For future users:

This exercise was originally designed for a 3-hour undergraduate class on Culture, Health, and Environments in Anthropology at the University of Delaware by Dr. Jenn Trivedi in the Spring semester of 2018 and was updated afterwards with feedback from the class, guest graduate students and researchers, and my own take on how it went. Some updates have been made to these documents since the class, but it remains a work in progress.

This iteration is based on what these students learned in this class, so things like the locations will vary class to class. That adaptive and relevant component was important to me because (1) I wanted this to be an assignment that allowed students to demonstrate to me what they had learned during the class and (2) I wanted this to be relevant to the class as a whole.

Slides are labeled here to go with the matching Power Point presentation. Instructions for students and related handouts are labeled throughout these plans. There is also a playlist of zombie themed music played when students were having quiet group discussions or personal work filling out accompanying sheets (Zombie Playlist).

Throughout this entire assignment students are largely talking in a group (in which case I’m working my way through the class, listening, answering questions, engaging with them in conversation) or as a class (where I’m also taking and answering questions, encouraging them to question each other, etc.).
If you have any questions, comments, or suggestions, please feel free to email me at jennifer.marie.trivedi@gmail.com

SUPPLIES

Each group needs:
• 1 20-sided di.
• 1 copy of Group Handouts 1, 2, and 3.
  • Group Handouts 1 can be printed front and back.
  • Group Handout 2 needs to be printed one sided and cut into pieces.
  • Group Handout 3 needs to be kept separate, so it can be exchanged with another group. If you can keep it incorporated with Group Handout 1 so the exchange is a surprise for students, all the better.

The zombie group needs:
• 1 20-sided di.
• 1 copy of the Zombie Handout.

Things that may be useful for the professor:
• A white board, chalk board, or a poster board to track point totals.
• The power point is helpful for keeping everyone on the same page, but it is not entirely necessary. The printouts help a lot with this and help with grading.
• Throughout this exercise, I encouraged questions and discussions which made the entire thing both its own learning process and a chance for students to bring up things they had learned in class.

For the class itself:
• This class is designed, as we’ve talked about before, to build on everything you’ve learned so far this semester – theoretical, historical, practical, all of it. Draw from that knowledge and your experiences in the class as we go. Definitely feel free to refer to specific examples or patterns you’ve noticed or we’ve talked about as a class.
• Some people will become zombies in this. Please don’t actually bite other students.
• If you are one of the zombie victims, your group loses your strengths and skills for the remainder of the game and you get to become a zombie and join their group.
• Each group has a series of handouts that you’ll need to fill in as we go and turn in at the end of class. This includes the zombies.
• Note: Based on the class as it was, this was largely related to a virus. In future classes I plan to expand on this and reintroduce previous lectures I’ve taught about zombies and zombie lore in other cultures like Haitian traditions. That component is a work in progress and therefore not included here.

• Remember, we’ve talked about disease response in the US and other countries when we talked about diseases Ebola, so this isn’t necessarily entirely realistic (that the CDC would completely miss this), but I want us to start somewhere so you can use what you’ve learned throughout this semester here today.

• What do people remember from the class that they think is going to be relevant here?

• So where does this start? There is ongoing lab research on Ebola at the CDC in Atlanta that goes horribly wrong. The scientists involved don’t realize the mutation or extent of exposure at first and so it gets out of the lab.
• Once realized, attempts by government to lock down the area, but people already traveling on roads and via planes out of Hartsfield International Airport. From there it spreads quickly.
• This is the spread by the end of the first week.
• This is the spread by the end of the sixth week.

• Any comments or thoughts about the spread?
• This is the spread by the end of the twelfth week and where we are now.

• Any comments or thoughts about the spread?

• Any thoughts about where we are going to be starting with this scenario?
• The virus spread primarily via bites (a zombie biting you) and bodily fluid contamination (blood from the zombies getting into your system in other ways is the most likely, so sterilization and cleanliness are key).
• People who are infected are contagious within 24 hours of exposure. The virus kills people who are infected in anywhere from 2 to 21 days. Their bodies reanimate after 8-12 hours and they have a desire to consume human and animal flesh, not just brains.
• Zombies can only be fully killed by decapitation or destruction of the brain stem. Even then, exposure to bodily fluids can create new zombies. So, if you blow a zombie up and get splattered in the face or your water supply gets contaminated with their blood, you’ve got a problem.
• Not everyone gets infected - some people show immunity and we don’t understand why. Right now we have no cure. It is a work in progress, as we’ll get to later.

• Any questions on the set up so far? Any thoughts about what’s going on?

• So now I’m going to split you up into groups of 5. Note: This number may need to be adjusted based on class sizes. Go ahead and move into clusters with those groups. Bring your stuff with you, since you’ll be in these groups for the whole class.

• First and foremost, each group needs to pick a group name and record it on Group Handout 1.
ZOMBIES

- Insatiable hunger.
- Some recognition of prey as prey.
- Do not recognize friends and family.
- Mostly move at a shuffling pace but can move more quickly - a jogging pace - for brief periods.
- Can recognize movement, light, and sound.
- Are aggressive.

Note: Here you can show video clips of any type from Zombie films, games, etc. if you so choose. It is not necessary, but it can help set the scene and it can be fun and engaging for students.

Zombies have...
- Insatiable hunger.
- Some recognition of prey as prey.
- Do not recognize friends and family.
- Mostly move at a shuffling pace but can move more quickly - a jogging pace - for brief periods.
- Can recognize movement, light, and sound. With this, think dinosaurs in Jurassic Park. The more rapid the movement, brighter the light, or louder the noise, the more quickly they respond to it.
- Are aggressive.
• Roll your dice (Roll 1). Record that number on Group Handout 1.
• If you get an odd number, you get 1 save to save 1 person in your group from zombies at some point in the future.

• From here moving on, whenever we talk about something happening to your “culture” or “group” or “team”, this refers to your entire group – the students here and your friends, family members, etc. who you select to be with you.

• Every group member must select 3 people from their lives – family members and friends – that they want with them. You have packets of 4 slips in your envelopes - stapled together for now as Group Handout 2. One is for you and then you have 3 for these 3 people you’re each adding.
• Take a minute and fill these out. You have to use your real name for you, so I can grade it, but you can use fake names for friends/family members if you want. You’ll also need to put your name at the bottom of the slips so I can identify them as part of your group and your work for grading.
  • List 2 strengths each person in the group has that will help in the Zombie Apocalypse.
  • List 2 weaknesses each person in the group has that will hurt in the Zombie Apocalypse.
  • These can be related to specific knowledge, skill sets, cultural backgrounds, languages, etc. Anything you would help or harm you and your group in this situation. Think about what we’ve talked about throughout class – what helps or hurts in
situations we’ve discussed? How do these issues vary situation to situation and culture to culture? Are there patterns?

• Once you have your individual notes written, discuss what you have collectively as a group. Figure out your group’s strengths and weaknesses. Fill in the group sheet included in your packet on Group Handout 1.
Everyone starts with 5 points. Based on the strengths and weaknesses you listed for different people, people in your group, and thus your group as a whole, may get bonuses. If they do, fill them out on your group chart on Group Handout 1. If you don’t have any of these for a group member, just list 5 points for their final score. Take a moment and calculate how many points your team has in total.

As you gain or lose people, you gain or lose their points too. I’ll keep track of them on the board.

- Note: I used a poster board at the front of the room that I added their group names and starting number of points to. I then kept track of changing points. I think in the future a white board or chalk board would work better for this.

What do you think is missing from these lists? How many points do you think they should add or subtract from a person and team’s total?

Take 1-2 suggestions based on this class discussion and add them in.

- Note: I did not intend to do this the first time, but it happened organically and I found it was a really engaging conversation for the students and to hear their thoughts on what was useful or problematic in this situation.

Identify who you think your single most vulnerable person is. Talk about this as a group. Why do you think are they vulnerable? How do to their identity, characteristics, skills, etc. make them more likely to be vulnerable in this situation?

After giving students time to talk about this, present them with the following scenario:
• Now you must make a decision - do you...?
  • Keep them with you despite this vulnerability because they have skills and strengths you think are important.
  • Abandon them to fend for themselves.
  • Kill them because you don’t want to use resources on them but don’t want them to become a zombie.
  • Note: Yes, this seems harsh and I’m cautious of how I word this class to class. But it also sparks an engaged discussion of what people mean to students and to their groups and cultures more broadly. It forces them to confront why people are personally important to them (“I love them.” Or “They’re my friend.”) and why people may be important in larger contexts (going beyond “I think they’d be good to have on my side to fight zombies” and into things like “they have knowledge I don’t have and we need that” or “their leadership in our family group is important.”)

• Share with the class – what did you do and why?

• Anyone who was abandoned to fend for themselves is now a zombie. They’ve been bitten. If you’re one of those people, please come join Team Zombie. Alternately, if this is one of the people not here, please give me their information sheet.

• Figure out your remaining population and your new point total and note it on Group Handout 1. Remember, for every person you lost, you’ve now also lost their points because you’ve lost their strengths/weaknesses. Record how many points you lost for your group by giving that person up and update me.

• Zombies come up to the front of the room to start a group! Sign in on the Zombie Handout.
Locations

New Orleans, LA
Isle de Jean Charles, LA
Biloxi, MS
Flint, MI
Newark, DE
Charlottesville, VA
Native American lands near Bismarck, ND.
Cree lands in Canada.
Cape Town/Town Two, South Africa
Bhopal, India
Sierra Leone
Ireland
Tibet (Mountainous Areas)
Australia (Rural Indigenous Areas)
Papua New Guinea
Indonesia: Swidden Islands
Indonesia: Savanna Islands

• Roll your dice (Roll 2) and record it on Group Handout 1. You’ll get to select your locations from this list starting with the highest number first down to the lowest number.

• You should recognize these locations as places we’ve discussed in class throughout the semester in various ways. You will select one of these for your group to be facing the Zombie Apocalypse in, but there can only be one group per location. Group with the highest roll - select a location! (Go from there.)
  • Note: these locations were based off of previous locations we had discussed in class. They can be altered to match requirements of your own class.

• On Group Handout 3, list in 4-6 points about why you chose this location and what the benefits of it are. In addition, list at least 1 potential problem with that location.

• Zombies: you are in all of the affected locations, so you are able to bite people anywhere. However, I want you to come up with a list of your own on your Zombie Handout - for each of the locations people in the class are, come up with 1 thing that would be beneficial to you, as zombies, on the hunt, and 1 thing that would hamper your hunting.
• Note: While I often upload slides in advance and did for this class, I specifically removed this slide in the uploaded pdf specifically to keep this a surprise.

• Now, plot twist, you will not be working in the city you just chose. Note: I gave my students a minute or two after this announcement to talk and question things because they were somewhat shocked and agitated by it.

• Pass your paper with the city you chose on it one group to your left. This is the city you’re actually in. Take a few minutes to read over where you are now. Discuss your new situation with your group. Is it what you expected? How can what you discussed with your previous location be of use here? Can it be?

• Know that some of these locations get point bonuses or deductions. So add or deduct those from your group point total. Note: these were assigned based in part on real world potential advantages or problems that we discussed in class or that the students had strongly identified with or focused on, not any sort of value judgements about the areas or people there. I also adjusted them to make sure there was a spread across different point totals.

• Discuss as a group and decide where in that location you will seek shelter - what type of space? Why? Be sure to record your responses on Group Handout 1 and be prepared to share it with the class.
• Zombies: discuss as a group. Do you need shelter? Why or why not? Write 4-6 points explaining how and why you think zombies might seek shelter in an area on your handout and be prepared to share it with the class.

• Allow time for group discussion and presentations to the class.
• Think about your new group as an emerging culture in the zombie apocalypse. Describe your new culture and society – include the people you have with you and where your location is on Group Handout 1.
  • What are your key beliefs and behaviors?
  • Think about this in the context of your location! Think about what we talked about with the role of environment. Building on this, list 3 things in your culture that are most important to you.

• What strengths that you share as a group will help you survive this? List 3 key things.
• What are your potential weaknesses? List 3 key things.

• Be sure to record your responses and be prepared to share it with the class.

• Zombies: you can do a bit of listening in here. As other groups note things that are important to their culture, I want you to come up with a list of the top 5 weaknesses across these different cultures and societies that you think zombies could exploit (on Zombie Handout).

• Give students time to discuss all of this in groups and present to the class.

• Roll your dice (Roll 3). Record this number on your page.
  • If you roll an odd number, one of your group members is now a zombie. You have to decide who the most vulnerable person is and they’re it. If you are a member of team
zombie, come join me up here. Alternately, if this is one of the people not here, give me their information sheet.

• If you roll and even number and someone on your team was already zombified, you get them back.
• If you got your save, you can use it now, but remember you can only use it once.
• On Group Handout 1, make a list of supplies you think you will need to survive as a group in this new location. You should have at least 10 items – more are fine. Think about our discussions of emergency and disaster preparedness and what we talked about people needing in other events.
  
  Note: As part of our class and tying it to local issues, we had a guest speaker who is an emergency management practitioner speak to the class and have them start thinking about these issues at a local level several weeks before this. However, I think this is still a useful component for any class and helps allow for some practical material for students to take out of class and into their lives. If you don’t know an emergency manager or practitioner to come speak, I recommend touching base with your university, local, or state emergency management agency or check out Ready.gov.

• Explain how you will get and maintain access to these supplies wherever you are located in 4-6 sentences. Be sure to record your responses and be prepared to share it with the class.

• While you are thinking about supplies, discuss what health issues you think your group may encounter in the location/environment you are in and with your specific population. This can include coping with pre-existing conditions or new potential conditions, diseases, or injuries. What may your group encounter? Discuss how you plan to deal with or treat them these issues. Please be sure to describe this in 2-4 sentences and be prepared to share it with the class.
• Zombies, on your handout come up with 4-6 things you think humans might need to escape you. For each, explain why you think they might NOT be able to get and maintain access to those supplies.

• Give students time to discuss in groups and present to the class.
• Note: I left this slide largely blank of information because I often upload slides in advance and wanted some things to be a surprise.

• Roll your dice (Roll 4). Record this number on your page.
  • If the number you rolled matches the number you assigned to a person in your group, that person has been bitten by a zombie!
  • If you got your save, you can use it now, but remember you can only use it once.
  • Otherwise they are now Team Zombie. If you are a member of team zombie, come join me up here. Alternately, if this is one of the people not here, give me their information sheet.

• Figure out your remaining population number and points (remember, you just lost that person’s points). Record this on your handout.
• Your group is working on a zombie virus vaccine. You are running out of 1 of the ingredients you need for it and need some people to travel outside of your safe area to get more. They will have to travel for 3 days total – there and back.

• Select 3 people to go after what is needed and record them on Group Handout 1. Remember these people come from your extended group so they can be a friend or family member too.
• List what supplies the traveling group will take with them, keeping in mind what supplies the group staying needs to keep with them.

• Zombies: As the other groups work, go from group to group and identify the most vulnerable person left in each group and record it on your handout. This may be the person with the lowest number of personal points or it may be someone else. You are allowed to argue for another person being more vulnerable or at a higher risk of being bitten that disagrees with the group in question’s call.

• There’s a zombie attack on your away team! Roll your dice (Roll 5). Record this number on your page.
  • If you rolled an odd number, your team escapes.
  • If you roll an even number, they don’t all get away.

• Zombies: Roll your dice! (Zombie Roll 1)
  • If you rolled an odd number, you get to select the 1 most vulnerable or at risk person from each of the teams who lost someone to the zombie attack.
• If you rolled an even number, you get to select the 2 most vulnerable or at risk people from each of the teams who lost someone to the zombie attack.

• If you have not yet used your save, you can use it now to save just 1 person (so if you lost 2 or 3 people, you can still only save 1). Remember, you can only use this once.
• Figure out your remaining population number and points and record it on your sheet.

• Vaccine Testing
  • If you only lost 1 or 2 people on the away mission, you now get to test your zombie vaccine.
  • If you lost all 3 people on your away mission, you have no vaccine.
  • Roll your dice (Roll 6) – if you get a 1 through a 10, it was successful. If it was an 11 through a 20, it failed. Keep track of which this is.
• I’m going to give you a chance to move to another location if you want, but you can only move to a location as listed here.

• You are NOT obligated to move, but if you want to move, you can only bring the resources you have that you can carry (so, you can bring food, you cannot bring land). You’ll need to account for how or if your new culture can fit into the new area. Discuss this as a group and decide. Regardless of your decision, record your responses on your handout and be prepared to discuss it with the class.

• Zombies! You get to do this too. Do you want to narrow your focus to 2 areas? Or do you want to stay scattered? Take a minute, discuss it. Regardless of your decision, record your responses on your handout and be prepared to discuss it with the class.

• Share your choices with the class.
  • Who decided to move? From where to where?
  • What are you bringing with you?
  • How will your culture deal with this new environment?
  • For those who decided to stay, why?

• Zombies: Share your choices with the class.
  • Why did you make this decision?
• Your main group has been attacked by the rampaging zombie horde!

• Part 1:
  • Each group: roll your dice (Roll 7). Record the answer. That number is your defensive rating. The higher the better.

• Part 2:
  • Team Zombie: roll your dice and record it (Zombie Roll 2). That number is the zombie attack strength.
  • If this is higher than any group’s defensive number, half of that group’s still surviving population has been bitten.
  • Each group: figure out how many people from your remaining population are still safe and how many are infected.
  • If you have not used your save yet you can use it on 1 person here. This is your last chance to use it.
  • Zombies! Go around to the affected groups and select the most vulnerable remaining people - half of everyone who is left. They are now zombies too.

• Figure out your group’s remaining population numbers and record it on your handout:
  • how many people are safe (if any)
  • and how many are undead - infected/zombies.

• Part 3:
• IF you successfully created a vaccine, roll your dice again (Roll 8).
  • If you roll a 15 or higher, your group can save up to 2 people who were infected at any point into the game.
  • If you roll a 14 or lower, your group can only save 1 person.

  • Figure out who that is (record this on your handout) and explain why you - as a group - chose to save them to the class. Think about people’s strengths and weaknesses, but also think about how vaccines work and their efficacy and how diseases – especially this one - spreads.
  • Add those people back into your safe list and you can add them back into your points total. See how many people you have left and what their strengths and weaknesses are. What are the points for each group? Record this on your handout. This is your final point/score total for the class.

  • Zombies: Figure out who you have. What do you think is now missing from the groups out there that you have? Are there any characteristics of people you think make more effective zombies? Record this on your handout.
• Regroup. Zombies, you may return to your cultures.

• Discuss these questions among your group and be prepared to present it to the class. Record your responses on your handout. DO NOT update your points. Your final team points were those you just calculated.

• Follow these group discussions and presentations with a full class discussion of what they learned, what worked, what didn’t.
Group Handout 1

Sign in here:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

Group Name: ____________________________________________________________________

Record your dice rolls here throughout the exercise.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Number Rolled</th>
<th>Result (Circle or Highlight)</th>
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<td>1</td>
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<td>Odd = Save</td>
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<td>2</td>
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<td>Even = No Save</td>
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<td>Highest to lowest make selections in order.</td>
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<td>4</td>
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<td>Odd = One Extra Zombie</td>
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<td>5</td>
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<td>Even = One Extra Save</td>
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<td>6</td>
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<td>Personal numbers on group list.</td>
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<td>7</td>
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<td>Defensive rating.</td>
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<td>Only roll IF you rolled a 1-10 in roll 6.</td>
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<td>15-20 = Save 2</td>
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<td>1-14 = Save 1</td>
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<td>11-20 = Failure</td>
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Tracking your Total Points and Zombies

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<tr>
<th>Starting Point Total</th>
<th>New total after points lost to zombification (1).</th>
<th>New total after location-based points.</th>
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<tr>
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<td>New total after points lost to zombification (2).</td>
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<td>Note: Did your away team lose 1, 2, or 3 people?</td>
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<td>New total after points lost to zombification (4).</td>
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<td>New points after potential saving.</td>
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Note: Did your away team lose 1, 2, or 3 people? Yes/No
Record your group members here. You can use fake names for friends/family members.

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<tr>
<th>Number</th>
<th>Name</th>
<th>In Class Y/N?</th>
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<th>Points (+/-)</th>
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Team -

**Overall Team Strengths**

**Overall Team Weaknesses**
Where will you seek shelter? What type of space? Why?

List 3 things your culture prioritizes as most important to them:

List 3 of your potential strengths:

List 3 of your potential weaknesses:
List your 10 supplies:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________
8. __________________________________________________________
9. __________________________________________________________
10. __________________________________________________________

Explain how you will get and maintain access to these supplies:

What health issues might you encounter?
Who will be going to gather vaccine supplies?

1. 

2. 

3. 

What supplies will they take with them?

Did you decide to move?
   If yes – Why? What did you bring with you?
   If no – Why not?

Who did you save? Why?
- Who died? Who survived?
- What does this mean for your group’s future survival?
- What supplies do you still have? What are you missing? What role does that play?
- Is your culture likely to survive from here on out? Why or why not?
- What was your biggest success as a group? What was your biggest failure as a group? What caused these? Were these related to cultural, health, or environmental issues?
Your Name: ____________________________________________________________

Your Strengths

1. _______________________________________________________________________

2. _______________________________________________________________________

Your Weaknesses

1. _______________________________________________________________________

2. _______________________________________________________________________

Person 1’s Name: ____________________________________________________________

Person 1’s Strengths

1. _______________________________________________________________________

2. _______________________________________________________________________

Person 1’s Weaknesses

1. _______________________________________________________________________

2. _______________________________________________________________________

Your Name: __________________________________________________________________

__________________________________________________________
Person 2’s Name: _______________________________________________________________

Person 2’s Strengths

1.____________________________________________________________________________

2.____________________________________________________________________________

Person 2’s Weaknesses

1.____________________________________________________________________________

2.____________________________________________________________________________

Your Name: ____________________________________________________________________

Person 3’s Name: _______________________________________________________________

Person 3’s Strengths

1.____________________________________________________________________________

2.____________________________________________________________________________

Person 3’s Weaknesses

1.____________________________________________________________________________

2.____________________________________________________________________________

Your Name: ____________________________________________________________________
Group Handout 3

Group Name: ________________________________________________________________________

What is your location? __________________________________________________________________

Why did you choose this location? What are some potential benefits of being located here?

What is a potential problem with that location?
If you’ve become a zombie, please sign in here!

Record your dice rolls here.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Number Rolled</th>
<th>Result (Circle or Highlight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Odd = 1 Per Group</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Even = 2 Per Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attack strength.</td>
</tr>
</tbody>
</table>
Zombie Group Members for this part:

For each location selected by another group, please list 1 thing about that location that would help your hunt.

For each location selected by another group, please list 1 thing about that location that would hinder your hunt.
Do you need shelter? Why or why not?

Zombie Group Members for this part:

List 5 potential weaknesses of other groups:

Zombie Group Members for this part:

For each group, list the most vulnerable person and why you think they’re vulnerable.
Do you want to narrow your focus to 2 areas or stay in all areas? Why?

What do you think is now missing from the groups out there that you have? Are there any characteristics of people you think make more effective zombies?
Zombie Playlist

- “A Rose for Emily” - The Zombies
- “Zombie” - the Cranberries
- “Re: Your Brains” - Jonathan Coulton
- “Stop, I’m Already Dead” - Deadboy and the Elephantmen
- “Zombie” - Bad Wolves
- “They Are Night Zombies” - Sufjan Stevens
- “All You Zombies” - the Hooters
- “Thriller” - Michael Jackson
- “Zomby Woof” - Frank Zappa
- “Zombie Nation” - Kernkraft 400
- “I Walked With a Zombie” - Roky Erickson & The Aliens
- “Zombie Zoo” – Tom Petty
- “My Body’s a Zombie For You” – Dead Man’s Bones
- “Doin’ the Zombie” – Chubby Checker
- “Zombie Jamboree” – Harry Belafonte
- “Walk Like A Zombie” – Horrorpops
- “Zombie Delight” – Buck 65
- “Zombie Love Song” – Your Favorite Martian
- “Zombies Ate Her Brain” – The Creepshow
- “Talk About The Living Dead” – The Spookshow
- “(Don’t Fear) The Reaper” – Blue Oyster Cult
- “Zombie Dance” – The Cramps
- “Zombie Stomp” – Ozzy Osbourne
- “Astro Zombies” – The Misfits
- “Living Dead Girl” – Rob Zombie
- “Night of the Living Dead” – The Misfits
- “We’ll Rise” – The Brains
- “Army Of Zombies” – Lars Frederiksen & The Bastards
- “Up From the Grave” – King Diamond
- “Surprise! You’re Dead!” – Faith No More
- “Bela Lugosi’s Dead” – Bauhaus
- The Walking Dead Theme Song