

DEAD ENGLISH



A ZOMBIE SURVIVAL ROLE-PLAYING CAMPAIGN

DAY 01 / THE OUTBREAK

*The city is silent. The emergency broadcast
says: stay inside. You were not inside.*

10 SESSIONS / ENGLISH / UDSKOLING

PRINT GUIDE / COVER + TEACHER GUIDE / CHARACTER SHEET / EQUIPMENT CARDS

10 SESSIONS / NPC CARDS / RULES REFERENCE

RECOVERED FIELD GUIDE · STUDENT + GAME MASTER EDITION

TEACHER / VIKAR GUIDE

READ BEFORE PLAY

WHAT IS THIS?

Dead English is a 10-session English role-playing campaign for udskoling (7.-9. klasse). Students create characters, make decisions in English, survive zombie scenarios, and develop narrative writing, vocabulary, grammar, and spoken English through gameplay. Each session takes 45-60 minutes. Sessions can be run independently or as a full campaign.

YOUR ROLE AS GAME MASTER (GM)

You are the narrator and referee — not a player. Read the narration boxes aloud with drama. Present the Decision Points and let students argue and decide in English. Never tell students what to choose — ask: 'What does your character think?' Award a Survival Point (SP) on the character sheet for strong English production.

GROUPS

Students work in groups of 3-4. Each student has their own character sheet. Groups make collective decisions at Decision Points, but each student writes individually in the Writing Task boxes. This ensures individual accountability.

SURVIVAL POINTS (SP)

Each session awards up to 3 Survival Points per student: 1 SP for participating in the group discussion in English, 1 SP for completing the Writing Task, 1 SP for using vocabulary from the board in a sentence. Track SP on the character sheet. High SP = better chance of survival in final session.

IF STUDENTS ASK 'CAN I DO X?'

The answer is almost always yes — if they can explain it in English. That is the golden rule: English justifies action. A student who says 'I climb the fence' gets less than one who says 'I think we should climb the fence because the zombies cannot follow us up there.'

PRINTING GUIDE

Print the Character Sheet (page 2) — one per student, keep throughout campaign. Print Equipment Cards (page 3) — one set per group, cut out. Print each Session sheet as needed — one per group, or project on screen. Print NPC Cards (page 14) as needed for sessions 3, 5, 7 and 9. Print Rules Reference (page 15) — one per group.

THE CAMPAIGN ARC

#	TITLE	THEME
S1	ORIGINS	Character creation — who were you before?
S2	PACK YOUR BAG	Equipment selection — what do you take?
S3	FIRST CONTACT	Meet other survivors — trust or don't?
S4	THE SAFE HOUSE	Secure a location — make hard choices
S5	SUPPLY RUN	Leave safety to find food and medicine
S6	THE BROADCAST	A radio signal — is it a trap?

CAMPAIGN ARC

SESSIONS 08-10

S8

THE HORDE

Massive zombie attack — split or stand?

S9

THE CHOICE

Rescue a stranger or reach the helicopter?

S10

ESCAPE

Final run — survival determined by SP total

SURVIVOR FILE

CLASSIFIED

IDENTITY

CHARACTER NAME

PLAYER NAME

AGE

OCCUPATION BEFORE THE OUTBREAK

GROUP NAME / TEAM

APPEARANCE & PERSONALITY (write 1-2 sentences each)

PHYSICAL APPEARANCE:

PERSONALITY / HOW YOU ACT UNDER PRESSURE:

SURVIVAL STATS — distribute 12 points across the 4 stats (max 5 each)

STRENGTH

STEALTH

BRAINS

SOCIAL

*Fighting, carrying, breaking**Hiding, sneaking, quiet moves**Planning, medicine, technology**Persuading, leading, calming*

BACKSTORY — Why were you outside when the outbreak started?

SPECIAL SKILL — What can you do that the others cannot?

My special skill is: _____

It helps the group because: _____

EQUIPMENT (fill in from Session 2)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SURVIVAL POINTS

Max 3 per session · 30 total

S1:

S2:

S3:

S4:

S5:

S6:

S7:

S8:

S9:

S10:

TOTAL: ____ / 30

EXAMPLE SURVIVOR

[SHOW TO STUDENTS](#)

This is a completed example. Teacher notes explain the choices below.

IDENTITY

CHARACTER NAME

Jake Mercer

PLAYER NAME

Your name here

AGE

17

OCCUPATION BEFORE THE OUTBREAK

School student / part-time sports coach

GROUP NAME / TEAM

The Westgate Crew

Teacher note: Occupation shapes the character's special skill. A sports coach gives good reason for high STRENGTH and SOCIAL stats. Encourage students to pick realistic pre-outbreak jobs.

APPEARANCE & PERSONALITY

PHYSICAL APPEARANCE: Tall, athletic build, dark hair cut short. Wears a red sports hoodie and running shoes. Always carries a small notebook in his back pocket.

PERSONALITY: Calm under pressure but acts too quickly without thinking. Protective of the people around him — sometimes too much. He makes dark jokes when he is scared.

Teacher note: Good characters have a strength AND a flaw. 'Calm but acts too quickly' creates interesting decisions later. Push students to write a flaw — it makes better stories.

SURVIVAL STATS — 12 points distributed (max 5 each)

STRENGTH

4

STEALTH

2

BRAINS

2

SOCIAL

4*Ex-sports coach → fights well**Athletic but not subtle**Smart enough not to panic**Natural leader → people trust*

Teacher note: $4 + 2 + 2 + 4 = 12$ points. Max is 5 per stat. Jake is a fighter and leader, not a planner or spy. Students should think: what kind of survivor am I? A medic needs high BRAINS. A loner needs high STEALTH.

BACKSTORY

I was at the park running a Sunday coaching session for the under-14 football team when the first reports came through on my phone. I told the kids to stay together and we headed for the sports centre — but the streets were already wrong. I got separated from the group near the underpass. I have been alone since then. Three days. I do not know if any of them made it.

Teacher note: A good backstory answers: Why were you outside? Who did you lose? What do you want now? The unresolved mystery (did the kids make it?) gives the character motivation across sessions.

SPECIAL SKILL

My special skill is: First aid and basic sports injury treatment

EXAMPLE SURVIVOR

CONTINUED

It helps the group because: I can treat wounds without a full medical kit.
I can help when the First Aid Card is not available or has been used.

TEACHER NOTE / Link the special skill to occupation and backstory.
Choose a useful, specific skill rather than an overpowered ability.

EQUIPMENT (filled in Session 2)

1. Baseball Bat

2. First Aid Kit

3. City Map

(Group shared item)

4. Walkie-Talkie

5. _____

6. _____

SURVIVAL POINTS

Max 3 per session

S1:

S2:

S3:

S4:

S5:

S6:

S7:

S8:

S9:

S10:

TOTAL: 11 / 30 (after S4)

TEACHER NOTE / Jake chose STRENGTH items and the map.
His group shares the walkie-talkie for Session 6.

EQUIPMENT CARDS

CUT ALONG THE DIVIDERS

Each group receives the full set of cards. In Session 2, each player selects 3 items for their bag.

TORCH

Lights dark areas. Attracts zombies if used carelessly.

+2 STEALTH risk • Essential for S4, S8

KITCHEN KNIFE

Silent weapon. Good for close combat.

+2 STRENGTH in close fight • No noise

BASEBALL BAT

Powerful but heavy and loud.

+3 STRENGTH • -1 STEALTH when used

FIRST AID KIT

Heals one serious injury. Single use.

Saves one character from elimination • S5, S8

WALKIE-TALKIE

Contact other survivors. Battery for 3 sessions.

+2 SOCIAL • Critical in S6, S9

LARGE BACKPACK

Carry two extra items.

Capacity +2 • Required for supply runs

CITY MAP

Navigate without getting lost. Know escape routes.

+2 BRAINS • Essential in S5, S10

PADLOCK + CHAIN

Secure a door. Buy time against a horde.

+3 SAFETY in S4, S8 • One-time use

MEDICATION

Treat illness or allergic reaction. Valuable trade item.

Trade value +3 • Needed in S5, S7

MULTI-TOOL

Fix mechanical problems. Open locked doors.

+2 BRAINS • Useful S4, S6, S10

SURVIVAL GUIDE

Advice for finding food, water, shelter.

+1 all BRAINS checks • Passive bonus

CANNED FOOD x3

Keeps morale up. Trade with NPCs.

Morale +2 • Trade in S3, S5, S7

ORIGINS

Who were you before the world ended?

Your classroom — the last normal day

"It started on a Tuesday. At first, the news said it was a flu — something that came from the east. By Wednesday, schools closed. By Thursday, the streets were empty. By Friday, the power was out in half the city. You were not at home when it started. You had a reason to be out. And now, standing in the ruins of the world you knew, you have to decide: who are you — and who do you want to become?"

VOCABULARY ON THE BOARD

outbreak: the sudden start of a disease spreading uncontrollably

survivor: someone who stays alive through a dangerous event

occupation: your job or role in society before the outbreak

stat: a number showing how good you are at something

GAME MASTER TIP (vikaren)

Read the narration slowly and dramatically. Pause after each sentence. Then hand out Character Sheets. Walk students through each section. Stat distribution is the key decision: what kind of survivor are they? The fighter, the thinker, the medic, the leader? Push groups to discuss in English: 'Why did you choose that stat?'

SESSION ACTIVITIES

10 MIN Read the narration aloud. Ask: What was the world like before? What changed? Students discuss in English.

20 MIN Hand out Character Sheets. Students fill in identity, stats (12 points, max 5 each), and backstory. Walk around and ask each student in English: 'Who are you?' and 'Why were you outside?'

10 MIN Group introductions: each student introduces their character in 3 English sentences. Group members ask one question each.

10 MIN Writing Task + SP award.

GRAMMAR FOCUS: Present Simple for habits: 'My character usually... / Before the outbreak, she always...'

PACK YOUR BAG

45-60 MIN / GM FILE

You have 10 minutes before the zombies reach your building.

Your apartment block — ground floor corridor

"You hear them outside. The shuffling. The moaning. Getting closer. You have one bag. You have ten minutes. In front of you: twelve items. You can take three. Choose wrong, and you might not survive the week. Choose right, and you have a chance. The clock is already running."

VOCABULARY ON THE BOARD

essential: absolutely necessary to survive

trade-off: giving up one thing to get another

capacity: the maximum amount you can carry

prioritise: to decide what is most important first

GAME MASTER TIP (vikaren)

Hand out the Equipment Cards (cut from page 3) — one set per group. Each student selects 3 items for their own bag — then the group must also agree on one SHARED group item. The debate about which items to take is the English production moment. Push students to justify: 'Why the torch and not the knife?' Students write their chosen items on their Character Sheet.

SESSION ACTIVITIES

- 5 MIN** Read narration. Tension builds — set a visible countdown on the board.
- 15 MIN** Individual selection: each student picks 3 personal items. They write reasons for each choice in English on a scrap of paper.
- 15 MIN** Group decision: one shared group item. Groups debate in English. Vikaren listens and awards SP for strong reasoning.
- 10 MIN** Reveal and compare: each group presents their bag to the class. Class votes: which group has the best chance of surviving?
- 5 MIN** Writing Task + SP award.

DECISION POINT: As you leave, you hear a baby crying in a locked apartment.

OPTION A

Stop and try to break down the door to help.

→ You lose 5 minutes. Zombies are closer now. But you saved the baby. Group gains +1 SOCIAL.

OPTION B

Keep moving — you cannot risk it.

→ You escape faster. But the sound haunts the group. One character loses 1 SOCIAL point.

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FIRST CONTACT

45-60 MIN / GM FILE

You are not alone — but can you trust them?

City park — abandoned food market stalls

"Three days in. You found shelter in the park pavilion. Then you heard voices — real human voices. Two other survivors emerge from behind the food stalls: a teenager your age carrying a crowbar, and an older man with a medical bag. They look as scared as you are. The teenager speaks first: 'We need to talk. But first — are you alone?'"

VOCABULARY ON THE BOARD

trustworthy: someone you can rely on and believe

alliance: an agreement to help each other

suspicious: feeling that something or someone is not right

negotiate: to discuss something to reach an agreement

GAME MASTER TIP (vikaren)

Use the NPC cards (page 14): Maya (teenager, crowbar, untrusting) and Dr Reeves (medic, calm, hiding a secret). Play the NPCs yourself — speak as Maya: short, defensive sentences. Speak as Dr Reeves: calm, measured. The group must decide as a team whether to ally with both, one, or neither. Each NPC has a hidden quality: Maya knows a safe route; Dr Reeves has medication but is secretly bitten.

SESSION ACTIVITIES

- 5 MIN** Read narration. Introduce the two NPCs. Show their NPC cards.
- 15 MIN** Groups discuss in English: trust or not? What questions do they ask the NPCs? Vikaren role-plays answers.
- 10 MIN** Each group announces their decision. Vikaren reveals one NPC secret based on their approach.
- 10 MIN** If alliance formed: negotiate terms in English. What does each side offer?
- 5 MIN** Writing Task + SP award.

DECISION POINT: Dr Reeves offers you medication in exchange for letting him join your group.

OPTION A

Accept — the medication is vital and he seems trustworthy.

→ He joins the group. But in session 7, his secret will become a crisis. Medication gained.

OPTION B

Decline — something feels wrong. You cannot risk an unknown person.

→ You stay safe for now. But in session 5, someone in your group gets sick. No medication available.

[illegible]

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[illegible]

THE SAFE HOUSE

45-60 MIN / GM FILE

Secure a building. Make it home. Before dark.

A secondary school building — 3 floors, broken windows on ground level

"The school looks empty. Three storeys. Brick walls. The ground floor windows are broken — anyone or anything can get in. But the top floor is intact. There is a canteen with canned food. A library. Rooms with lockable doors. If you can secure it, this could be home for weeks. You have until dark — four hours. Where do you start?"

VOCABULARY ON THE BOARD

barricade: a barrier built to stop entry

fortify: to make stronger and more secure

perimeter: the outer edge of an area you want to protect

vulnerable: exposed to danger, not protected

GAME MASTER TIP (vikaren)

Draw a simple floor plan on the board: ground floor, first floor, second floor. Groups must plan their fortification strategy in English: which windows to barricade, where to sleep, where to store food, where to post a watch. The padlock card is very useful here. Each decision should be argued in English: 'We should barricade the east entrance first because...'

SESSION ACTIVITIES

- | | |
|---------------|--|
| 5 MIN | Read narration. Draw floor plan on board. |
| 20 MIN | Groups plan fortification in English. Each group draws their plan and explains their strategy. |
| 10 MIN | Groups present their plan. Class evaluates: which is safest? Which has weaknesses? |
| 10 MIN | Vikaren introduces a complication: a window breaks overnight. How do they respond? |
| 5 MIN | Writing Task + SP award. |

DECISION POINT: While fortifying, you find a room with a locked safe. Inside might be food, weapons or medicine.

OPTION A

Spend 2 hours trying to open it — using your multi-tool or brains stat.

→ You open it. Inside: 3 cans of food and a map of the city. Essential for session 5.

OPTION B

Leave it — you need the time to barricade the building.

→ Building is better secured. But no map. Navigation in session 5 is harder (-1 to route checks).

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SUPPLY RUN

45-60 MIN / GM FILE

The food is running out. Someone has to go outside.

City streets — 8 blocks from safe house

"Day nine. The canned food is almost gone. You have found three possible locations on the map: a supermarket six blocks north, a hospital four blocks east, and a restaurant two blocks south. Each location has supplies — and each has dangers. Two members of the group must go. Two must stay and guard the safe house. Who goes? Where do you go? And what do you bring back?"

VOCABULARY ON THE BOARD

scavenge: to search through abandoned places for useful items

route: the path you take from one place to another

hazard: a danger or risk

ration: a limited and carefully measured amount of food or supplies

GAME MASTER TIP (vikaren)

This session involves real strategic decision-making. Each location has different supplies and different zombie density: Supermarket: high food, HIGH zombie risk. Hospital: medication, MEDIUM risk. Restaurant: food + water, LOW risk but less quantity. Groups must debate in English: who has the right stats for each mission? Map item from session 4 gives a bonus route if they found it.

SESSION ACTIVITIES

- | | |
|---------------|--|
| 5 MIN | Read narration. Show three location options on board with risk levels. |
| 10 MIN | Groups debate in English: who goes, where, what to bring. |
| 15 MIN | Role-play the supply run: vikaren narrates what happens at chosen location. Groups respond to obstacles. |
| 10 MIN | Return to safe house: what did you find? What happened? Groups report back in English. |
| 5 MIN | Writing Task + SP award. |

DECISION POINT: At the location, you find a locked storeroom with a faint sound inside — could be supplies or could be zombies.

OPTION A

Open the door carefully — use stealth stat to check first.

→ It was a locked dog. Alive and friendly. The storeroom has food AND the dog becomes a group

OPTION B

Leave it — not worth the risk. Take what you can see and go.

→ Safe exit. You miss the dog and the extra supplies. But no additional danger.

GRAMMAR FOCUS: Past Simple narrative: 'We left at dawn. The streets were... We saw... When we arrived...'

THE BROADCAST

45-60 MIN / GM FILE

Someone is transmitting. But is the signal real?

Safe house — top floor, night

"Night. The walkie-talkie crackles. Then a voice — calm, authoritative, repeating: 'This is the National Emergency Response Unit. All survivors proceed to Westgate Stadium. Evacuation at 0600 hours. Repeat: proceed to Westgate Stadium. This is not a drill.' The message loops every twenty minutes. It sounds real. But you have heard stories of looters using fake signals to lure survivors. What do you do?"

VOCABULARY ON THE BOARD

broadcast: a message or signal sent to many people at once

coordinates: numbers that identify a specific location

evacuation: moving people away from a dangerous area to safety

sceptical: not fully believing — needing more evidence

GAME MASTER TIP (vikaren)

This session is about critical thinking and persuasion — perfect for spoken English. Walkie-talkie card is required to receive the signal clearly (without it, the message is broken). Present the two sides as genuine: some students will believe it, others will not. Push the debate: 'What evidence do you have that it is real? What evidence that it is fake?' The outcome affects session 9 and 10 — this is a key narrative pivot.

SESSION ACTIVITIES

- 5 MIN** Read narration. Play a 'radio crackle' sound on phone if available.
- 15 MIN** Class debate: real or fake? Each group argues one position. Use vocabulary on the board.
- 10 MIN** Groups vote: go to the stadium or stay? Vikaren reveals partial information: two other survivor groups have already left.
- 10 MIN** If going: plan the route to the stadium. If staying: plan what to do at dawn.
- 5 MIN** Writing Task + SP award.

DECISION POINT: Another survivor contacts you on the walkie-talkie. He says the stadium is a trap but will not explain why.

OPTION A

Trust the stranger and change your plan to avoid the stadium.

OPTION B

Ignore him. He could be a liar trying to keep you away from safety.

GRAMMAR FOCUS: Modal verbs for speculation: 'It could be... / It might be... / It must be... / It cannot be...'

BETRAYAL

Someone in the group is keeping a secret.

Safe house — day 14

"Fourteen days together. You thought you knew each other. But this morning, you noticed something. Dr Reeves — if he joined your group in session 3 — has been acting strangely. He wakes at night. He hides his left arm. And this morning, you saw it: a bite mark, weeks old, still not healed. He is infected. He knew. He said nothing. He looks at you now and says: 'I can explain.'"

VOCABULARY ON THE BOARD

confront: to face someone directly about something serious

confess: to admit something you have been hiding

infected: carrying the zombie virus but not yet turned

loyalty: staying faithful and supportive to someone

GAME MASTER TIP (vikaren)

If the group did NOT take Dr Reeves in session 3, adapt: the secret-keeper is Maya, who has been secretly contacting a dangerous gang for supplies. This session is entirely driven by character interaction and moral debate. There is no right answer — the English output is the goal. Push students to stay in character and argue from their character's perspective.

SESSION ACTIVITIES

- 5 MIN** Read narration. Dramatic pause. Let the tension sit.
- 15 MIN** In-character confrontation: groups role-play the conversation with Dr Reeves/Maya in English.
- 10 MIN** Group decision: what do they do? Each option has consequences for sessions 8 and 9.
- 10 MIN** Debrief out of character: what would you do in real life? Is loyalty more important than safety?
- 5 MIN** Writing Task + SP award.

DECISION POINT: Dr Reeves / Maya begs to stay. They have skills the group needs.

OPTION A

Allow them to stay — with strict conditions you all agree on in English.

→ They stay. In session 8, their skill saves one group member. But in session 9, they cannot run fast enough.

OPTION B

Ask them to leave. They chose deception over trust.

→ Painful but clean. Group cohesion +1. In session 8, you have one fewer person but no hidden risk.

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THE HORDE

45-60 MIN / GM FILE

Hundreds of them. Moving fast. Heading straight for you.

Safe house — all exits blocked

"You heard it before you saw it: a sound like thunder, getting louder. Then the crowd turned the corner. Hundreds. Maybe more. Moving as one mass down the street. They have not seen you yet — but they will in seconds. The safe house is directly in their path. You have thirty seconds to decide. Every second you spend deciding is a second closer to the end."

VOCABULARY ON THE BOARD

horde: a very large, moving group — usually threatening

barricade: a barrier to block entry (review from S4)

retreat: to move back from danger in a controlled way

coordinate: to organise people to work together effectively

GAME MASTER TIP (vikaren)

This is the action climax of the campaign. Maximum tension. Run it as a timed decision — give groups literally 60 real seconds to make their choice before you narrate the outcome. Use the items from their bags: padlock = can barricade one more door; torch = can lure zombies away; baseball bat = fight option. Characters with high STEALTH can slip through. High STRENGTH can fight. SP totals begin to matter here — high SP characters have more options.

SESSION ACTIVITIES

- | | |
|---------------|--|
| 5 MIN | Read narration. Dramatic voice. Set 60-second visible timer. |
| 10 MIN | Groups make their decision in English under time pressure. Vikaren narrates results. |
| 15 MIN | Role-play the escape/defence. Vikaren introduces obstacles — zombies break through, a character trips. |
| 10 MIN | Assess damage: who made it? What was lost? What was the cost? |
| 5 MIN | Writing Task + SP award. |

DECISION POINT: As you escape, a horde blocks the main exit. You spot a side route through a collapsed building.

OPTION A

Take the side route — risky but it avoids the horde.

→ *The route works. Everyone makes it but the building is unstable. One character loses an item.*

OPTION B

Stand and fight using your weapons — you cannot outrun them.

→ *Three zombies defeated. But one character is injured. First Aid Kit required (if you have one). -1*

Describe the moment of maximum danger during the horde attack. Use sensory language: what did you see, hear, smell, feel? Write at least 6 sentences.

THE CHOICE

You cannot save everyone. You have to choose.

Westgate Stadium — outer perimeter, dawn

"The stadium is there. The helicopter is on the roof. You can see it — fifty metres away. But between you and the entrance: a group of survivors you have never seen before, surrounded. Cornered. They will not make it without help. And there is another problem: the helicopter pilot radios that he can only wait ten minutes. Help the strangers and you risk missing the helicopter. Run now and the strangers are left behind. The ten minutes are already running."

VOCABULARY ON THE BOARD

sacrifice: giving up something valuable for another person or cause

dilemma: a situation where both choices have a cost

evacuation: organised movement of people away from danger

prioritise: to rank by importance when you cannot do everything

GAME MASTER TIP (vikaren)

This is the emotional and moral climax of the campaign. SP totals matter here for the first time mechanically: groups with total SP over 20 can attempt to both rescue AND reach the helicopter. Groups under 20 SP must choose one or the other. Let the groups feel the weight of the decision — do not rush. Strong English output here earns the final SP for session 10.

SESSION ACTIVITIES

- | | |
|---------------|--|
| 5 MIN | Read narration with maximum gravitas. Write the timer on the board: 10:00. |
| 15 MIN | Groups debate in English. Count the SP totals. Vikaren announces: 'Groups with 20+ SP have one more option.' |
| 15 MIN | Role-play the choice and its consequences. Vikaren narrates what happens to the strangers and to the group. |
| 10 MIN | Emotional debrief: how does your character feel? Was it the right choice? Would you do it again? |
| 5 MIN | Writing Task + SP award. |

DECISION POINT: One of the strangers is a child. Alone. Terrified.

OPTION A

Take the child with you — there is one more seat on the helicopter.

OPTION B

You cannot take anyone. Run for the helicopter now.

→ *Everyone in the group survives. The child and*

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ESCAPE

This is it. The last run. The final chance.

Westgate Stadium rooftop — helicopter waiting

"The helicopter blades are spinning. Wind tears at your clothes as you cross the rooftop. Below: the city. Burning in places. Silent in others. The pilot shouts: 'Get in! NOW!' You look back one last time at the city that used to be your home. Then you step inside. The door closes. The ground falls away. You made it. Some of you, anyway."

VOCABULARY ON THE BOARD

culmination: the final and highest point of something

reflection: thinking carefully about past events and their meaning

resilience: the ability to recover from difficulty

legacy: what you leave behind — what people remember you for

GAME MASTER TIP (vikaren)

FINAL SESSION. This is celebration AND reflection. SP totals determine the ending: 25-30 SP: Full survival — all group members escape. Perfect ending. 20-24 SP: Most survive — one close call, one item lost, everyone escapes. 15-19 SP: Narrow survival — one character barely makes it, some items lost. Under 15 SP: One character does not escape — they stay behind voluntarily to hold the door. Let students narrate their own ending — give them 15 minutes to write and share it.

SESSION ACTIVITIES

- | | |
|---------------|---|
| 5 MIN | Read narration slowly. Let it land. |
| 5 MIN | Reveal SP endings: announce each group's total and their survival outcome. |
| 20 MIN | Students write their final ending scene — what happens to their character? What do they see from the helicopter? What do they leave behind? |
| 15 MIN | Read endings aloud. Groups vote: best ending, most emotional, most unexpected. |
| 5 MIN | Campaign reflection: what English did you learn? What word or phrase will you remember? |

DECISION POINT: As the helicopter rises, you see someone you recognise on the rooftop below — waving.

OPTION A

Ask the pilot to go back down — just for one minute.

→ *The pilot refuses. But the gesture matters. Your character waves back. Some things cannot be*

OPTION B

Look away. You cannot go back. You never go back.

→ *Your character stares forward. The city shrinks below. Whatever that was — it is part of the past now.*

GRAMMAR FOCUS: Review: Past Simple, Present Perfect, Second Conditional — use all three in your final paragraph.

NPC DOSSIERS

CUT ALONG THE DIVIDERS

MAYA CHEN

*Survivor · Age 16***Item:** Crowbar**Personality:** Defensive and distrustful. Speaks in short sentences. Has been alone for two weeks.**Secret:** She knows a hidden route through the city sewers — but will only share it if she fully trusts the group.**Useful in:** Sessions 3, 5, 10**GM Note:** Play her as suspicious but not hostile. She tests the group by asking hard questions.

DR REEVES

*Survivor · Former GP · Age 54***Item:** Medical bag**Personality:** Calm, measured, professional. Uses complex vocabulary. Hides his left arm.**Secret:** He was bitten 12 days ago. The bite is not healing. He is not sure if he will turn.**Useful in:** Sessions 3, 5, 7**GM Note:** Play him as genuinely helpful — he is not malicious. His dilemma is real and painful.

OFFICER BANKS

*Former Police Officer · Age 38***Item:** Police radio (short range)**Personality:** Authoritative, organised, protective of civilians. Follows rules even now.**Secret:** He knows the emergency broadcast is only partially real — the stadium IS an evacuation point but the east entrance is infected.**Useful in:** Sessions 6, 9, 10**GM Note:** Introduce him in session 6 as the voice on the radio. He appears in person in session 9.

THE ENGINEER

*Survivor · Name unknown · Age ~30***Item:** Master key (partial building access)**Personality:** Barely speaks. Communicates through actions. Extraordinary practical skills.**Secret:** She built a small generator hidden in the stadium basement. If the group finds her, she can power the helicopter pad.**Useful in:** Sessions 8, 9, 10**GM Note:** Only speak as her using gestures and very short phrases. The mystery is the point.

GM NOTES

DEAD ENGLISH

SURVIVOR LOG / RECORD YOUR OBSERVATIONS

RULES REFERENCE

KEEP WITH YOUR GROUP

THE GOLDEN RULE

English justifies action. If you can explain it clearly in English, it is allowed. The better your English, the more your character can do.

SURVIVAL POINTS (SP)

Each session: up to 3 SP per student. 1 SP: participated in group discussion in English. 1 SP: completed the writing task. 1 SP: used vocabulary from the board in a sentence. Maximum 30 SP over 10 sessions. SP total affects session 10 ending.

STATS (4 stats, 12 points to distribute, max 5 each)

STRENGTH: fighting, carrying, breaking things. STEALTH: hiding, sneaking, moving quietly. BRAINS: planning, medicine, technology, navigation. SOCIAL: persuading, negotiating, calming others, leading.

DECISION POINTS

At each Decision Point, groups discuss in English and choose Option A or B. Both options have consequences — no choice is perfectly safe. Decisions in early sessions affect options available in later sessions.

EQUIPMENT

Each player carries 3 personal items. The group shares 1 additional item. Items can be used, traded with NPCs, or lost. Some items are required for specific session challenges — check the session sheet.

NPC ENCOUNTERS

Non-Player Characters (NPCs) are played by the teacher/vikaren. Groups can ask NPCs questions in English. The quality of questions affects NPC responses. Some NPCs have secrets that only reveal with trust.

SURVIVAL ENDINGS (Session 10)

25–30 SP: Full survival. All characters escape. 20–24 SP: Most survive. One close call. 15–19 SP: Narrow survival. One item permanently lost. Under 15 SP: One character stays behind voluntarily. Their sacrifice saves the others.

KEEP ALIVE