

Zombie Stations

Teacher's Guide



Zombie Stations

Production team

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Acknowledgments

Claudio Azevêdo for letting us use his material for station F

Field-testing

Pending :

École secondaire de l'Agora, fall 2017

École secondaire St-Edmond, 2017-2018

Level

Secondary 3

Estimated time

45-75 minutes per station as specified in Stations Overview Grid

2 hours homework to finish texts

Station X has been created to accommodate students who are quicker to finish

References

Images: all from open sources

Other Sources :

Station B : <https://genius.com/Buck-65-zombie-delight-lyrics>

<https://www.amazon.com/Zombie-Delight/dp/B004KVPUO6>

<https://www.apple.com/itunes/?cid=OAS-US-DOMAINS-itunes.com>

Station C : <http://www.readcomics.tv/the-walking-dead/chapter-1/19>

Station D : www.cdc.gov

Station F : <http://moviesegmentstoassessgrammagoals.blogspot.com>

Activity used with permission of Claudio Azevêdo

Station G : <https://www.youtube.com/watch?v=-hVWEefD5ag>

General Information

What are learning stations?

Learning stations is a teaching method that permits students to work in small groups on different tasks simultaneously. Each station offers a self-contained activity where instructions and materials are given. Each group of students move from one activity to another within a specified time frame. This approach fosters autonomy and collaboration in our learners. It also gives teachers an opportunity to observe students in various learning contexts.

Station theme

The kit contains 8 independent stations that exploit different aspects of the zombie phenomenon which is ever present through media in today's popular culture. The proposed tasks are differentiated to reach the different learning styles and levels of English present in any given classroom. The activities were created to develop the 3 ESL competencies.

Class organisation: forming stations

Divide the class into 8 areas. 4 desks can be grouped to form an island;
Each station is identified by a lettered place card.

Navigation between stations

Option #1 Sequence of navigation is determined by students;

Option #2 Sequence of navigation is pre-determined by teacher;

In any case, students write the order of stations on the cover of their student book.

Teacher Preparation

1. Photocopy student booklet and material for each station.
2. Organize material for each station into 8 folders: in each folder, place instructions and additional material if needed. See station description and additional notes section.
3. Stations B, C, D, F and G will require technological devices equipped with Internet connection. You will need to inform students to bring their headphones to class and have sufficient pairs as back up. 4 pairs of sound muffling headphones could prove useful for some students during individual work.
4. Divide classroom into 8 sections that are identified with numbered place cards.

Station instruction sheets

Each station (A to H) has a common structure

1. Letter and title
 2. Step by step instructions
 3. A materials box that lists the items needed to complete activity
- Station X provides additional activities for students who work faster.

Evaluation

Each station gives teachers the opportunity to assess specific criteria for C1 and C2. The texts written in station G and H can be used to evaluate C2 and C3. Generic grids are given in the appendix. These can be adapted during field testing and updated during the 2017-2018 year.

Stations Overview			
ESL Competencies	Station title	Estimated Duration	Materials needed
C1	Station A Zombie Survival Kit	45-60 minutes	Folder with instruction sheets Student booklet Pictures of items for emergency kit printed in color
C2 Listening activity	Station B Zombie Delight	60 minutes	Folder with Instruction sheet Student booklet Pictures 1 to 7 printed in color 2 MP3 players + Zombie Delight song 2 splitters 4 headsets
C2 Reading activity C1 as extra activity	Station C The Walking Dead	60-75 minutes	Folder with Instruction sheet Student booklet Print story cards Computers or access to electronic devices Discussion cards for extra activity Access to Internet http://www.readcomics.tv/the-walking-dead/chapter-1/19
C2 – C1 listening activity	Station D Origins of Zombie Virus	45-60 minutes	Folder with Instruction sheet Student booklet Mp3 player with recordings of 2 interviews (Ask students to read the interview. Audio is not available yet.)

C2 Listening and drawing activity	Station E Drawing activity	45-60 minutes	Folder with Instruction sheet Student booklet 2 pictures printed in color
C2-C1	Station F Warm Bodies	60-75 minutes	Folder with Instruction sheet Student booklet Computers or access to electronic devices https://www.youtube.com/watch?v=ywfezpgimxQ Activity used with permission of Claudio Azevêdo
C2-C3	Station G Prank	60-75 minutes Homework to finish text	Folder with Instruction sheet Student booklet Computers or access to electronic devices Video https://www.youtube.com/watch?v=-hVWEefD5ag
C3	Station H	60-75 minutes Homework to finish text	Folder with Instruction sheet Student booklet 3 envelopes with cards (Who-What-Where) 4 copies of Survival Diary Example

Self Evaluation #1

I liked station _____, because _____

Station _____ was difficult, because _____

I spoke English while working in the stations

☐All the time ☐Some time ☐Never

I asked my teammates for help

☐All the time ☐Some time ☐Never

I helped my teammates

☐All the time ☐Some time ☐Never

I completed station on time

☐All the time ☐Some time ☐Never

I was focussed on the task

☐All the time ☐Some time ☐Never

Self Evaluation #2

I liked station _____, because _____

Station _____ was difficult, because _____

I spoke English while working in the stations

☐All the time ☐Some time ☐Never

I asked my teammates for help

☐All the time ☐Some time ☐Never

I helped my teammates

☐All the time ☐Some time ☐Never

I completed station on time

☐All the time ☐Some time ☐Never

I was focussed on the task

☐All the time ☐Some time ☐Never

C1 INTERACTS ORALLY IN ENGLISH

CRITERIA	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
Participation in oral interaction	<p>Always speaks English with a certain degree of confidence in both spontaneous and structured situations.</p> <p>Shares ideas and opinions spontaneously.</p> <p>Makes a concerted effort to keep discussion going.</p> <p>Takes many risks with language.</p>	<p>Often speaks English with a certain degree of confidence in spontaneous situations and always speaks English in structured situations.</p> <p>Shares ideas and opinions in turn.</p> <p>Helps keep discussion going.</p> <p>Takes some risks with language.</p>	<p>Sometimes speaks English with a certain degree of confidence in spontaneous situations and often speaks English in structured situations.</p> <p>Shares ideas and opinions with prompting.</p> <p>Participates in discussion once it’s started.</p> <p>Takes few risks with language.</p>	<p>Rarely speaks English in spontaneous situations and sometimes speaks English in structured situations.</p> <p>Rarely shares ideas and opinions</p> <p>Rarely participates in discussion.</p> <p>Takes very few risks with language.</p>	<p>Never speaks English in spontaneous situations and very rarely speaks English in structured situations.</p> <p>Never shares ideas and opinions.</p> <p>Does not contribute to discussion or improve it.</p> <p>Doesn’t take risks with language.</p>
Content of the message	<p>Content is rich; ideas developed with elaboration and detail.</p> <p>All of the content of message is coherent.</p> <p>Message is always pertinent to the topic.</p> <p>Always takes the audience and purpose of communication into account.</p>	<p>Content is appropriate; ideas adequately developed with some elaboration and detail.</p> <p>Most of the content of message is coherent.</p> <p>Message is often pertinent to the topic.</p> <p>Often takes the audience and purpose of communication into account.</p>	<p>Content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.</p> <p>Most of the content of message is coherent however some parts need particular attention.</p> <p>Message is often pertinent to the topic with some interpretation.</p> <p>Sometimes takes the audience and purpose of communication into account.</p>	<p>Content is frequently undeveloped and/or somewhat repetitive.</p> <p>Some of the content of message is coherent and many parts need particular attention.</p> <p>Message is sometimes pertinent to the topic with a lot of interpretation.</p> <p>Rarely takes the audience and purpose of communication into account.</p>	<p>Content is undeveloped and repetitive.</p> <p>Little of the content of message is coherent and many parts need particular attention.</p> <p>Message is rarely pertinent to the topic with lot of interpretation.</p> <p>Never takes the audience and purpose of communication into account.</p>

C2 REINVESTS UNDERSTANDING OF TEXTS

CRITERIA	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency developme
Evidence of understanding of texts	<p>Always supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to many aspects of the text.</p> <p>Shares many appropriate thoughts, feelings and opinions about texts.</p> <p>Always recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.</p>	<p>Often supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to some aspects of the text.</p> <p>Shares some appropriate thoughts, feelings and opinions about texts.</p> <p>Often recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.</p>	<p>Sometimes supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to one or two aspects of the text.</p> <p>Shares few appropriate thoughts, feelings and opinions about texts.</p> <p>Sometimes recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.</p>	<p>Rarely supports answers / arguments / opinions with direct links to texts.</p> <p>Makes inappropriate personal links to the text.</p> <p>Shares inappropriate thoughts, feelings and opinions about texts.</p> <p>Rarely recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.</p>	<p>Never supports answers / arguments / op with direct links to texts.</p> <p>Doesn’t make any links to the text.</p> <p>Doesn’t share thoughts, feelings and opin about texts.</p> <p>Never recognizes the internal features (topic/information, language and text components) and the external features (purpose, audience and culture) of texts.</p>
Use of knowledge from texts in a reinvestment task	<p>Always selects the appropriate knowledge from texts</p> <p>Always adapts the appropriate knowledge from texts.</p> <p>Always organizes the appropriate knowledge from texts.</p> <p>Respects all of the requirements of the task.</p>	<p>Often selects the appropriate knowledge from texts</p> <p>Often adapts the appropriate knowledge from texts.</p> <p>Often organizes the appropriate knowledge from texts.</p> <p>Respects many of the requirements of the task</p>	<p>Sometimes selects the appropriate knowledge from texts</p> <p>Sometimes adapts the appropriate knowledge from texts.</p> <p>Sometimes organizes the appropriate knowledge from texts.</p> <p>Respects some of the requirements of the task</p>	<p>Rarely selects the appropriate knowledge from texts</p> <p>Rarely adapts the appropriate knowledge from texts.</p> <p>Rarely organizes the appropriate knowledge from texts.</p> <p>Respects few of the requirements of the task</p>	<p>Never selects the appropriate knowledge texts</p> <p>Never adapts the appropriate knowledge texts.</p> <p>Never organizes the appropriate knowled, from texts.</p> <p>Respects almost none of the requirement the task</p>

C3 Writes and Produces Texts

CRITERIA	A Advanced competency development	B Thorough competency development	C Acceptable competency development	D Partial competency development	E Minimal competency development
Content of the message	<p>Writes or produces texts that correspond to all of the requirements of the task or their personal intention.</p> <p>Content is rich; ideas developed with elaboration and detail.</p> <p>All of the ideas in the message are coherent.</p> <p>Message is always pertinent to the topic.</p>	<p>Writes or produces texts that correspond to most of the requirements of the task or their personal intention.</p> <p>Content is appropriate; ideas adequately developed with some elaboration and</p> <p>Most of the ideas in the message are coherent.</p> <p>Message is often pertinent to the topic.</p>	<p>Writes or produces texts that correspond to some of the requirements of the task or their personal intention.</p> <p>Content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.</p> <p>Most of the ideas in the message are coherent however some need particular attention.</p> <p>Message is often pertinent to the topic with some interpretation.</p>	<p>Writes or produces texts that correspond to few of the requirements of the task or their personal intention.</p> <p>Content is frequently undeveloped and/or somewhat repetitive.</p> <p>Some of the ideas in the message are coherent and many need particular attention.</p> <p>Message is sometimes pertinent to the topic with a lot of interpretation.</p>	<p>Writes or produces texts that correspond to very few or none of the requirements of the task or their personal intention.</p> <p>Content is undeveloped and repetitive.</p> <p>Few of the ideas in the message are coherent and many need particular attention.</p> <p>Message is rarely pertinent to the topic with a lot of interpretation.</p>
Formulation of the message	<p>Uses simple sentence structure and some complex sentence structures with some errors of formulation that do not impede understanding.</p> <p>Uses extensive vocabulary and some idiomatic expressions.</p> <p>Consistently uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p>	<p>Uses simple sentence structure and few complex sentence structures with some errors of formulation that do not impede understanding.</p> <p>Uses varied vocabulary and a few idiomatic expressions.</p> <p>Often uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p>	<p>Uses simple sentence structure with some errors of formulation that do not impede understanding.</p> <p>Uses adequate vocabulary; some word usage irregularities and a few idiomatic expressions.</p> <p>Sometimes uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p>	<p>Uses simple sentence structure with some errors of formulation that impede understanding.</p> <p>Uses functional vocabulary only and very few, if any, idiomatic expressions.</p> <p>Rarely uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p>	<p>Uses simple sentence structure with many errors of formulation that impede understanding.</p> <p>Uses limited vocabulary and no idiomatic expressions.</p> <p>Almost never uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).</p>

Station Descriptions and Additional Notes

Station A Zombie survival kit Student booklet page 2

This is an oral interaction activity that is carried out in 3 steps where students gather a survival kit that will help them survive a zombie attack. These instructions are written separately and are in 3 separate mini folders identified #1, #2 and #3.

Step 1: Mini folder #1

Students have 4 envelopes with pictures of items and they must choose to bring in case of a zombie invasion. Answers are written in student booklet.

Step 2: Mini folder #2

Students read the scenario of the invasion and validate their choices; they get 1 point for each good answer.

Step 3: Mini folder #3

Students carry out an interaction based on the guiding questions on the instruction sheet.

Station B Song Zombie Delight Student booklet pages 3, 4 and 5

Preparation before class: upload song on classroom device. The school can purchase 4 copies of the song for 0.99\$ each.

<https://www.amazon.com/Zombie-Delight/dp/B004KVPUO6> or Itunes.

There are 4 steps in this vocabulary building station.

1. Vocabulary association with words from the song that done in student booklet p.3 ;
2. Picture match : students match lyrics excerpts in booklet on P.3 to the 7 pictures in the envelope. They write the number of the picture next to the excerpt in the student booklet;
3. Fill in the blank: they listen to the song and write the number that corresponds to the blank part in the lyrics PP3,4,5;
4. Cognates: they highlight the cognates on the lyrics. This part can be finished as homework.

Station C Reading Comic The Walking Dead Student Booklet page 6

Preparation before class: open comic in browser on choses classroom device

There are 3 steps in this reading activity:

1. Students read pages 1 to 19 of the online comic;
2. In their team, they reorganize the key elements of the story in order, they use the story cards in the folder;
3. Individually, they answer the 2 questions in their student booklet.
4. Extra activity Discussion Cards are provided in folder.

Station D The Origins of the Zombie Virus Student Booklet page 7

Preparation before class: upload the audio file included in kit to a classroom device.

In this four part station, students must find out how the zombie virus was originally transmitted.

1. Students will listen to a status report that will present the hypothesis of the origins: a night at a carnival.
2. They will then listen to 2 interviews where different characters describe the activities they did during this event. Students will fill in a grid in their student booklet.
3. Team members will compare answers and complete their charts.
4. Individually, they will formulate their hypothesis of the origin and write it in their booklets.

Station E Drawing Activity

Student Booklet page 8

Students each choose 1 of the pictures provided in folder. They describe it to their partner who attempts to draw it in their students booklet P. 8

Station F Warm Bodies Student Booklet page 9

Preparation before class : upload video to Youtube on classroom device

This station give students the opportunity to reflect on self improvement and how it can relate to zombies! It also give them the opportunity to discuss the cultural aspects related to the Zombie phenomena . The task is carried out in 3 main parts.:

1. Personal exploration of ways to improve oneself, student booklet P.9
2. Exploration of the movie where the concept of self improvement is applied to zombies;
3. Formulating advice for zombies who wish to improve themselves.

Station G Zombie Apocalypse Prank Student Booklet pages 10-11

Preparation before class : upload video to Youtube on classroom device

Pranks and zombie survival are at the heart of this 5 part viewing activity.

1. As a pre viewing activity, students have a short discussion about pranks and pranking;
2. They view a video about brothers pranking sister into believing that she was in the midst of a zombie invasion;
3. Individually, they identify the key elements of the text by answering questions about the video in their student booklet on P.
4. In the second viewing they connect further with the text by filling out a chart and writing a short text. P.

Station H Survival Diary Student Booklet page 12

This mini writing workshop will give students the opportunity to explore the diary text genre in 3 steps:

1. Students read a model of a diary;
2. They participate in an activity where they pick cards to build their story (who-what-where)
3. Individually, they write their story.

Their text will need to be finished as homework.