



# Zombie Turn in the Classroom

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# Overview

- The Zombie Virus
- The idea of the Zombie Virus  
Outbreak and link to public health
- Gamification and Project-Based  
Learning
- David Hunter- Zombie Based  
Learning
- Zombie Math
- Language Arts and Zombies
- Fitness and Zombies

How will you survive?



## The Zombie Virus

Who: Animals, Humans, NBAF

What: Virus that assumingly affects frontal cortex and medulla of the brain that causes a Zombie pursuit to attack and senselessly feed on humans that are alive

When: Past, Present, Future

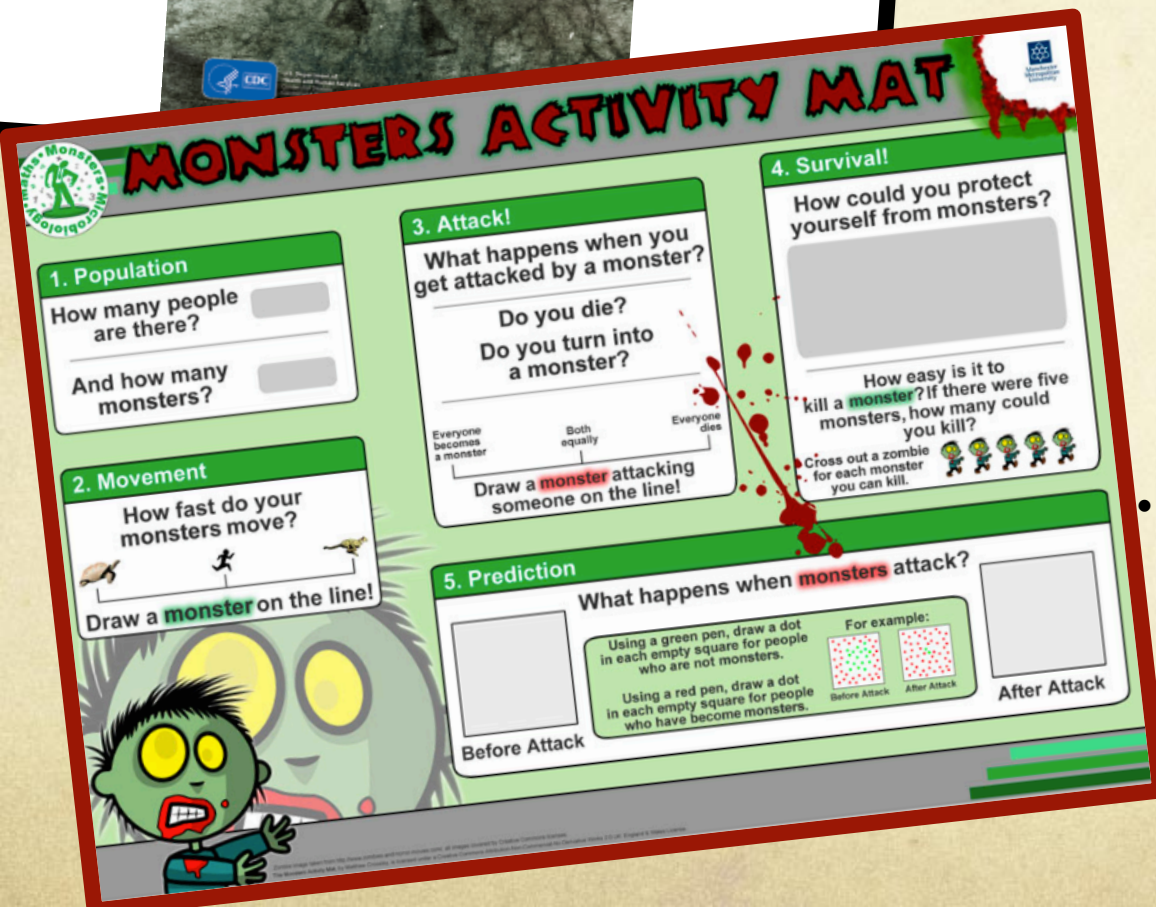
Where: Global and cross-cultural idea of “zombie” ...“un-dead”

Why: Fear as social contagion, preparedness, engagement disease and virus hunt without choice

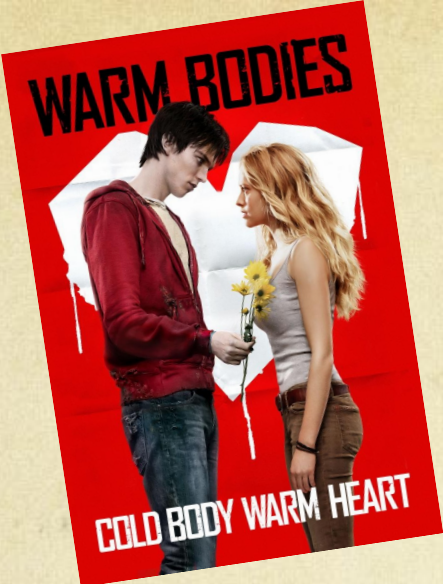
# Using the Idea of a Zombie Virus Outbreak to awaken public health preparedness



- CDC has a campaign using the possibility of a zombie apocalypse to engage the public to be prepared in the event of a virus outbreak, natural disaster, a fire etc. (Khan, 2011).



- Epidemiology of infectious diseases studied and discussed using simulations of zombie scenarios and literature at a University in Manchester, UK (Verran et al., 2014).



# Zombies and Youth, Media and Pop Culture

- Something we fear if it were ever to happen in real life but also something we are fascinated and engaged by.
- A theme that comes up in media and in pop culture all the time.



# Gamification and Project Based Learning

**Gamification** is defined as having the following components (Kapp, 2012):

- System: game “space” includes elements for scoring based on the players actions
- Players: participants that use the game and learn something from it
- Abstract: game includes elements of an alternate reality that replicates reality
- Challenge: involves critical thinking to keep the player engaged and determined to win the game or solve the problem
- Rules: determine how the game is and is not played
- Interactivity: working with other players in the game...or against them
- Feedback: to improve gameplay and to celebrate achievements
- Emotional Reaction: what the player feels (excitement, thrill etc.)

**Project Based Learning:** Occurs when students are exploring real-world type problems and multiple curriculum expectations through a dynamic set of activities with a reoccurring theme (Licht, 2014).

# How to survive a zombie apocalypse: Learn Geography

(Spitzer, 2013)

Our story begins in an ordinary suburban middle school with a group of unsuspecting students, and one smart-alecky question to the teacher: “Mr. Hunter, did you hear about the zombie that attacked some guy the other day?”



David Hunter developed zombie-based learning after just one year of teaching.

Of course, the other students dismiss it, all except for one. He's intrigued enough to dig a little deeper. The student and Mr. Hunter begin plotting reported attacks on a map, and trying to discern a pattern in the outbreak's spread.

“They're getting closer to us,” the student concludes.

“Get home,” warns Mr. Hunter. “If the power comes back on, watch the news. If it doesn't come back on, I suggest you stay home.”

It may be too late. The zombie apocalypse is upon them, and only one thing can save them: **geography.**

<https://youtu.be/vdtQgwOOiBg>



# Maths With Zombies

- Math is more interesting when problems are based on themes that are relevant and interesting to the lives of students ([Drysdale, n.d.](#)).





## Language Arts and Zombies (Miller, 2013)

- Use graphic text and novels that have zombies in them to engage your class with literacy
- Study graphic novel elements and use the graphic novel as scaffold to other prose texts
- Doesn't have to be zombies... Vampires are hot too.





## Fitness and Zombies

- Apps and game based fitness activities to motivate you and your students to get moving!



# References

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