

Guidelines for Teachers
Geography for Junior Forms –
The spatial distribution of Atypical Pneumonia

Part I **Contents of worksheet**

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A. SARS Outbreak in China	1 – 3
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Part II **Learning objectives**

These activities enable students to:

1. understand and describe the spread of SARS from a spatial point of view.
2. understand how the modern transport system, world trade and the movement of people have overcome geographical distance and facilitated the spread of the disease.
3. make use of the atlas to find information.
4. acquire map reading skills.
5. choose and draw appropriate graphs to present data.
6. interpret information.

Part III **Guidelines for teachers**

Part A

1. These exercises help to familiarize students with the use of atlas and maps.
2. By locating the provinces and cities on the map, and by calculating their distances from Hong Kong, teachers help students understand the spread of SARS.
3. Teachers may help students to conclude that there is little direct relation between distance and the seriousness of infection.

Part B

1. These exercises help students identify the continents to which certain countries and city belong .
2. Teachers guide students to choose an appropriate graph to show the data on Table 2. As the data is quite discrete, a bar graph is considered more appropriate.
3. By looking at the countries and city affected by SARS, teachers guide students to conclude that the disease is now quite dispersed.

Part C

1. A conclusion can be reached that the modern transport system, world trade and the movement of people have overcome geographical distances and facilitated the spread of the disease.