

Teacher's Guide for Module 4

X File – Hunting for the origin of Atypical Pneumonia

Part I: Content of Students' worksheet

Content of students' worksheet	Pages
A. Where has Atypical Pneumonia (SARS) spread to?	1 – 3
B. Hunting for the origin of the disease?	4 - 8

Part II: Learning objectives

These activities enable students to:

1. understand and describe the spread of SARS from a spatial point of view.
2. make use of the atlas to find information.
3. choose and draw appropriate graph for data presentation.
4. develop logical thinking skills by analyzing information.
5. arrange the information by using a simple concept map.
6. understand that opinions are provisional and tentative and open to revision when new data or insights are available.

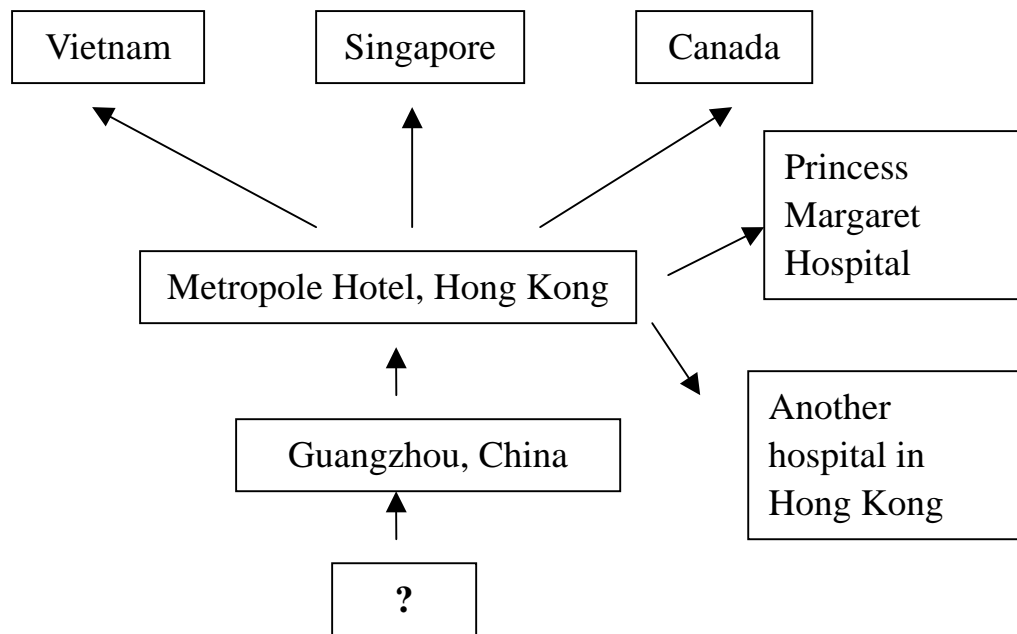
Part III: Guidelines for teachers

Part A:

1. Students are asked to update the number of SARS cases from the internet. This helps to motivate students to follow up the case by themselves.
2. Teachers can help students in choosing the appropriate type of graph that can be used to show the number of reported cases. As countries or city are discrete data, a bar graph is more appropriate.
3. By using atlas to find and mark the location of the countries or city being affected by SARS, students are able to describe the spatial distribution of this disease. Word like “dispersed” can be used as description.

Part B:

1. Teachers guide students on how to extract information from the different reports and help them to arrange the sequence of the events. The diagram on P.2 is an illustration on how the concept map can be drawn.



2. Teachers guide students to understand that the modern transport system, world trade and the movement of people are the causes of the widespread of SARS within a short period of time.
3. Teachers should remind their students that the “true story” is always changing. For example, on the 16 March 2003, some may believe that the disease was spread from Hong Kong. But 4 days later, this opinion cannot hold. Therefore the present situation may not be the “true story”. So it’s not advisable to jump to conclusions when information is not adequate. This is a very important attitude for investigation.