

Read, Reap, Write
Facilitator's Guide

Name of Package	: 50 Stories From My Life
Objective(s)	: To draw life lessons from the Japanese Occupation of Singapore during World War II
Target Audience	: Secondary 3 – 5
Recommended Duration	: 1 hour
Materials Required	: Please refer to individual activities for materials
Room Setup	: Tables and chairs in groups of 5
Book Title	: 50 Stories From My Life
Book Author	: S R Nathan
Call Number	: J SING 959.5705092 NAT

Notes to Facilitator

- Remember to take photos during the activity.
- **For DIY workshops**, a report must be submitted to your Read@School librarian. Please refer to Appendix B for a report template.

Time	Item	Materials Required
5 min	Introduction - Introduce the objectives of the workshop.	
10 min	Reading the Extract - Give them some background information. S R Nathan was Singapore's sixth President, serving from 1999 to 2011. Born into poverty, he survived family tragedy, destitution and the Japanese Occupation. After getting a university diploma as an adult, he worked his way up the civil service ranks to become, successively, a mediator in trade union disputes, a foreign affairs expert, the chairman of <i>Straits Times Press</i> , a diplomat, and a two-term President of Singapore.	Extract Optional resources: "S R Nathan" http://eresources.nlb.gov.sg/history/events/49f37f8f-7a78-4e1f-90cc-d16b5f89ab97 (last accessed on 25 November 2014)



	<p>He has been an eyewitness to Singapore's history before and after independence, with an insider's view of many key events at home and abroad.</p> <p>Mr Nathan has selected fifty episodes from his personal and official life, which offer insights from which the up-and-coming generation will benefit. (Source: 50 Stories from My Life, Introduction)</p>	
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15 min	<p>Discussion Questions</p> <ul style="list-style-type: none"> - For this section, facilitators can choose to conduct it as a class or to divide students into discussion groups to respond to the different questions in the list. - Students are to write down their responses on the worksheet. - Note that starred (*) questions should be used for students who are able to handle more mature topics. <ol style="list-style-type: none"> 1. Are you more concerned about doing things right, or doing the right things? What is the difference between the two? 2. Some people define "conscience" as the ability to discern right from wrong. What is "conscience" to you? Does having a good conscience enable a person to make the right choices and behave correctly? How does a conscience keep someone from doing the wrong thing? 3. When do you listen to the advice your parents or friends give you? How is the advice helpful to you? Share a piece of good advice which you have followed. 4. * Why can someone ignore his/her conscience and commit wrongdoings? 5. * Do you agree with the statement, "We are humans and humans err"? Why? 6. * Do you agree with Lieutenant Kokubu's advice about using power 	Activity Worksheet
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	sparingly? Why?	
30 min	<p>Activity One: Create a Publicity Poster for the Kranji War Memorial</p> <ol style="list-style-type: none"> 1. Divide the students into groups of 5. 2. Give students background information on the Kranji War Memorial. Facilitators can also extract from the optional resources. <p><u>Background Information</u> The war memorial commemorates prisoners of war from various countries like the United Kingdom, Australia, Canada, Sri Lanka, India, Malaysia, the Netherlands, and New Zealand who died defending Singapore against the Japanese forces during World War II.</p> <ol style="list-style-type: none"> 3. Get students to discuss in groups why more people should visit the Kranji War Memorial. 4. Distribute a piece of mah-jong paper and some writing materials per group. 5. In groups, students are to create a publicity or informational poster about the Kranji War Memorial. This poster is meant to be posted on a website. 6. Encourage students to remain respectful to the dead and to honour the people who have laid down their lives for the country. Students must be mindful of the language used. 7. If this activity is held in a computer lab, students can go online to search for more information. 8. Taking turns, groups are to present their publicity posters to the class. 	<ul style="list-style-type: none"> - Mahjong paper - Writing materials - Optional resources on the Kranji War Memorial: http://eresources.nlb.gov.sg/infopedia/articles/SIP_183_2004-12-27.html?s=kranji%20war%20memorial (Last accessed on 30 November 2014) - PowerPoint Slides on Kranji War Memorial
30 min	<p>Activity Two: Reflections About War</p> <ol style="list-style-type: none"> 1. Start this activity by sharing that "Mr Nathan learnt many positive things as a result of the hardship he faced as a teenager during the war." 2. Students are to write down their 	<ul style="list-style-type: none"> - Sticky notes (one piece per student) - Writing materials - One mahjong sheet with the heading, "Our Reflections About War," and a drawn outline of a



	<p>reflections on the subject of war on the sticky notes provided. Students can opt to remain anonymous.</p> <ol style="list-style-type: none"> 3. After writing, students are to take turn to stick the sticky notes anywhere within the big poppy flower on the mahjong sheet with the heading, "Our Reflections on War". Explain why the poppy flower is a symbol of remembrance of the war (refer to "Why the Poppy?") 4. Read out some of the reflections and use them as further discussion points for the class. 5. The mahjong sheet can be put up on display in the classroom. 	<p>big poppy flower below the heading</p> <ul style="list-style-type: none"> - "Why the Poppy?" http://www.bbc.co.uk/remembrance/how/poppy.shtml (last accessed on 30 November 2014) - Printed copies of Appendix A (one per group)
	<p>Conclusion</p> <ul style="list-style-type: none"> - Summarise what the students have learnt during the workshop. - Distribute feedback forms (for workshops run by Read@School librarians). 	

Appendix A

Lessons in torture**The New Paper, 16 Dec 1997**

By Jill Lim

What's it like to be treated as a prisoner of war? Thirty Jurongville Secondary students had a taste of it recently at a Singapore Discovery Centre camp. JILLIM reports

At first, the students tended to be giggly and sceptical. But they were less amused after a half-hour forced march through some mosquito-filled jungle areas.

This was at the Singapore Discovery Centre grounds last month, where they got a taste of their grandparents' experience during the Japanese Occupation.

The soldiers were certainly quite intimidating. They shouted often and used their wooden guns to push the students or jab them - carefully, of course - to make them hurry, and made them stand, squat, walk, and stop every few minutes.

During the mass screening and when queuing for lunch, students had to bow to the soldiers. A few students still looked amused, or sulky, but all obeyed in silence.

Some even did things they hadn't been told to do, such as sitting in the sun. Some bowed so low their heads almost touched the screening table. Others bowed, unprompted, to any Japanese soldier.

<http://ourstory.asia1.com.sg/war/headline/lessons.html> (last accessed on 30 November 2014)



Appendix B

Report on Read Reap Write

Fill out the following template and submit the report via email to your Read@School librarian.

Remember to include at least three photographs of the reading activity.

You may also submit the creative products that your students have produced.

Name of package	:	50 Stories From My Life
Date of activity	:	
School	:	
Class(es)	:	
No. of participants	:	

Description of Activity		
What went well during the activity?	:	
What part of the activity could be improved?	:	

Feedback from the Participants		
<i>*For each piece of feedback, please include name of student/teacher/parent and class.</i>		
Verbal Feedback	:	
Written Feedback	:	

