

AUSTRALIAN ZOMBIE GEOGRAPHY OUTLINE: 2018

1. Introduction: Videos; Activity: Where is safer, Iceland or Poland, and why?; Brainstorm how geography can help us in an apocalypse
2. Where is safer in Australia?
3. Where will the virus spread first? Flow line maps; discussion on spread
4. Supplies and Warning: Students categorise lists into needs/wants and natural/man-made then create a news broadcast to warn other regions
5. Where in Hong Kong are you safe? PPT and Research/Skills/Writing Activity
6. How to survive in your home suburb: Students create a map of their community; create a legend to label places they could gather supplies; use the maps to create an 'escape plan' with a list of items they will grab
7. Using the maps of their communities, students locate an area where they can establish 'safe zone'. Students need to create a poster detailing an emergency response and survival plan. They must address the following:
 - a) Determine a location you and your companions could begin to establish a base within 35kms of (your town).
 - b) Locate the critical features, how can you maximise protection by using the natural features of
 - c) the land? What are the advantages and disadvantages of your position?
 - d) Draw a map and cross section of your territory, how will you protect it?
 - e) Assess the local weather and climate patterns, how will you cope with these difficulties? Have
 - f) you got appropriate resources?
 - g) What natural resources are available in the area that you can use? What will you have to
 - h) source from elsewhere?
 - i) How will you feed, water yourselves? Short term and long term?
 - j) What is your long term strategy, mere survival? Raising an army? Develop a new human
 - k) society underground?
8. How to get to the 'new colony'. A new colony has been developed in Turtle Head Island, North Queensland. There are rumours this colony is working on a vaccine and is the safest place to be in the world. You need to make a plan for you and 3 friends to make it safely to the colony. You cannot use major roads for long periods of time as they contain swarms of zombies. Students need to create a poster/document that:
 - a) Identifies the resources they would take with them to survive the trip
 - b) States how long it would take to drive there
 - c) Identifies places they would stop to refuel/restock/sleep safely
 - d) Maps out the route they would take
 - e) Creates 'backup plans' for what they would do if they ran out of fuel or food
- 10-11. Mini UN- How will countries handle the situation with different perspectives? x 2 lessons.

Videos, comics and quizzes:

<http://ed.ted.com/lessons/how-do-you-decide-where-to-go-in-a-zombie-apocalypse-david-hunter#discussion>

<https://www.youtube.com/watch?t=48&v=LAFsqf3oihE>

<http://zombiebased.com/dead-reckon/>

www.mapofthedead.com

Not to show kids, but to use:

http://www.huffingtonpost.com/john-horner-jacobs/10-essentials-for-survivi_b_1658924.html

<http://zombiebased.com/scope-and-sequence/>

Migration websites:

http://peoplemov.in/#f_CN

<http://www.destinationnsw.com.au/tourism/facts-and-figures/sydney-tourism-statistics>