

# Restaurant Menu for Zombies

**Author:** Steve Jones

**Institution:** Academy of Medicine, Durham, North Carolina

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## Overview

While understanding the structure and functions of how our brain affects our behavior is fascinating, it requires a great deal of memorization on the part of the student. Whether you want a creative and alternative way to formatively assess if there is mastery of brain areas or you are looking for a summative assessment, look no further. The Zombie apocalypse is happening, and zombies like to eat brains. Each student will need to design a restaurant menu by creating seven delicious meals that illuminate the functionality of seven different parts of the brain. Students will be able to explain the parts of the brain in a creative and meaningful way that will clearly demonstrate their level of mastery of the information.

## Alignment with APA's Guidelines for the Undergraduate Psychology Major

Goal 1 Knowledge base in psychology

Goal 4 Communication

### Outcome

1.1 Describe key concepts, principles, and overachieving themes in psychology

4.1 Demonstrate effective writing for different purposes

### Indicators

1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes

4.1a Express ideas in written formats that reflect basic psychological concepts and principles

4.1c Use standard English, including generally accepted grammar

### Status

Evidence-Informed Practice

# Alignment with APA's National Standards for High School Psychology

Domain

Biopsychology

Content Standard Area

Biological Bases of Behavior

Anticipated Time *(estimate of time needed)*

50-60 minutes would allow for completion of assessment

Purpose

**Summative Student** *(teacher uses assessment data as a part of the student's overall grade)*

This project could take the place of a traditional test, as an alternative assessment to determine student mastery of the structures and functions of the various parts of the brain.

**Formative Teacher** *(teacher uses assessment data to make a teaching decision, e.g. reteaching)-*

While students will receive feedback, teachers can use the results from this assessment as a mechanism to determine whether mastery has taken place or if there needs to be reteaching.

During class/outside of class

**During class:** Recommended to start this in class, with the allowance of out of class time to complete if necessary. If given as an in-class assignment allow student's 50-60 minutes to plan and write up their menus.

**Outside of class:** If given as an out-of-class assignment allow students 3-5 days to complete. Another option is to have students meet with other students to plan their menus and then give students a few days outside of class to complete the assignment.

Timing *(when should this assessment be used during the unit)*

This project fits in with the Biological Bases of Behavior (Content Standard 1 - Structure and function of the nervous system in human and non-human animals). This fits well after students have already covered the human nervous system and have been introduced to the structures and functions of the various parts of the brain.

## Instructions

Following the introduction of the structure and function of specific brain parts, hand out the assignment (see below) for students. After discussing the expectations of the assignment, allow students to begin to brainstorm and create their menus individually. It may be advantageous to

encourage students to select parts of the brain that are the most difficult. Encourage students to be comprehensive in their creative menu selections in order to demonstrate knowledge, and to accurately and creatively include the significance of the function of each brain part.

## Materials

You can decide if students can create these menus on paper/poster board or electronically. If using paper/ poster board, providing necessary supplies, such as markers, colored pencils, rulers, etc., will be necessary.

## Scoring Criteria

	Spot on!	Somewhat...	Um, no.
Is the name <b>creative</b> and <b>appropriate</b> for a zombie brain restaurant? (3 points maximum)	(3 possible points)	(2-1 possible points)	(0 points)
Do the dish <b>names</b> and <b>descriptions</b> reflect that you know the function of each of the seven brain parts? Is it <b>creatively</b> described and named? (35 points maximum; 5 points per part)	(35-28 possible points, 4 or 5 points per part) Part 1  Part 2  Part 3  Part 4  Part 5  Part 6  Part 7	(27-14 possible points, 2 or 3 points per part) Part 1  Part 2  Part 3  Part 4  Part 5  Part 6  Part 7	(7-0 possible points, 0 or 1 point per part) Part 1  Part 2  Part 3  Part 4  Part 5  Part 6  Part 7
Do the three dishes that are pictured depict the dishes well? Can you tell that this deals with parts of the brain and looks appealing to a zombie? (6 points maximum; 2 points per picture)	(6 possible points) Dish 1  Dish 2  Dish 3	(5-4 possible points) Dish 1  Dish 2  Dish 3	(3-0 possible points) Dish 1  Dish 2  Dish 3
Is your zombie menu colorful and neat? Is this	(5 possible points)	(4-2 possible points)	(1-0 possible points)

of professional quality? This should not be written in pencil. (5 points maximum)			
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## Accommodations/Modifications

Some students with additional needs may require modifications to this assessment as listed below:

**Presentation:** Allow students the choice of completing the assignment on a poster or as an electronic menu. Working on an electronic version may help student control aspects of the assessment such as font size, spacing, color coding, spelling, and organization.

**Response:** Provide the rubric ahead of time so students have a step-by-step checklist of directions and expectations. Allow students to use speech-to-text technology for the creation of the menu if needed.

**Setting:** Allow students to work in a quieter area of the classroom, with fewer distractions.

**Timing and Scheduling:** If completing in class, allow additional time to complete assignment. Allow brief movement breaks; such as, squatting five times, quietly walking around the classroom, or stretching.

**Complexity/Enrichment:** Have students plan a menu for children, adolescents, older individuals, individuals who have different medical concerns, and for individuals like Phineas Gage or Clive Wearing.

## Why is this Science?

This activity applies knowledge of various brain parts that has been derived empirically by the use of the EEG, PET, MRI, CAT, lesioning and clinical case studies. Students need to be reminded that all brain parts are interconnected and interact in a very complex manner. A question to pose is how might brain plasticity be demonstrated in the zombie menu.

# Sample Handout

## Restaurant for Zombies

Steve Jones-City of Medicine Academy, Durham, North Carolina

### Restaurant for Zombies (new!)

For this activity you will need to design a menu for a restaurant for zombies. As you know, zombies are fond of eating brains, and your goal is to create seven mouth-watering brain dishes for them to enjoy. Your menu must be in printed form when it is submitted, but you can either design it digitally or by hand.

You will need to show a page from your restaurant's menu that shows the seven dishes. The name of your restaurant should be prominent on the menu page and the name of the restaurant must be creative – think of a name that would be attractive to zombies. Each of your seven dishes must reflect a different part of the brain and be creatively named.

Be sure the name matches the function of the brain part as well. Each of the seven dishes must include something about the function of that part, and will need to be described in an attractive way so that a zombie will look forward to the dish – that is, don't just mention that you are serving pituitary lobe, but perhaps "grilled pituitary that grows in your plate over a bed of sautéed jasmine rice." You need to have pictures of three of the dishes as well.

# Rubric

(Modified by Stephanie Franks, Springboro High School, Springboro, OH)

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Is your zombie menu colorful and neat? Is this of professional quality? This should not be written in pencil. (5 points maximum)	(5 possible points)	(4-2 possible points)	(1-0 possible points)



Developed by the APA Working Group on Assessing Student Knowledge and Skills in Psychology from the APA Summit on High School Psychology Education (July 2017): Dana S. Dunn, PhD, Alan Feldman, MA, Stephanie Franks, MS, Sayra González, PsyD, Regan A. R. Gurung, PhD (Co-Chair), Jane Halonen, PhD, Miriya Julian, MA, Rob McEntarffer, PhD (Co-Chair), and Maria Vita.