



WALNUT STREET THEATRE



Zombie in Love

Book and Lyrics by

Michelle Elliott

STUDY GUIDE

SHOW SYNOPSIS

All Mortimer the zombie wants is to find a date to Cupid's Ball, but all of the girls are totally grossed out by him. Will Mort find someone who likes him just the way he is? Fall in love with this sidesplitting yet touching musical, perfect for the entire family!



DISCUSSION QUESTIONS

BEFORE THE SHOW

- Has anyone ever been to a live play before? How was it different from television or a movie?
- What is the difference between a play and a musical?
- What makes you unique? Do you have a trait or a special skill that no one else in your class has?
- Have you ever felt different or out of place? How did it make you feel?
- What can you do to make someone who seems like they feel out of place to feel more comfortable?

AFTER THE SHOW

- Did you like the performance of *Zombie in Love*? What was your favorite part?
- Who was your favorite character, why?
- At first, do you think really Rodney wanted to help Mortimer? Was Rodney really a true friend to Mortimer?
- By the end, do you think Mortimer and Rodney's friendship changed? Why?
- What did Mortimer learn throughout the show?

THEATRE 101

Ever wondered how to put on a play?

There are many different elements that go into putting what's written on the page up on its feet. Please review the following terms with your students:

PLAYWRIGHT The playwright writes the script.

DIRECTOR The director is in charge of the production. They lead the actors, designers, and production crew to put the show on its feet.

COSTUME What the actors wear during the show.

SCENERY Everything on stage (*except props*) used to represent the place at which action is occurring.

PROPS All physical items on stage with the exception of the scenery. This includes lamps, chairs, pens, paper, books and more!

LIGHTS Stage lights illuminate the actors so that they look their best. The colors used, focus of the light, and amount of lighting can really set the mood and environment of a scene.

SOUND Everything that you hear during a performance that does not come from the actors.

ACTORS The actors are the people that perform the show onstage.

AUDIENCE The lucky people that get to watch the show. New to being an audience member? Follow these rules and you will be a natural!



AUDIENCE RULES

- ◆ Unlike a movie, the actors are performing in front of you. They can see everything that you do. Talking, sleeping, poking your neighbor, or making noise during the performance distracts the actors and others around you.
- ◆ Don't bring electronics to the performance. The use of cell phones, cameras, computers, tablets, and video game devices are **not allowed**.
- ◆ Use your better judgment on when to laugh, clap, and/or cry during the performance. But don't forget to clap at the end of the show!
- ◆ Stay in your seat during the performance.
- ◆ Make sure you go to the bathroom before the show starts.

TRY IT YOURSELF!

DIRECTIONS

Give students a chance to act out a scene from *Zombie in Love*. Before jumping into the performance, think about all of the elements that go into a play. Are there any props that we can use to help improve the scene? Where are the characters when this scene is taking place? What might the scenery look like?



SAMPLE SCENE FROM ZOMBIE IN LOVE

MORTIMER: I'd be lucky to get a broom to go out with me.

"Excuse me, miss, but I was wondering if you'd like to go to the Cupid's Ball with me?" (*Pretending to be the broom in a girlish voice*) "Why of course I would, Mortimer! You're very handsome, and I'm guessing, an excellent dancer!" "Well, I'll let you be the judge of that!"

MILDRED: Hello? Is anyone in there?

MORTIMER: Ummm...not really. I mean, sort of. I mean, yes. Is someone in there?

MILDRED: Yes. But I'm not really supposed to be.

MORTIMER: That's okay, I'm not supposed to be in here, either. I gave the last janitor a heart attack when he walked in on me once. I'm sort of...frightening, I guess. Though I don't mean to be.

MILDRED: I can relate.

MORTIMER: You can?

MILDRED: Well, yeah! I mean, why else would I be in here?

MORTIMER: Perhaps you needed pens? Or one of those things that makes a perfect circle?

MILDRED: A compass?

MORTIMER: Yeah, a compass. One of those. I like the pointy, stabby part of compasses...compi...of a compass, but I don't really care about the circle part. I mean, what's wrong with an imperfect circle, anyway?

MILDRED: Hello! That's what I've been saying for years!

MORTIMER: You have?

MILDRED: Who needs a perfectly round circle? Why not have something that's oblong or oval or, dare I say it, egg-shaped? (*MORTIMER gasps.*) I know it's radical, but I just don't think everything has to be perfectly perfect. I like things that are a little...

MORTIMER: ...unusual?

MILDRED: Yes. Unusual. Well said. So, how are things over on your side of the vent?

MORTIMER: Oh. Ummm...

GROUP ACTIVITY: ZOMBIE NAME GAME

- Have the class stand in a circle.
- Go around the circle having each kid loudly say his/her name as a zombie. (“Saaaarrrraaaaahhhh!”)
- Then choose one student to be the “zombie”. The “zombie” walks in the middle of the circle zombie-style; arms stretched in front, head to the side.
- Call a student’s name. The zombie heads toward that student.
- The student must try to call another student’s name before the zombie reaches him/her.
- If the zombie is able to tag the student before he/she can call a new name, that person becomes the zombie.



GROUP ACTIVITY: SAY SOMETHING NICE!

DIRECTIONS

- Divide students into pairs.
- Have students take turns saying one thing positive that they really admire about their partner.
- **Encourage students to really focus on personality and behavior rather than physical traits** (i.e. “I really like that you are always so willing to share your lunch when I forget mine on the bus,” “I like that you are the only person who loves zombies as much as I do”, etc.)
- After a few rounds of compliments have students switch partners.
- Repeat this process, allowing students to hear from multiple classmates.

VARIATIONS

- Instead, divide students into groups of 4-8 and have each group form a circle.
- Chose one student to stand in the center of the circle.
- One by one, have each student in the outside of the circle say their compliment about the center student to the group.
- After everyone in the circle has said something nice, rotate in a new person to stand in the center.
- Continue this exercise until all students have had a chance to stand in the center
- No repeats during a single round.

VARIATIONS (CONT'D)

- Designate one person per group (*student or teacher*) to be the scribe and have them write down all of the compliments.
- At the end of the exercise, give each student their list of compliments or display them all in the classroom.

FOLLOW-UP

- Discuss the following with your students after completing the exercise:
 - What did you like about this exercise?
 - How did it make you feel hearing your classmates compliment you?
 - How did it feel complimenting your classmates? Did you learn anything new?
 - How else can we find ways to incorporate this kind of behavior into our every-day life?



ACTIVITY: "ME TOO!"

DIRECTIONS

- Have students form a circle with chairs.
- For this activity, you must have one less chair than participants.
- There will always be one person standing in the center.
- Have a volunteer or assign a student to be the first person in the center.
- They then say something about themselves that may be true of certain classmates as well (i.e. *"anyone with a summer birthday"* *"anyone who is wearing blue"* *"Anyone that was born in Philadelphia", etc.*)
- Students are to run and find a different seat if the characteristic announced also pertains to them.
- The person unable to find a new seat will now be the person in the center and announce a new characteristic.
- The object of the game is to give students a chance to learn and celebrate the commonalities and differences between their classmates that they may not ordinarily know.



CURRICULUM CONNECTIONS

Public Speaking

Leadership

Peer Collaboration

Risk-Taking

Listening

Focus

ACTIVITY: THE RUMOR TRAIN

Directions

- Have you students line up such that they can whisper to their immediate neighbors but not hear any players further away.
- The first person at the end of the line thinks of a message and whispers it as quietly as possible to his or her neighbor. This message can be whispered only **one time** to a new person.
- The neighbor should then pass on the phrase to the next person in line *to the best of his or her ability*. This continues until the phrase reaches the student on the other end of the line.
- At this time, the last student can call out the phrase he or she just heard. The final message should bear little or no resemblance to the original.
- At the end of the activity, have a discussion with your students: *What do you think this game teaches us about rumors? Should we always believe all we hear about our peers? If not, why do we spread rumors instead of stopping them in their tracks?*

ACTIVITY: SECRET CLASSROOM BUDDY

DIRECTIONS

- Pick names out of a hat to assign each student a secret, classroom buddy.
- Throughout the year, have students leave encouraging notes, jokes, pictures, snacks, etc. for their secret buddy to find.



LUNCH ROOM CHALLENGE: MIX IT UP DAY

- Often lunch is the most difficult time for some students who feel like they don't fit in or face bullying. They may sit alone, or even with other students who bully them.
- Have a Mix-It-Up day at your school where the students have a chance to sit with different people, and get to know different groups of classmates a little better.



STUDENT WORKSHEET: "WHAT I LIKE ABOUT ME!"

DIRECTIONS

- Sometimes people who are put down or have low self-esteem often do not feel good about who they are.
- Have the students take some time to reflect on what they like about themselves.
- Draw or glue a picture of themselves in the space below and have them draw images and activities around it displaying what makes them special.

LIKE THE SHOW? LET US KNOW!

Send letters or drawings to:

Walnut Street Theatre

ATTN: Education Department

825 Walnut St.

Philadelphia, PA 19107





WALNUT STREET THEATRE

BIOGRAPHY



Walnut Street Theatre has the unique distinction of being the oldest, continuously operating theatre in the English-speaking world, having served Philadelphia audiences for over 200 years!

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 33rd season as a self-producing, non-profit theatre company. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 50,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

Last season, 180,000 children and adults were impacted by the Walnut's Education Programs- including our theatre school with classes for kids and adults, Camp Walnut, Our Touring Outreach Program to local schools and our artist in residency programs.

WALNUT STREET THEATRE EDUCATION STAFF

DIRECTOR OF EDUCATION
ASSISTANT DIRECTOR OF EDUCATION
EDUCATION PROGRAMS ASSOCIATE
EDUCATION PRODUCTION ASSOCIATE
EDUCATION APPRENTICE
ACTING APPRENTICES

Thomas Quinn
Ashley Kerns
Patrick Shane
Amanda Gallup
Angie Confredo
Jared Calhoun
Devon Fields
Donovan Lockett
Kathryn Miller

ADDITIONAL RESOURCES

WEB

- **Creative Drama & Theatre Education Resource Site**
<http://www.creativedrama.com/theatre.htm>
- **Walnut Street Theatre Touring Outreach Company**
<http://walnutstreettheatre.org/education/touring.php>



ZOMBIE IN LOVE CREATIVE TEAM

BOOK & LYRICS
MUSIC
DIRECTOR
COSTUME DESIGNERS

Michelle Elliot
Danny Larsen
Ashley Kerns
Susan Benitez
Sarah Mitchell

TOURING OUTREACH SPONSORS



THANK YOU

The Walnut Street Theatre Education Department gratefully acknowledges the support from the following:

Aqua America * Cardone Family Foundation * Louis N. Cassett Foundation * Connelly Foundation * The Peter & Audrey Denton Fund * Dow Chemical Company * eBay Foundation Corporate Advised Fund at Silicon Valley Community Foundation * William Goldman Foundation * Hamilton Family Foundation * Hassel Foundation * Haverford Trust Company * Hellendall Family Foundation * Herman Goldner Company * Syde Hurdus Foundation * William Penn Foundation * Virginia and Harvey Kimmel Arts Education Fund of the Philadelphia Foundation * Lincoln Financial Group Foundation * National Corporate Theatre Fund * PECO * TD Charitable Foundation * Truist * United Way of Greater Philadelphia and Southern New Jersey and Greater Portland * Universal Health Services * Vulcan Spring & Mfg. Co.

Walnut Street Theatre Educational Opportunities!

2015-2016
SEASON

WALNUT STREET THEATRE TOURING OUTREACH

BRING A SHOW TO YOUR SCHOOL!

Oskar and the Big Bully Battle (Bullying) Grades K-6
Only 13 (Choices) Grades 6-9
Freedom Riders (Diversity) Grades 6-9
The Berenstain Bears Hospital Friends (Family & Good Health) Grades pre K-3
The Adventures of Nick Nutrition and his Dog Fiber (Nutrition) Grades K-6

Open a dialogue with students about issues
that affect them!

Call 215-574-3559, ext. 584

WALNUT STREET THEATRE FOR KIDS

BRING YOUR KIDS TO
WALNUT STREET THEATRE!

Shrek the Musical Jr. (September/October)
Charles Dickens' *A Christmas Carol* (December)
Zombie in Love (January/February)
Freckle Face Strawberry the Musical (April)
Miss Nelson Has a Field Day (June)

Tickets just \$10-\$16

Read the books, then see the stories LIVE!

Call 215-574-3559, ext. 504



The Theatre School at WALNUT STREET THEATRE

CLASSES FOR KIDS, STUDENTS
AND ADULTS

For students from 5 to 105! Great for networking,
providing a creative outlet and professional training!

Find your inner star at the Walnut!

Call 215-574-3550, ext. 510

RESIDENCY PROGRAM

LET US DESIGN A DRAMATIC
AND EDUCATIONAL PROGRAM
FOR YOUR SCHOOL!

We support teachers' objectives with personalized
programs designed that meet your needs and budget.

Call 215-574-3550, ext. 511

WHEN WE PLAY, LEARNING HAPPENS!