

**Surviving the Zombie Apocalypse:
An Interactive, Multimodal Activity for the ELA Classroom**

Media Project II

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Instructions for Students:

Follow the Instructions of the Intro Video Carefully:

“Hello. My name is Stephanie Moreno and I am the Executive Director for the UN Commission on Bio-Health Hazard Preparedness. You are all watching this directive today because you have been selected to participate, as civilians, in the UN’s initial drive to prepare for an imminent biohazard disaster.

As some of you may have heard, an initial outbreak of an affliction, that appears to affect all humans that come into contact with it, has been detected in parts of east and south Africa, central China, as well as isolated instances in Europe. With the outbreak of this disease, which at this point has been named “African Rabies”, the Canadian UN branch is taking precautionary measures to protect and plan for a possible infection.

Your job today is simple, but vital. You will be selected into three groups. Each group will be assigned a specific mission. It is imperative that you follow instructions carefully as failure to do so will result in unusable data, jeopardizing the resistance effort.

You will be provided with a mission envelope, which will have your group’s tasks enclosed. One or two members of the group must have a QR code scanner on their civilian communication device, or rather, your smart/cell phone. You will scan your directions in the envelope for further details. Be sure to explore all areas around HQ base, which has been designated as this building Ponderosa F. You will need to report on your task real time, so a Twitter account will be assigned to your group which you will send messages from. Report all task efforts to the main HQ Twitter account as soon as you have completed it.

The UN thanks you for the time and effort you and your teammates are putting into this project. Good luck and be careful out there.”

- Students will be divided into three groups of eight, and each group will be assigned a twitter account.

Twitter account info:

@ZombieGroup1
@ZombieGroup2
@ZombieGroup3

The password for all three is zombie368

Headquarters @SAJLLED368 (*password for instructors: LLED368*)

*Each of the three groups are following the HQ Twitter account.

Missions (Links to videos explaining the missions are obtained through scanning QR codes):

1 – Survival Instincts

This mission requires rational thinking and a thorough but short explanation attached to the documentation.

- a) You are to assign and document roles within your group members. Select individuals to fill the following roles:
 - a. Navigator/Combat Leader(s)
 - b. Medical Personnel(s)
 - c. Amory
 - d. Farmer/Cook(s)
 - e. Engineer/Mechanic(s)
 - f. Scout/Scavenger(s)
 - g. Guard/Solider(s)
- b) Give an explanation of why you have chosen the following people for the roles. Then tweet to headquarters the person(s) of your choosing while they are posed in a tableau of their assumed position.

2 - Fortification

Your mission is to document the safest building on campus relatively close to the Neville Scarfe building (HQ)

- a) You are to explore, as fast as possible, the surrounding area to determine the safest building, you don't have to go very far, just use your instincts.
- b) Once you have located your potential building you are to document the following:

- 1) are there any environmental hazards we need to be aware of? What must you avoid?
 - 2) Can the building be secured? How?
 - 3) Are there materials to reinforce the entrances?
- c) Document emergency pathways and methods of sending out your scouts/scavengers.

3 - On the Attack (NOTE: THIS IS ONLY A DRILL)

The Infected horde has breached campus and is heading to your building

- a) Document everyone in their positions - explain what they are doing and why?

The Infected have broken in

- b) Document how to gather your peers and use your documented escape plan/route

The Infected have bitten some of your party members during the break in...

- c) What do you do?
- d) Find your next safe zone away from the infected
- e) Document how you felt as a group → do you think this drill was successful? Was there anything you would like to change or keep?

Purpose/Process/Challenges/Assessment:

Purpose:

This project is designed to engage students with a multimedia, technology-based activity that would mimic the fight for survival as detailed in the book *World War Z* by Max Brooks. By using QR codes, twitter, and youtube, students are applying the technology that most are already using on their smartphones to complete a multimodal, interactive quest. The use of these technologies attempt to bring the students' outside knowledge of social and internet-based media into the classroom, enhancing their understanding of the novel through active engagement. The interactive nature of the activity also engages the students kinesthetically, bringing the novel to life. There will be short videos to accompany each submission as well as an introductory video to the activity. Groups will be made, and each will be given a Twitter account to tweet from. They will document their adventure, which will ultimately be compiled onto a main Twitter feed that we will be in charge of. The whole idea is to create story through a variety of mediums. It includes dramatic representation, digital representation, creative writing, and roleplaying.

Process:

The process of this assignment began with a desire to create a project that, in contrast to our first media project, incorporated a wide variety of media and utilized internet applications. that students are likely using outside of the classroom. We began by learning how to create and use QR codes, as we wanted an activity that students could complete on their smartphones. Using our new knowledge of QR codes, we brainstormed ways we could use them in an interactive scavenger hunt. Originally, we thought of ways we could use QR codes to lead students in an

exploration of the history and architecture of the UBC campus, but this idea was scrapped in favour of creating an activity that would connect to a teachable work of fiction. The novel *World War Z*, which Stephanie had wanted to use during her practicum, presented the idea of a mock survival quest. The novel is about zombies--an obvious choice for appealing to senior-level high school students. Stephanie and Andrew hammered out some ideas around how to implement this project, and created an outline for a multimodal activity that would use a variety of media, ultimately creating the outline for the project. We thought of ways we could create this activity, and how it could be implemented in the classroom. The next stage was to write scripts for the youtube videos and create the QR codes (using qrstuff.com) that would link to these, and to create twitter accounts for our "UN Headquarters" and for the three groups we would divide students into. We each took part in the creation process, troubleshooting technology as we worked to create something that would be easy for our students to use and follow. Videos explaining the instructions were filmed and uploaded to youtube, and QR codes were created to link to these videos. The QR codes were placed into top secret envelopes for our classmates to discover, so that we could lead classmates through a demonstration of the activity. Finally, assessment was created (a rubric for evaluation), and Jacqueline created a summary of the purpose, process, assessment, and challenges of the activity.

Assessment:

As they complete the activity, the groups must document their answers to the questions given in the assignment. Students should reflect upon their experience in written form, explicitly referencing the novel in their accounts. Students will also be assessed on their participation in the activity, and their ability to work cooperatively within their groups.

This draft rubric suggests how such an activity may be evaluated:

Checklist of Documents for each group and each activity (to assess that all content has been included in students' documentation):

1. Part 1-Survival Instincts:

- Give an explanation of why you have chosen the following people for the roles.
- Tweet to headquarters the person(s) of your choosing while they are posed in a tableau of their assumed position.

2. Part 2-Fortification:

- Document the following:
 - 1) are there any environmental hazards we need to be aware of? What must you avoid?
 - 2) Can the building be secured? How?
 - 3) Are there materials to reinforce the entrances?
- Document emergency pathways and methods of sending out your scouts/scavengers.

3. Part 3-On the Attack:

- Document everyone in their positions - explain what they are doing and why?
- Document how to gather your peers and use your documented escape plan/route
- Once “The Infected have bitten some of your party members during the break in...”
Document:
a)What do you do?

4. After the Assignment:

- Document how you felt as a group → do you think this drill was successful? Was there anything you would like to change or keep?

Documented (written) responses to these prompts will be assessed based on the following rubric:

CATEGORY	4	3	2	1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Responses includes several details and examples and are presented with excellent clarity.	Includes essential content with clarity, some detail and examples.	Responses are not very detailed and some examples may be omitted.	Content is minimal.

Participation will be assessed using the following rubric:

CATEGORY	4	3	2	1
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to	Usually listens to, shares, with, and supports the efforts of others. Does not cause	Often listens to, shares with, and supports the efforts of others, but sometimes is not a	Rarely listens to, shares with, and supports the efforts of others. Often is not a

	keep people working well together.	\\"waves\\" in the group.	good team member.	good team player.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.

- **Final mark for activity will be based upon assessment for both written responses and participation within the group. (Mark will be out of 16)**

Challenges:

This activity is dependent upon access to technology and the internet, which may not be possible in all classrooms. It assumes that students have access to smartphones, but the group nature of the activity could solve the problem as only one member of the group needs to be in possession of a smartphone. The activity also demands that students leave the classroom to find survival zones, which could have logistical issues depending upon the school environment. This problem could be solved by establishing boundaries within the school campus, so that students are contained in areas that are safe and accessible. Student participation is a crucial to the completion of the activity, but clearly laying out the expectations and assessment of this activity beforehand will help to ensure involvement, cooperation, and personal reflection. Activities such as this one can be difficult to assess, but our draft rubric attempts to provide a clear basis for evaluation.

Bibliography

Brooks, Max. *Zombie Survival Handbook*. New York: Crown, 2003. Print.

Brooks, Max. *World War Z: An Oral History of the Zombie War*. New York: Crown, 2007. Print.