

Module 2: Writing Our Own History

Teacher's Guide

A. Atypical Diary

Engaging students in diary writing encourages them to review their personal life and reflect upon society during the class suspension period due to the rage of SARS in Hong Kong. The template of the Diary is designed to stimulate reflection with the provision of inspiring prose and a “Wish Column”.

Suggestion:

- Print the templates. (Teacher chooses a slot within the class suspension period or the period after)
- Newspaper search provides opportunities for in-depth learning. Teacher encourages students to reflect on the class suspension period and record it as “Thought of the Day”. At the same time, through making wishes to others in the “Wish Column”, students transform negative sentiments to positive drives.
- For “Discussion”, teacher chooses one of the questions for class discussion or in small groups, guides students to recognize the pros and cons of the “free flow of information” as well as the social function of the media.



B. Typical Atypical E-mails: Believe it or not?!

It is likely that most students spent much time surfing on the Internet during the class suspension period. Faced with abundant information, students probably encountered difficulties in assessing their genuineness. It is pertinent, therefore, to help students assess the credibility of information from the web. This promotes critical thinking skills.

Suggestion:

- Teacher discusses with students the five criteria in assessing the credibility of information from e-mails.
- Prepare for each student or group a set of source file containing the ten emails on Atypical Pneumonia. Students are then required to assess the credibility of the

source information by completing the Assessment Form for E-mail Credibility.

- Teacher facilitates students to discuss if they would share these e-mails with their friends and why. This would enhance students' awareness of the value of information and foster a responsible attitude in retrieving and disseminating information on the Internet.

C. AP Time Capsule

By selecting things that are memorable and significant for the time capsule, students learn to reflect on the meaning of SARS in relation to himself/herself, his/her family, society and the world.

Suggestion:

- Teacher distributes the vote form for “My Choice for AP Time Capsule” and asks students to choose the most significant object to be included.
- Teacher invites students to talk about their selection and why. Then, teacher tells students that the Atypical Diary in Part A will also be put into the time capsule together with the 4 objects which win the highest vote.
- Teacher asks students to imagine how they would explain SARS to their next generation when the AP Time Capsule is unearthed. Teacher may take this opportunity to encourage students to be more concerned about society and accept challenges. How history will judge us all depends on how we write our own history now.

