ESU
TEACHING
RESOURCE

ZOMBIE APOCALYPSE!

OVERVIEW

This fun warmup encourages students to begin making arguments, and is a good activity when introducing basic reasoning. The silly nature of the game encourages less confident students to "give it a go", as the success of a response is limited by imagination, rather than specific subject knowledge or academic skills.

OBJECTIVES

- To introduce students to basic reasoning – reasons are answers to the question “Why?”, that often begin “because…”
- To feel comfortable making arguments and speaking in front of each other

INSTRUCTIONS

All students think of a household object. The session facilitator may choose to ask for this as part of a setting for the game, e.g.
We all finish for the day and go home. Imagine walking home and into your house, and just look around – choose an object in your house, so for example, I’ve just chosen my fridge.
Students should turn to form pairs, and say the object they have chosen to their partner.

Now, set the scene:
Unfortunately, the Zombie Apocalypse is now upon us. Everyone (apart from you) has turned into a zombie. I’m a zombie. The Prime Minister is a zombie. The zombies are coming to your house, to do their dastardly things, like eating your brains. Luckily, we’ve all chosen an object to defend ourselves – the object you just named to your partner!
Students should now, with their partners, discuss which of the two objects they selected between them would be best to use in the zombie apocalypse, and why.

When students have had a chance to discuss this in pairs, they should select the one object they think is best.
Now, each pair should join with another to form groups of four. Again, students should discuss which of the objects would be best in a zombie apocalypse, and why.
Students should now be asked to feed back to the class, explaining which object their group chose, and why it would be useful in the zombie apocalypse.

Tip - The facilitator can use various methods to ensure less confident students have a chance to participate. For example, selecting a speaker from each group rather than letting the most confident student lead.

The facilitator should conclude the session by explaining to students that this “Why..? Because…” reasoning can be applied in all circumstances – that’s what we mean by reasoning, and it’s the basis for all arguments and persuasive explanations.
The facilitator can also note that if we can defend the use of some of those silly objects in a zombie apocalypse, we never need to worry about having nothing to say!