Ask them whether they know their grandparents’ age.
2. Share with the children the importance of showing respect to their elders. Remind the children that besides their elderly family members, they should also show respect to their elderly neighbours by greeting them too.
3. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will you do if your elderly neighbour talks to your dad, and then when she sees you, she smiles?” (e.g. smile back and greet her.)
4. Guide the children in completing the exercises on page 13 of Book 3 and Activity Book 3.

Topic	Unit 3: On the Farm – I am careful when doing things
Content Standards	• Carry out the responsibilities to oneself. • Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	• State the responsibilities at home. • State the right behaviour that will ensure his/her safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3, plastic cups, pictures of broken porcelain cup and plate

Teaching Suggestions:

1. Get several volunteers take turns to place some plastic cups, that are filled with water, on the table. Praise them if they completed the task without spilling the water.
2. Show the children some pictures of broken porcelain cups and plates. Ask the children, “Why do you think the cups and plates are broken?” (e.g. The person who was washing the plates could have knocked them against something.)
3. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “How can we fill up the bottle by not spilling?” (Be more careful)
4. Guide the children in completing the exercises on page 14 of Book 3 and Activity Book 3.

Topic	Unit 3: On the Farm – I am helpful
Content Standard	• Practise the attitude of helping others.
Learning Standards	• Talk about experiences in helping family members. • Help others who need help.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions:

1. Based on the pictures on page 15, ask the children to identify who is helpful and who is not. Ask them, “What did the helpful boy do? What did the unhelpful boy not do? Who should we follow?”
2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “If you were at the farm, how can you help the farmer? (e.g. help to collect the eggs, feed the goats, change the drinking water for the hens, sweep the ground and help to remove fallen leaves, etc.) How do you feel when you did something to help someone? (e.g. feel happy, feel that I have learned something, etc.) What will happen when we are unhelpful?” (e.g. We become selfish and not caring.)
3. Guide the children in completing the exercises on page 15 of Book 3 and Activity Book 3.

Topic	Unit 4: To the Beach – I keep the beach clean
Content Standards	• Understand the beauty of the environment. • Understand the connection between mankind and the environment.
Learning Standards	• Involve oneself in activities to preserve the beauty of the environment. • Talk about the importance of the environment to human life.
Teaching Materials	Book 3, Activity Book 3, pictures of clean and dirty beaches

Teaching Suggestions: <ol style="list-style-type: none"> 1. Show a picture of a clean beach, and another picture of a dirty beach. Get the children to compare and give the causes for the pollution, e.g. irresponsible people dump garbage into the sea, picnickers on the beach do not bother to clean up after eating there, etc. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will happen to our beaches and seas if they become dirty?” (It will not be safe for swimming and picnicking. Fish will die. No tourists will visit our country. It will be smelly and can cause the spread of diseases.) “What should we do to keep our beaches clean?” (Do not litter. Do not dump waste into the sea.) 3. Guide the children in completing the exercises on page 17 of Book 3 and Activity Book 3. 	
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Topic	Unit 4: To the Beach – I should not swim alone
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> • Describe sources, places and situations that are dangerous. • State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3, picture of a beach
Teaching Suggestions: <ol style="list-style-type: none"> 1. Show a picture of a beach. Get the children to talk about what the people at the beach are doing. Ask them to name their favourite beach activity, e.g. swim, build sandcastles, collect seashells, play, etc. Discuss the safety rules at the beach, e.g. not swimming alone. Share some newspaper reports of drowning cases so that the children are aware of the dangers if they play around rivers, seas or swimming pools without letting their parents know. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Can we go swimming with our friends without telling our parents? Why not?” 3. Guide the children in completing the exercises on page 18 of Book 3 and Activity Book 3. 	

Topic	Unit 4: To the Beach – I obey rules
Content Standard	• Understand one’s responsibilities to, and one’s relationship with the community.
Learning Standards	<ul style="list-style-type: none"> • Recognise the symbols for public amenities in the community. • State actions that are disallowed in public places.
Teaching Materials	Book 3, Activity Book 3, printouts of common signs put up at beaches
Teaching Suggestions: <ol style="list-style-type: none"> 1. Show the children the common signs found at beaches (e.g. Do not spit. Do not litter.). Ask the children, “Why are these signs put up?” 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What happens when people do not follow the signs put up at the beach?” 3. Guide the children in completing the exercises on page 19 of Book 3 and Activity Book 3. 	

Topic	Unit 4: To the Beach – I return the things I find
Content Standard	• Show an honest attitude in daily living.
Learning Standards	<ul style="list-style-type: none"> • Demonstrate honest behaviour. • Identify an honest attitude in different situations.
Teaching Materials	Book 3, Activity Book 3, stationery
Teaching Suggestions: <ol style="list-style-type: none"> 1. Get two volunteers to give to the teacher any one of their stationery, e.g. a pencil, a ruler, etc. Then ask the class to name the stationery items, and say the name of the owners. 2. Now, ask the children to sit in a circle. Play the song “Polly Put the Kettle on”, then ask the children to clap and sing along. Without the children looking, place the stationery items behind any two children. After the music stops, ask the children to put their hands behind their backs and feel if there is anything on the floor. The two children who have the stationery behind them must stand up, and return the stationery to their owners. 3. Ask HOTS questions: Have you ever lost anything before? What was it? How did you feel? Did anyone find it and return it to you? What would you do if you saw your friend drop his wallet and he did not know? 4. Guide the children in singing the song on page 20 of Book 3. Guide them in completing the exercise in Activity Book 3. 	

Topic	Unit 5: At a Fruit Farm – I wash the fruits before eating them
Content Standard	• Practise healthy and safe eating.
Learning Standard	• Recognise food and drinks that are safe for consumption.
Teaching Materials	Book 3, Activity Book 3
Teaching Suggestions: <ol style="list-style-type: none"> 1. Based on the pictures on page 22, guide the children in telling the story. Discuss why we must wash any fruits before eating them. (e.g. The skin of the fruits has dust, dirt and pesticide.) 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children,“What do you think will happen to us if we eat fruits that are not clean?” (Suffer from food poisoning.) 3. Guide the children in completing the exercises on page 22 of Book 3 and Activity Book 3. 	

Topic	Unit 5: At a Fruit Farm – I work together with others
Content Standard	• Co-operate when carrying out tasks.
Learning Standards	<ul style="list-style-type: none"> • Show an attitude of co-operation when fulfilling tasks. • Practise co-operation among friends when fulfilling tasks.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions: <ol style="list-style-type: none"> Based on the pictures on page 23, guide the children in telling the story. Discuss what the ants do, how and why (e.g. The ants gather food by carrying the big pieces of watermelon together because a single ant is not strong enough to carry a heavy load.). Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Why did the ants not eat the watermelon there by themselves but work hard to take the food back home to their nest? What can we learn from what the ants do?” (We can learn to work together and care for one another.) Guide the children in completing the exercises on page 23 of Book 3 and Activity Book 3.

Topic	Unit 5: At a Fruit Farm – I think first before doing something
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> Describe sources, places and situations that are dangerous. State the right behaviour that will ensure one’s safety as well as that of others. Talk about ways to get help during an emergency.
Teaching Materials	Book 3, Activity Book 3, pictures of a beehive and a mango tree with lots of mangoes high up on the tree

Teaching Suggestions: <ol style="list-style-type: none"> Show the pictures mentioned above and ask the children to name the things. For each picture, ask the children to respond, “What will you do if you see a beehive or a tall mango tree with many mangoes high up?” Take note of the children’s responses, then advise them, e.g. do not throw stones at a bee hive, do not climb up the tree to get the mangoes. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “If your friend asks you to climb up the rambutan tree together with him to pluck some rambutans, what will you do?” Let the children respond, and advise accordingly. Guide the children in completing the exercises on page 24 of Book 3 and Activity Book 3.
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Topic	Unit 5: At a Fruit Farm – I think of others
Content Standard	• Understand the needs, feelings and opinions of other people.
Learning Standards	<ul style="list-style-type: none"> Show sensitivity to the needs of others and act accordingly. Show an attitude of respect for the feelings and opinions of other people.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions: <ol style="list-style-type: none"> Based on the picture on page 25, ask the children, “Why do you think the girl is taking one mango only although there are many? How many will you take if you are there? Why?” Introduce HOTS (Higher Order Thinking Skills) by asking the children, “If there are three mangoes on a plate, and there are only you and another friend, how many mangoes will you take for yourself? Why?” Guide the children in completing the exercises on page 25 of Book 3 and Activity Book 3.
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Topic	Unit 6: Let’s Go! – I should not play by the roadside
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> Describe sources, places and situations that are dangerous. State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions: <ol style="list-style-type: none"> Based on the picture on page 27, ask the children, “Where are the children playing? Are they doing the right thing? Why not?” Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Can you suggest places that are safe for children to play?” (e.g. park, field, indoor futsal court, basketball court, garden.) Guide the children in completing the exercises on page 27 of Book 3 and Activity Book 3.

Topic	Unit 6: Let’s Go! – I should not stand behind a vehicle
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> Describe sources, places and situations that are dangerous. State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions: <ol style="list-style-type: none"> Based on the picture on page 28, ask the children, “What do you think may happen to the boy who is standing behind a car?” (He may get knocked down and be seriously injured.) Introduce HOTS (Higher Order Thinking Skills) by asking the children, “If you see your friends playing around a car, what will you tell them? What places are unsafe for playing?” (e.g. car park, roadside, supermarket) Guide the children in completing the exercises on page 28 of Book 3 and Activity Book 3.
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Topic	Unit 6: Let’s Go! – I cross the road carefully
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> Describe sources, places and situations that are dangerous. State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3

Teaching Suggestions: 1. Ask the children to pretend that the classroom is a town. Then let them practise crossing the ‘road’ safely by looking right, then left, and finally look right again. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What are the colours of traffic lights? What should you do when you see the red light? Which colour means you can go?” 3. Guide the children in completing the exercises on page 29 of Book 3 and Activity Book 3.	
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Topic	Unit 6: Let’s Go! – I pay attention to safety
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	• Describe sources, places and situations that are dangerous. • State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3, pictures of a safety helmet and a seat belt
Teaching Suggestions: 1. Show the children pictures of a safety helmet and a seat belt. Ask them to name the things and explain what they are used for. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will happen if a motorcyclist does not wear a safety helmet? What will happen if we do not fasten our seat belts when riding in a car? What will happen if we put our head or hand out of the car window when it is moving?” 3. Guide the children in completing the exercises on page 30 of Book 3 and Activity Book 3.	

Topic	Unit 6: Let’s Go! – I obey road safety rules
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	• Describe sources, places and situations that are dangerous. • State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Book 3, Activity Book 3
Teaching Suggestions: 1. Based on the pictures on page 31, ask the children which of the four ways of crossing the road safely do they often use. Praise them for doing the right thing. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “How can you make sure that you are safe when you are on the road?” (Follow road safety rules like crossing only when the light is green, use the overhead bridge, use the zebra crossing.) “What will happen if a person jaywalks?” (The person may get knocked down by a vehicle.) “Why is it important to obey road safety rules?” (To protect ourselves from accidents.) 3. Guide the children in completing the exercises on page 31 of Book 3 and Activity Book 3.	

Teaching Suggestions for Kids’ Time Moral Education Book 4 and Activity Book 4

Topic	Unit 1: Around Town – I stay close to my parents in public places
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	• Describe sources, places and situations that are dangerous. • State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	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.	

Topic	Unit 1: Around Town – I should not make noise in certain public places
Content Standard	• Practise an attitude of respect.
Learning Standards	• State ways of showing respect in different situations. • Show respect to others.
Teaching Materials	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.	

Topic	Unit 1: Around Town – I queue up for the bus or taxi
Content Standards	<ul style="list-style-type: none"> • Build self-concept. • Adopt an attitude of tolerance in social interactions.
Learning Standards	<ul style="list-style-type: none"> • Show positive attitudes such as: (i) patience. • Show an attitude of tolerance towards friends.
Teaching Materials	Moral Book 4, Activity Book 4, luminous cones, word cards, toy bus, toy taxi
Teaching Suggestions: <ol style="list-style-type: none"> 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. 	

Topic	Unit 1: Around Town – I take care of public property
Content Standard	<ul style="list-style-type: none"> • Understand one’s responsibilities to, and one’s relationship with the community.
Learning Standards	<ul style="list-style-type: none"> • State ways of taking good care of public amenities. • Explain the importance of taking good care of public amenities. • Use public amenities responsibly.
Teaching Materials	Moral Book 4, Activity Book 4, pictures of a dustbin at a bus station, a bench at a park.
Teaching Suggestions: <ol style="list-style-type: none"> 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. 	

Topic	Unit 2: Going Shopping – I only buy the things I need
Content Standard	<ul style="list-style-type: none"> • Practise an attitude of moderation in daily living.
Learning Standards	<ul style="list-style-type: none"> • State ways to save when using appliances and resources. • Show a thrifty attitude when using appliances and resources.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: <ol style="list-style-type: none"> 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. 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?” 3. Guide the children in completing the exercises on page 7 of Moral Book 4 and Activity Book 4. 	

Topic	Unit 2: Going Shopping – I am honest
Content Standard	<ul style="list-style-type: none"> • Show an honest attitude in daily living.
Learning Standards	<ul style="list-style-type: none"> • Demonstrate honest behaviour. • Identify an honest attitude in different situations. • Speak the truth when talking with others.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: <ol style="list-style-type: none"> 1. Provide a few situations, and get the children to respond. <div>Situation A: You are at the supermarket, and you see a man drop his wallet.</div> <div>Situation B: You found a 100 baht note in the classroom.</div> <div>Situation C: You picked up an egg to look at and when putting it back, you knocked it and it cracked.</div> <div>If each child’s response is positive, praise him/her for being honest.</div> 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?” 3. Guide the children in completing the exercises on page 8 of Moral Book 4 and Activity Book 4. 	

Topic	Unit 2: Going Shopping – I am confident
Content Standard	<ul style="list-style-type: none"> • Build self-concept.
Learning Standard	<ul style="list-style-type: none"> • Show positive attitudes such as: (iii) confidence.
Teaching Materials	Moral Book 4, Activity Book 4

Teaching Suggestions: <ol style="list-style-type: none"> Let the children do role plays by having them take turns to be the waiter/waitress and customer. Give them specific tasks like pretend to order food and drinks in a restaurant. Observe and listen to what they say. Praise them if they are confident when they speak. Teach them how to ask politely if their language is limited. Boost their confidence by giving them some helping words when speaking. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will happen when we are afraid to speak?” (We will not be able to get food for ourselves.) Remind the children that to be brave to speak will make them confident. Guide the children in completing the exercises on page 9 of Moral Book 4 and Activity Book 4. 	
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Topic	Unit 2: Going Shopping – I am careful on the escalator
Content Standard	<ul style="list-style-type: none"> Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> Describe sources, places and situations that are dangerous. State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: <ol style="list-style-type: none"> Get the children to look at the pictures on page 10, then ask them to identify which actions show that the child will get injured because he/she is not using the escalator properly. Draw parallel lines on the floor as the sides of an escalator. Get the children to stand within these lines. Draw horizontal lines too as steps on the escalator. Ask the children to stand within these horizontal lines too. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will happen when we play or run up and down the escalator?” Guide the children in completing the exercises on page 10 of Moral Book 4 and Activity Book 4. 	

Topic	Unit 2: Going Shopping – I am careful when using the lift
Content Standards	<ul style="list-style-type: none"> Practise an attitude of good manners in speaking and in one’s behaviour. Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none"> Speak and behave politely towards others. State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Moral Book 4, Activity Book 4

Teaching Suggestions: <ol style="list-style-type: none"> Ask the children, “Have you taken the lift before? What are the places where lifts are found? What does a lift do?” Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Do you think it is alright to stop the door of the lift from closing with your hands when you want to get in? Why not? Your younger sister wants to rush out as soon as the lift stops and the door has not opened fully. Is she doing the right thing? Why?” Guide the children in completing the exercises on page 11 of Moral Book 4 and Activity Book 4. 	
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Topic	Unit 3: To the Zoo – I use public toilets properly
Content Standards	<ul style="list-style-type: none"> Apply skills to make decisions in the context of personal and reproductive health. Understand one’s responsibilities to, and one’s relationship with the community.
Learning Standards	<ul style="list-style-type: none"> Practise cleanliness in: (iii) public places. State ways of taking good care of public amenities.
Teaching Materials	Moral Book 4, Activity Book 4, picture of a public toilet
Teaching Suggestions: <ol style="list-style-type: none"> Show and ask the children to name the things inside a public toilet, e.g. sinks, taps, soap dispensers, toilet bowls, tissue roll holder, dustbins. Get the children to talk about why and how they use those things. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “How should you use any public toilet?” (e.g. Flush after use. Turn the tap off properly. Throw used tissue into the dustbin.) Guide the children in completing the exercises on page 13 of Moral Book 4 and Activity Book 4. 	

Topic	Unit 3: To the Zoo – I should not litter
Content Standards	<ul style="list-style-type: none"> Understand one’s responsibilities to, and one’s relationship with the community. Understand the beauty of the environment.
Learning Standards	<ul style="list-style-type: none"> Explain the importance of taking good care of public amenities. Involve oneself in activities to preserve the beauty of the environment.
Teaching Materials	Moral Book 4, Activity Book 4, picture of dustbins at a zoo
Teaching Suggestions: <ol style="list-style-type: none"> Show a picture of a dustbin at a zoo, and ask the children to explain its use. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “If irresponsible people simply throw rubbish anywhere in the zoo, what will become of the place? If you happened to be far from a dustbin, what would you do if you want to throw a dirty napkin after eating?” (e.g. Hold it in your hand until you find a dustbin.) Guide the children in completing the exercises on page 14 of Moral Book 4 and Activity Book 4. 	

Topic	Unit 3: To the Zoo – I am fair
Content Standard	• Practise an attitude of justice in social interactions.
Learning Standards	• Identify fairness in an action. • Show a fair attitude in one’s actions.
Teaching Materials	Moral Book 4, Activity Book 4, sweets, cupcakes
Teaching Suggestions: 1. Put ten sweets on the teacher’s table. Get ten volunteers to come forward. Ask one of the volunteers to distribute the sweets to all ten of them. Ask the class, “How many sweets does each of the ten children have?” 2. Next, place three cupcakes on the teacher’s table. Get two volunteers to come forward. Tell them that they must take the cupcakes and not leave anything on the table. Observe their behaviour. Did any of the two children take two cupcakes for himself/herself? Did they have any suggestion about how to share the third cupcake between themselves? Discuss the importance of being fair when sharing food. 3. Ask HOTS questions: How can you practise showing fairness when at home and in the classroom? 4. Guide the children in completing the exercises on page 15 of Moral Book 4 and Activity Book 4.	

Topic	Unit 3: To the Zoo – I should not walk away without permission
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standard	• State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: 1. Based on the pictures on page 16, ask the children to identify who are doing the right thing and who are not, and give reasons for their answers. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What do you think will happen to the children who walk away without their teacher’s permission?” (e.g. They can get lost, get hurt, be cheated by strangers, etc.) 3. Guide the children in completing the exercises on page 16 of Moral Book 4 and Activity Book 4.	

Topic	Unit 4: People at Work – I am grateful to the people who help me
Content Standard	• Show a thankful attitude for the gifts, assistance and contributions received.
Learning Standards	• To thank someone orally or in writing. • Show different ways of expressing appreciation for the gifts, assistance or contributions received.
Teaching Materials	Moral Book 4, Activity Book 4, pictures of a fireman putting out a fire, a nurse taking care of a patient, a doctor treating a patient and a policeman catching a thief
Teaching Suggestions: 1. Show the children pictures of a fireman putting out a fire, a nurse taking care of a patient, a doctor treating a patient and a policeman catching a thief. Ask the children to name the occupations. Tell them that these people are important to us as they save our lives and protect us from danger. Remind the children to be grateful to those who help us. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What do you think will happen without teachers to teach us, nurses to care for the sick, firemen to fight fires and policemen to catch thieves?” 3. Guide the children in completing the exercises on page 18 of Moral Book 4 and Activity Book 4.	

Topic	Unit 4: People at Work – I take medicine with care
Content Standard	• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standard	• State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: 1. Ask the children, “What do your parents do when you are sick?” 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will happen if you do not listen to the doctor and take your medicines accordingly?” (e.g. cannot recover, may become more sick, etc.) 3. Guide the children in completing the exercises on page 19 of Moral Book 4 and Activity Book 4.	

Topic	Unit 4: People at Work – I try new things
Content Standards	• Show an attitude of courage in daily living. • Build self-concept.
Learning Standards	• Show a courageous attitude when trying new assignments. • Show positive attitudes such as: (iii) confidence.
Teaching Materials	Moral Book 4, Activity Book 4, bread slices, a jar of jam

Teaching Suggestions: 1. Give the children bread slices and a jar of jam. Let the children make sandwiches in the class. Observe what the children do and say. Praise them for wanting to try. Encourage those who dare not try by giving them some assistance. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Are you brave enough to learn to swim and make cakes? How many times must you keep doing or practising to be better and better?” (many times) 3. Guide the children in completing the exercises on page 20 of Moral Book 4 and Activity Book 4.

Topic	Unit 4: People at Work – I am brave
Content Standard	• Build self-concept.
Learning Standard	• Show positive attitudes such as: (iii) confidence.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: 1. Get the children to describe the pictures on page 21, then ask, “Where is this place?” (clinic) “Why is the girl there? Who is examining her? What did the doctor do?” (checked her breathing with a stethoscope, gave her an injection) 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Do you think the girl is brave? Why do you say so? What do you learn from this girl’s action?” (Learn to be brave and not be scared to see a doctor, even if he gives an injection.) 3. Guide the children in completing the exercises on page 21 of Moral Book 4 and Activity Book 4.	

Topic	Unit 5: Time to Celebrate – I visit my friends during festivals
Content Standard	• Understand the cultural heritage of the Thai communities.
Learning Standards	• State the major festivals in Thailand. • Involve oneself in a major festive celebration.
Teaching Materials	Moral Book 4, Activity Book 4, New Year, Chinese New Year and Songkran festival
Teaching Suggestions: 1. Give the children a festival card each and ask them to write their friend’s name on the card, and then sign their names. Teach them to read the greetings on the card. After that, they will pass the relevant cards to their friends. Get them to greet each other. 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “Do you visit your friends on Songkran Day? How do you wish them? What do you do on Songkran Day?” 3. Guide the children in completing the exercises on page 23 of Moral Book 4 and Activity Book 4.	

Topic	Unit 5: Time to Celebrate – I love my country
Content Standard	• Know about Thailand.
Learning Standards	• Talk about the province where one lives. • Name the provinces in Thailand.
Teaching Materials	Moral Book 4, Activity Book 4, a globe
Teaching Suggestions: 1. Show the children a globe and tell them where Thailand is. Tell them that we should be proud to be Thais. Tell them, “Being a Thai is something to be proud of.”, and discuss the reasons why (e.g. enjoy good food, many nice places to visit, enjoy a wide variety of fruits, our own culture and language to be proud of, etc.). 2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What can we do for our country Thailand to show our love?” (e.g. live in unity and harmony with the different religions, respect one another, take good care of public property, obey the laws and rules, etc.) 3. Guide the children in completing the exercises on page 24 of Moral Book 4 and Activity Book 4.	

Topic	Unit 5: Time to Celebrate – I respect our national flag and national anthem
Content Standard	• Understand the national emblem or national identity.
Learning Standards	• Recognise the national flag “Thong Trairong”. • Sing the national anthem. • Talk about the national flag “Thong Trairong”.
Teaching Materials	Moral Book 4, Activity Book 4, small national flags
Teaching Suggestions: 1. Give each child a small national flag. Tell them that the national flag is also named “Thong Trairong”. Ask the children to look at the flag carefully, then ask further, “What are the colours on our national flag? How many stripes are there? What are the colours of the stripes?” 2. Teach the children the lyrics and the tune for the national anthem. Let them practise till they are fluent and can sing well. 3. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What must we do when we are singing the national anthem? (Stand at attention, and look at our national flag as it is being raised.) 4. Guide the children in completing the exercises on page 25 of Moral Book 4 and Activity Book 4.	

Topic	Unit 5: Time to Celebrate – I have friends from other countries
Content Standards	<ul style="list-style-type: none">• Practise an attitude of respect.• Love oneself, others and animals.• Know about other countries in the world.
Learning Standards	<ul style="list-style-type: none">• Show respect to others.• Show love towards oneself, others and animals.• Say the names of other countries.• Recognise other countries.
Teaching Materials	Moral Book 4, Activity Book 4, postcards, a recording of some foreign languages for the greeting “How are you?”
Teaching Suggestions: <ol style="list-style-type: none">1. Show postcards of famous places in the world. Share with the children where these places are, e.g. the name of the countries and the people’s culture.2. Play a recording of the greeting “How are you?” in some foreign languages, e.g. Japanese, English, Korean, Indonesian, etc. Let the children have fun greeting each other in those foreign languages.3. Talk about the people’s culture from different countries, e.g. their traditional clothes, food, etc.4. Ask HOTS questions: How can you have friends from other countries? (e.g. via facebook, twitter, etc.) What are the benefits of having friends from other countries? (e.g. gain a better understanding of different cultures)5. Guide the children in completing the exercises on page 26 of Moral Book 4 and Activity Book 4.	

Topic	Unit 6: Our World – I should not take shelter under a tree when it is raining
Content Standard	<ul style="list-style-type: none">• Take care of personal safety and demonstrate psycho-social efficiency skill in daily living.
Learning Standards	<ul style="list-style-type: none">• Describe sources, places and situations that are dangerous.• State the right behaviour that will ensure one’s safety as well as that of others.
Teaching Materials	Moral Book 4, Activity Book 4, Video clip of a thunderstorm
Teaching Suggestions: <ol style="list-style-type: none">1. Play a video of a thunderstorm.2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will you do when you are caught in a thunderstorm?” (e.g. Quickly get inside a building or wait at a gazebo, but never stand under a tree.) Explain to the children why they should never continue to play in an open field when it rains. (Avoid getting struck by lightning.)3. Guide the children in completing the exercises on page 28 of Moral Book 4 and Activity Book 4.	

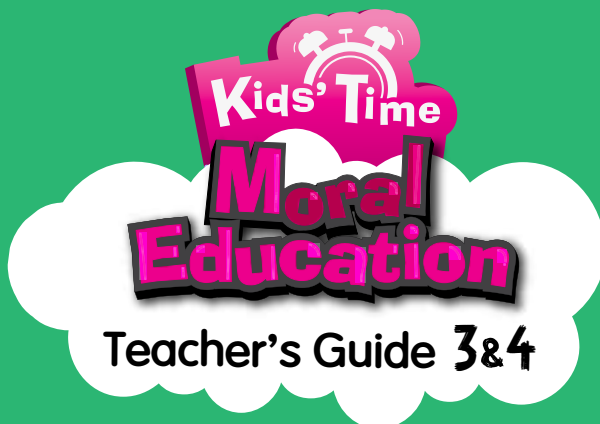
Topic	Unit 6: Our World – I care for the environment
Content Standards	<ul style="list-style-type: none">• Understand the connection between mankind and the environment.• Preserve and conserve the environment.
Learning Standards	<ul style="list-style-type: none">• Talk about the importance of the environment to human life.• Correlate the activities of human beings with natural disasters.• Talk about ways to get help during an emergency.
Teaching Materials	Moral Book 4, Activity Book 4, a coloured picture of nature: trees, river, hills, flowers, a picture of land cleared of trees, and houses being constructed
Teaching Suggestions: <ol style="list-style-type: none">1. Show a picture of nature and ask the children to describe the sights. Show a picture with no trees but many houses. Ask the children to compare and state the differences.2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “What will happen when we cut down trees?” (Our earth will become warmer. Wildlife will die. Soil erosion will cause landslides and flooding.) “What can we do to solve those problems?”3. Guide the children in completing the exercises on page 29 of Moral Book 4 and Activity Book 4.	

Topic	Unit 6: Our World – I save electricity
Content Standard	<ul style="list-style-type: none">• Practise an attitude of moderation in daily living.
Learning Standards	<ul style="list-style-type: none">• State ways to save when using appliances and resources.• Show a thrifty attitude when using appliances and resources.
Teaching Materials	Moral Book 4, Activity Book 4
Teaching Suggestions: <ol style="list-style-type: none">1. Get the children to look around their classroom and identify the things that operate on electricity, e.g. fans, lights. Next, ask them to name other electrical appliances that they use at home.2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “If there is a blackout, and the lights, fans, refrigerators and air-conditioners stop working, what problems will we have around the house?” Ask them how they can help to save electricity. Discuss why it is important for everybody to save electricity and give reasons why.3. Guide the children in completing the exercises on page 30 of Moral Book 4 and Activity Book 4.	

Topic	Unit 6: Our World – I reuse and recycle
Content Standard	<ul style="list-style-type: none">• Preserve and conserve the environment.
Learning Standards	<ul style="list-style-type: none">• Talk about the practice of preserving and conserving the environment.• Carry out preservation and conservation activities for the environment.• Practise preservation and conservation of the environment.
Teaching Materials	Moral Book 4, Activity Book 4

Teaching Suggestions:

1. Ask the children how paper is made. (from trees) Ask further, “What happens when more and more people are using more and more paper?” (More trees will be cut down.) “How can we save our trees?” (Use less paper, recycle old newspapers.)
2. Introduce HOTS (Higher Order Thinking Skills) by asking the children, “We know that plastic is bad for the environment because it is not biodegradable. And we see more and more plastic or polystyrene boxes being dumped daily. How can we reduce the use of plastic?” (Use a shopping bag. Reuse old glasses to store things.)
3. Guide the children in completing the exercises on page 31 of Moral Book 4 and Activity Book 4.



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สำนักงานสีลมออนไลน์ • ห้องสมุดออนไลน์

1213/364 ซอยลาดพร้าว 94 ถนนลาดพร้าว แขวงพลับพลา เขตวังทองหลาง กรุงเทพฯ 10310

1213/364 Soi Latphrao 94, Latphrao Rd., Plubpla, Wangthonglang, Bangkok 10310 Thailand

♦ Tel. (662) 935-6368-9 ♦ Fax: (662) 934-8160 # 0 ♦ E-mail: ppt@pelangibooks.com ♦