



Zombie School

How to Survive a Zombie Apocalypse

Scheme of Work for Year 7 Drama

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**POD
9335**

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Contents

Thank You for Choosing ZigZag Education	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use	iv
Teacher’s Introduction	1
Lesson Plan 1: Introduction to Zombie School	3
Handout 1: Know the Signs.....	5
Lesson Plan 2: Creating a Survival Team	6
Handout 2: Survival Team.....	8
Handout 3: Role on the Wall	9
Handout 4: Bird’s-Eye View of School	10
Lesson Plan 3: Creating a believable Zombie	11
Handout 5: Head Template.....	13
Lesson Plan 4: Zombie Combat	14
Lesson Plan 5: Zombie Movie Trailer	16
Handout 6: Zombie Movie Trailer Rules.....	17
Lesson Plan 6: Performance and Certification	18
Handout 7: Zombie Movie Trailer Assessment	19
Completion Certificate	20
References	21
Romeo and Juliet and the Zombie Apocalypse	22

Teacher's Introduction

This scheme of work, 'Zombie School: How to Survive a Zombie Apocalypse', uses practical, creative and exciting activities to introduce younger students to basic acting techniques and characterisation.

Under the pretext of training to survive a zombie apocalypse, lessons will focus on studying zombies, ensemble work, creating stereotypes, stage combat, make-up, costume and devising.

There are lots of inspiring videos and many weblinks – so it's important you can access YouTube to really take advantage of all the valuable resources. Each lesson has a brief introduction before a 'warm-up' exercise. Lesson 3 needs some resource preparation, so it's worth reading this in plenty of time.

Also included in this resource are ready-made photocopiable handouts for the lessons (where relevant), including a 'zombie survival certificate of achievement' to be awarded to each student at the end of the scheme.

Throughout the scheme students will compile a 'Zombie Survival Guide' – a scrapbook of their completed handouts, plans, sketches, photographs, etc. which will serve both as evidence of their work and as a useful guide to any other students who might find themselves facing a zombie apocalypse!

Finally, *Romeo and Juliet and the Zombie Apocalypse*, an original short play, provides a way for students to put their newly-learned performance and design skills into action at the end of the scheme and is perfect for school productions.

Overall, this scheme of work will be invaluable for both encouraging interest and engagement in Drama and for those students wishing to further their drama skills in preparation for GCSE Drama.

Important! Please note that due to the nature of the topic, some of the videos suggested in this resource contain some content which might be gory or frightening for younger students. Please make sure you review each one carefully before screening to make sure that it is suitable for your particular class.

In addition, some lessons require the use of various food and cosmetic products (see lesson plan for more details). Please ensure that parents/students are notified in advance, that you are aware of any food/cosmetic allergies among your students and that a full risk assessment is carried out.

When attempting stage combat with students all health and safety procedures must be followed. Please ensure that your class are mature enough to partake in this activity and consider altering if necessary.

Parental permission should be sought when asking students to bring in old clothes for tearing up.



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/9335

You may find this helpful for accessing the websites rather than typing in each URL.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Drama resources your school has purchased, and details of any promotions for your subject.

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SCHEME OF WORK : OVERVIEW

Lesson 1: Introduction to Zombie School

Students will explore the world of 'zombiology'.

Lesson 2: Creating a survival team

Students will demonstrate the ability to communicate physically and vocally in order to create a zombie apocalypse survival team.

Lesson 3: Zombie combat

Through basic self-defence techniques, students will demonstrate the ability to combat a zombie attack.

Lesson 4: Creating a believable zombie

Students will demonstrate the ability to create a zombie using make-up and costumes.

Lesson 5: Devising a movie trailer

Students will plan, devise and rehearse a zombie movie trailer to demonstrate the skills developed.

Lesson 6: Performance and zombie certification survival exam

Students will rehearse and perform their zombie movie trailers and will demonstrate of how to survive a zombie apocalypse through a zombie survivalist exam.



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LESSON PLAN 1: INTRODUCTION TO ZOMBIE SCHOOL

Teacher		Class Year		Dept	
Day/Date		Period		Num	

SEN	G&T	Supp
Links to Exam Syllabus (AO2)	Personalisation Lesson about 1 'Know the Signs'	ICT

Ability level: (or specify target levels or exam targets)

Objective: Introduction to Zombie School

Students will explore the world of 'zombiology'.

Explanation/Introduction (5 mins)

Teacher explains: In this scheme of work, 'Zombie School', you will use practical, creative and drama to introduce yourselves to basic acting techniques and characterisation; under the pretext of a zombie apocalypse at a 'Zombie School'. Lessons will focus on studying zombies, creating a survival plan, creating a believable zombie and devising a zombie movie trailer and finally a zombie costume.

Zombies are not real; they are fictional characters like vampires and dragons, but for the purpose of this scheme of work we are going to use our imagination and believe they really exist.

Before you begin to explore the world of zombies it is essential that you have a clear understanding of the different types of zombies out there. Have a look at the following handout which will help you recognise the physical signs of a zombie.

Watch the following famous Michael Jackson music video (The Thriller) for inspiration.
<https://www.youtube.com/watch?v=4V90A7LW12I>

The teacher explains that over the next 10 lessons students will be expected to create a scrapbook of their complete work, including plans, sketches, photographs, etc. – and that this will be used as a resource for the 'Know the Signs'.

Warm-up (Whole class activity, 5 mins)

Students sit in chairs spaced out around the room.

The zombie is at the end of the room so 'their' chair is now empty.

The zombie wants to sit down but the rest of the group must stop the zombie from sitting down.

The game is as soon as the zombie tries to sit on an empty chair someone in the group must stand up. If the chair is empty, so the zombie can try to sit in that chair. The whole group must work together to ensure the zombie does not sit in an empty chair.

Activity One (whole class activity, 10 mins)

The word 'zombie' apparently comes from *nzambi*, which in Kongo means 'spirit of a dead person who represents a person who died and was brought to life without speech or free will. The Epic of Gilgamesh, an ancient Sumer, dating from the Third Dynasty of Ur (c.2100 BC) includes a mention of zombies and vengeance says:

*Father give me the Bull of Heaven,
So he can kill Gilgamesh in his dwelling.
If you do not give me the Bull of Heaven,
I will knock down the Gates of the Netherworld,
I will smash the doorposts, and leave the doors flat down,
and will let the dead go up to eat the living!
And the dead will outnumber the living!*

Watch the following short documentary on Haitian voodoo zombies. Some students may find it scary, so assure students not to take the documentary too seriously; it's not real and it's just for zombie lessons.

<https://www.youtube.com/watch?v=UP1hzKnDfdk> (7.12 mins)

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Activity Two (whole class activity, 5 mins)
 Watch the trailer for *World War Z* (please note that this film is a 15 (UK) and the trailer in advance to ensure it is suitable for your particular students). Students are to identify examples of a zombie and what constitutes a zombie. (Teacher should question, for example, speed of moving zombies vs few heroes, etc.)

<https://www.youtube.com/watch?v=Md6Dvxdr0AQ> (2.22)

Teacher spotlights students' answers.

There are many different types of zombie; each zombie has its own characteristics. Here are some:

Voodoo zombie – Risen from voodoo rites; a mindless horde under the control of a priest.

The slow zombies – These are the classic zombies; slow, shuffling, crawling and infecting. A bullet or a head blow will stop them. They have a tendency to grapple and devour the living.

The bolter – These are leaner and nimbler types of zombie that can run, jump and climb. They have a strong appetite for flesh and a small scratch can be fatal. A heart can stop them.

The bruiser – These are big, strapping zombies. Their movements are slower and they overpower humans with deadly force.



Activity Three (small group activity, 20 mins)

A rabies virus has mutated and triggered a zombie pandemic ravaging the UK, turning the population into zombies. You are a small group of uninfected individuals sheltering in a studio in a city under martial law. You have a very limited time to decide how to save the city. You must create a radio or television public announcement, advising people on how the crucial information below must be included.

Possible routes of transmission are:

- touching or physical contact with an infected individual
- through saliva from a bite
- through transition of blood through a cut in the skin

The disease seems to spread by blood contact (usually by a bite).

The time between exposure and the first symptoms (**incubation period**) is **1–2 minutes**.

Symptoms include alteration of brain functions, uncontrollable anger and aggression, and loss of consciousness.

The infected will seek and viciously attack any uninfected person.

It is important to find a safe place, gather water and rations.



Plenary (groups, 15 mins)

Teacher spotlights groups' public announcements.

AFL

Differentiation

Personal, Social, Moral and Spiritual Education.

Homework

Ask students to research information and pictures to immerse themselves into the world of the zombie. They should stick this research in their *zombie survival guide*.

Cross-curricular

Numeracy

Literacy aspect (keywords, active reading, creative writing, speaking and listening, etc.)

Seating plan attached?

Risk assessment carried out?

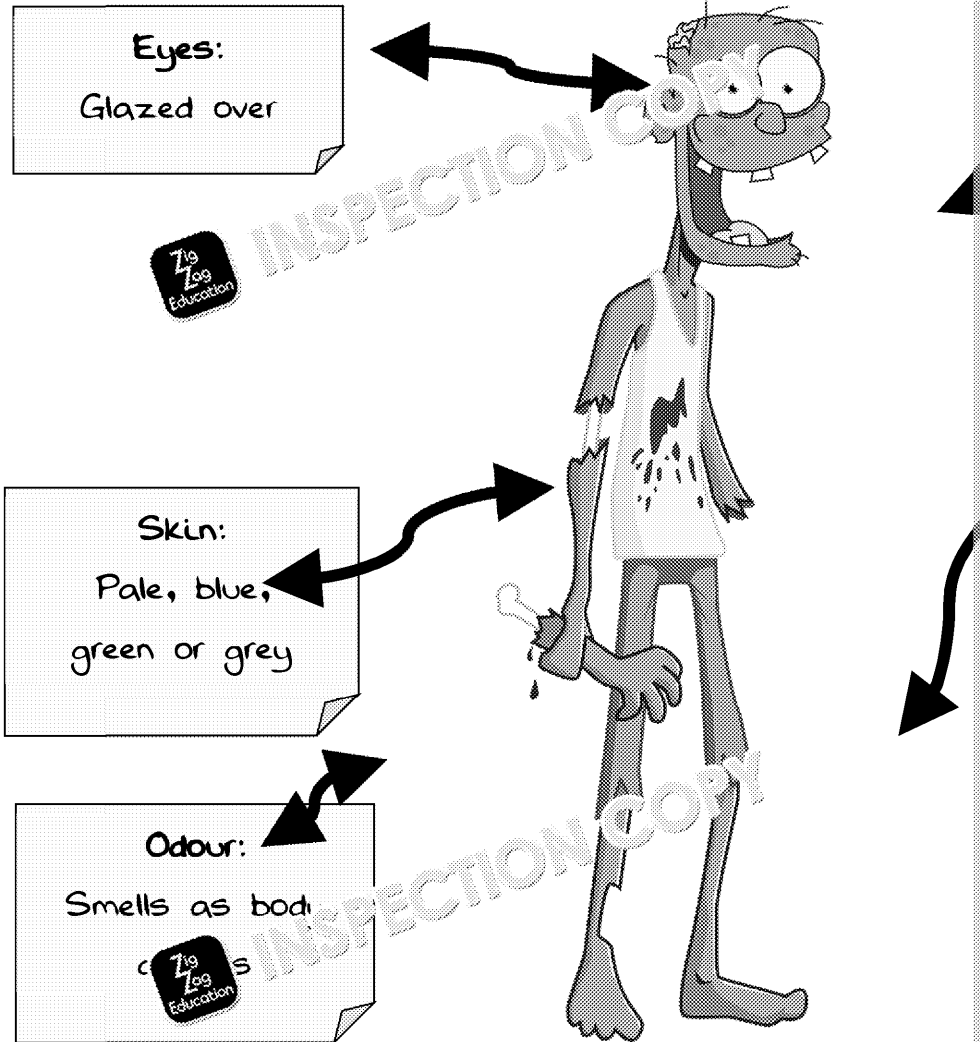


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KNOW THE SIGNS



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Origins:

The word 'zombie' apparently comes from *nzambi*, which in Kongo means 'spirit'.

Zombie Types

There are many different types of zombie; each zombie has its own characteristics. Here are just a few.

Voodoo zombie – Risen from voodoo priests. A mindless horde under the control of a priest.

The slow zombies – These are traditional zombies, slow, shuffling, crawling and they bite. Only a head trauma will stop them. They have no intelligence, they come in contact with the living.

The bolter – These are leaner and nimbler types of zombie that can burst through doors and climb themselves into a home. They have a strong appetite for brains and can be fatal. Head trauma or a spike in the heart can stop them.

The bruiser – These are big, strapping zombies. Their movements are slow but they have the ability to overpower humans with deadly force.

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LESSON PLAN 2: CREATING A SURVIVAL TEAM

Teacher		Class Year		Dept	
Day/Date		Period		Num	

SEN	G&T	Sup
Links to exam syllabus (AO2)	<ul style="list-style-type: none"> Handout 2 'Survival Team' Handout 3 'Role on the Wall' Handout 4 'Bird's-eye View' 1 x Zombie survival guide 	ICT

Ability level of pupils (give NC target levels or exam targets)

Objective: Creating a survival team
 Students will demonstrate the ability to experiment with stereotypes both physically and verbally to create a survival team.

Explain/Introduction (whole class activity, 5 mins)
 Ask students: What kind of attributes do they think they might need in order to fight against zombies? Sight and vision? Endurance? Intelligence? Speed and agility? Luck? Leadership? Self-reliance? Most people would make it through a zombie apocalypse by creating structured and disciplined teams going to assemble your very own zombie apocalypse survival team.

Warm-up (whole class activity, 10 mins)
 Use chairs, tables, bags, etc. to create an obstacle course. Students get into pairs and take turns. Students to pretend they are zombies, on the floor are zombies; the guide must lead them through the 'zombie terror forest' and make sure safety procedures are put into place.

Activity One (small groups, 10 mins)
 It is vital to think ahead and consider the types of personalities and skill sets you need to survive. In groups of five or six, determine who will take on the roles of the following characters and create a survival plan. Use the template provided on the handout.

- Teacher to coax the following:*
- Leader:** A person not afraid to make decisions, someone calm and decisive.
 - Medical professional:** A crucial person in case of injury, illness or disease.
 - Wise counsel / vicar:** A reliable person who can help solve problems with the leader.
 - Wild warrior:** Someone ready to march in 'guns blazing' when all seems lost.
 - Weapons expert:** An expert who can improvise by grabbing a bat, frying pan, school bag, etc.
 - Brains/geek:** A person who can use limited technology to contact other survivors.
 - Interpreter:** Someone who can communicate with other survivors from different backgrounds.

Activity Two (whole class activity, 10 mins)
 Once you have assembled a respectable survival team using the character 'Role on the Wall' template, each student needs to decide on a set of stereotypical physical and vocal qualities his or her character has. Think of bold stereotypes so that the character is easily and quickly identifiable. How will they walk? What clothes will they wear? The more information you write on the page the more detailed your character will be. Create a character profile for each member of your survival team.

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Activity Three (whole class activity, 5 mins)

Teacher explains that students are going to use their role on the wall information to now make a character. Ask students to stand in a space and close their eyes and visualise their character.

- What is the character's name?
- What is their role in the group?
- How old are they?
- How do they speak?
- Do they have an accent?
- Do they have a high-pitched voice or a low-pitched voice?
- Where are they in the room?
- Where have they been?
- Where are they going?
- What is their objective?
- How are they going to achieve that objective?

Now slowly walk around the room.

- Where does the character lead from? The head? The chest? The knees?
- What is the pace of their walk?
- Do they have long strides or short strides?

Walk around the room and find someone else to chat to.

Stop someone and make conversation, using the voice you think your character would use. Spotlight students' work.

Activity Four (whole class activity, 15 mins)

Each group of survivors should agree on a location for their base, somewhere like you know the layout of the building and where you can get your hands on valuable supplies, defending your base against zombies and other survivors who might pose a threat, so choose the most vulnerable and safest parts of the building.

Draw out a plan of your base/school from a bird's-eye point of view. Label the image for a zombie invasion (give students about 4 'Bird's-eye View' example) and discuss how Groups will be able to share their 'characters' specialist strategies' to the rest of the class. Informative character.

Plenary (groups, 5 mins)

Teacher spotlights students who, in character, will present information about their speciality. There won't be time to do everyone, so use your judgement and remember to remark on genuine effort.

AFL

Differentiation

Personal, Social, Moral and Spiritual Education.

Homework

Write half a paragraph reflecting on the work you did in class today. Try to use lots of Drama terminology. Students to bring in old clothes to be cut up for new zombie class.

Note: Permission must be sought for students to bring in their own clothes! Other suggested sources: School Drama department; lost/unclaimed/spare school kit; PE kit; charity shops.

(Teacher: Note resources for next class)

Cross-curricular

Numeracy

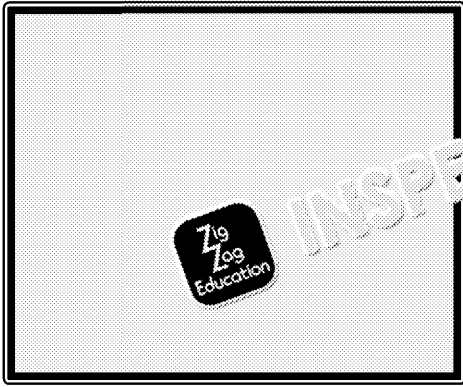
Literacy aspect (keywords, active reading, modelled writing, speaking and listening, ...)

Seating plan attached?

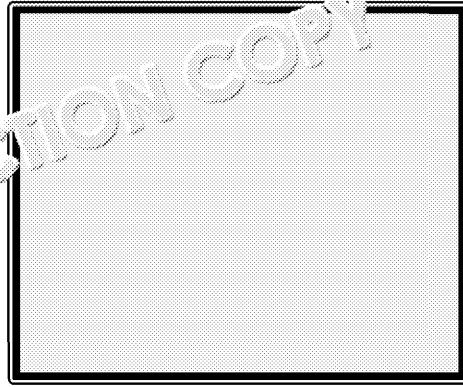
Risk assessment carried out?

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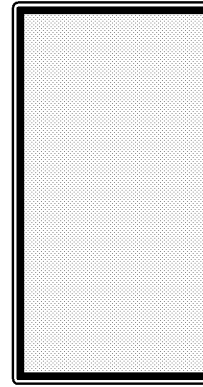




Leader



Medic



Wise



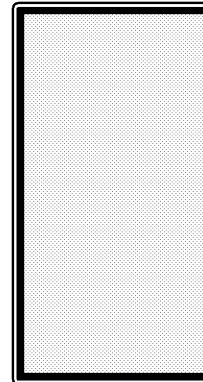
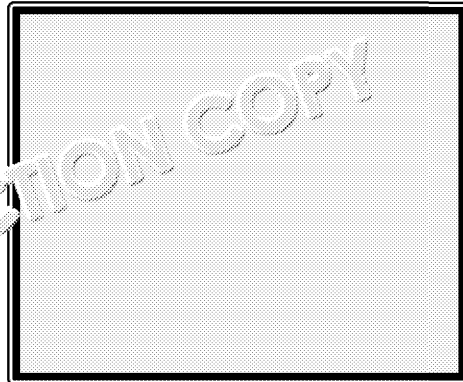
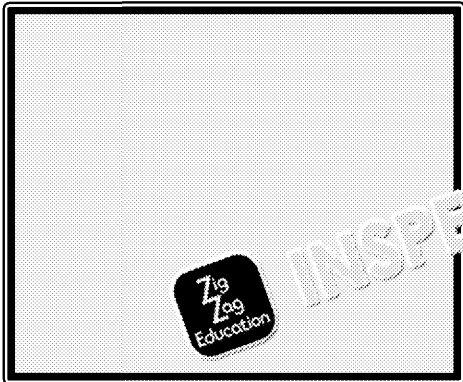
SURVIVAL TEAM



Weapons expert

Brains/geek

Ch...



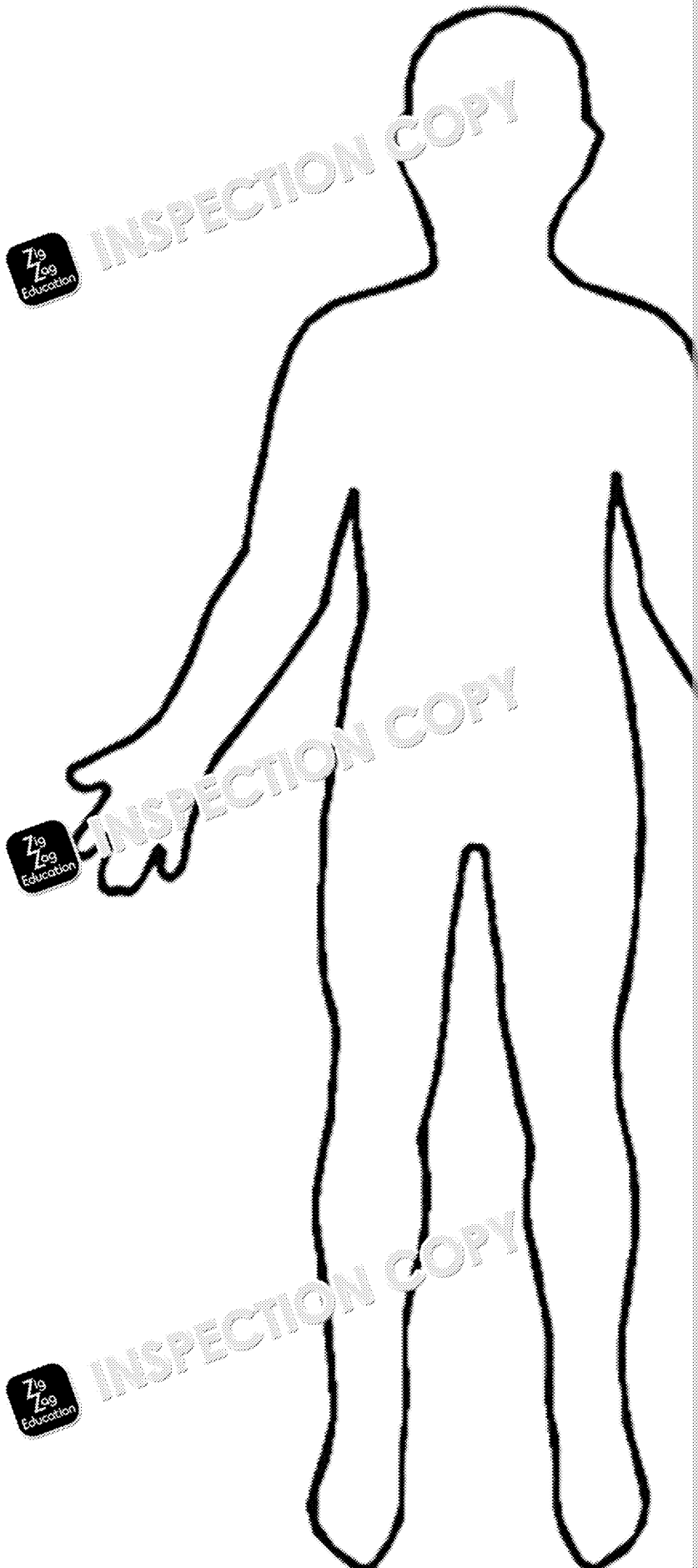
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ROLE ON THE WALL



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BIRD'S EYE VIEW OF S



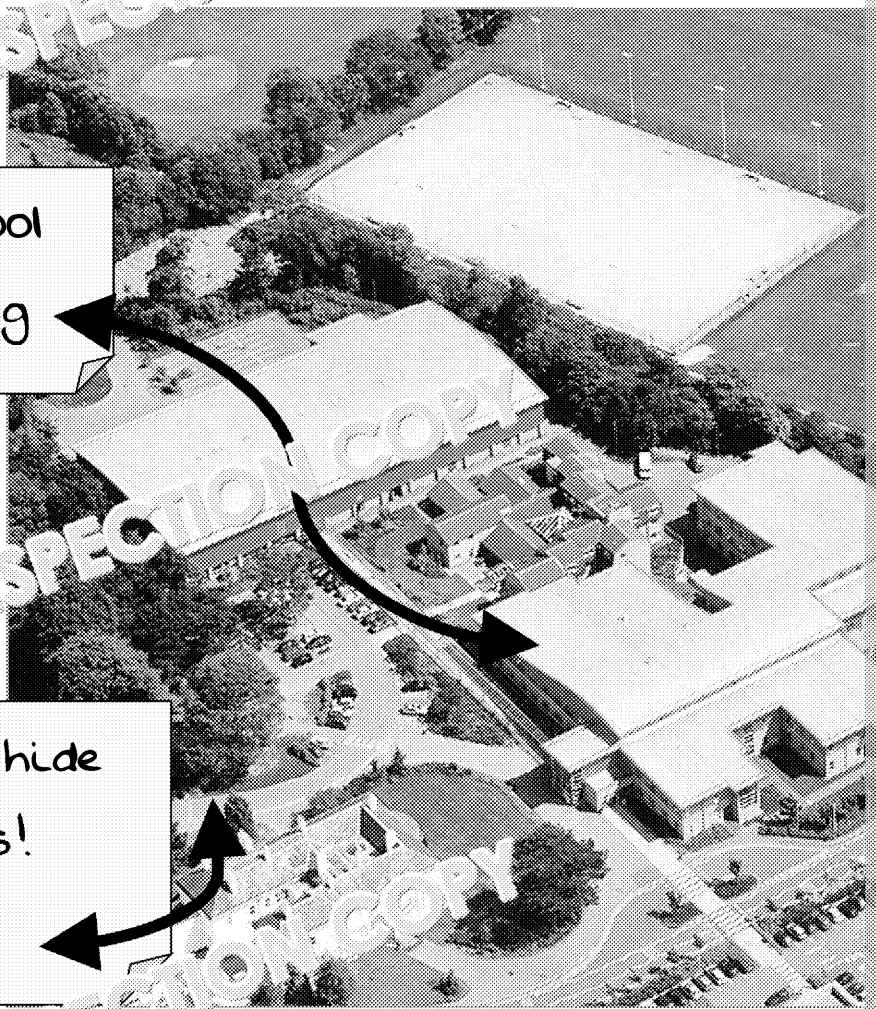
Base / school
main building



Trees can hide
zombies!



Danger zones - block with ca



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LESSON PLAN 3: CREATING A BELIEVABLE ZOMBIE

Teacher		Class Year		Department	
Day/Date		Period		Number	

SEN	G&T	Support
Links to Exam Syllabus (AO2) 	Resources Large pieces of paper. Old clothes to rip up. Tissues, bowls, paint brushes. <ul style="list-style-type: none"> • Fake blood: powdered red and yellow food colouring, golden syrup and soap can be used. • Realistic-looking wounds: use latex, tissue paper and cotton. • Put brown or black food colouring in a spritz bottle. • Handout 5: 'Head Template' • Dry conditioner • 1 x Zombie survival guide 	ICT

Ability level of pupils (give NC target levels or exam targets)

Objective: Creating a believable zombie

- Students will demonstrate the ability to create a disguise using make-up and costume to create a believable zombie design.
- Ingredients: fake blood, powdered red and yellow food colouring, golden syrup and soap can be used.
- Realistic-looking wounds: use latex, tissue paper and cotton.
- Put brown or black food colouring in a spritz bottle.
- Dry conditioner can be used on hair.

Explanation/Introduction (8 mins)

At some point in your survival you may need to blend in with zombies to make an escape. You will demonstrate the ability to create a disguise using make-up and costume to create a believable zombie design. Greg Nicotero is the executive producer in charge of the make-up and costumes on television. This following video shows him sharing his tips for how to look like television's most realistic zombies. This video shows him sharing his tips for how to look like television's most realistic zombies and objects you can find around the house.

<https://www.youtube.com/watch?v=VhB6NYPo2Sw> (6.33 mins)

Warm-up (whole class activity, 5 mins)

Class forms a circle with one person standing in the middle. The person in the middle will be the Zombie (how they walk is up to them); the next person in front of the circle enters and mimics the zombie. They should focus on: How fast or slow is the zombie walking? Does the zombie rock? Tilt? Continue until the entire group has followed the person in front of them.



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Activity One (whole class activity, 17 mins)

Teacher hands out large sheets of paper and the resources to students.
Teacher demonstrates the following make-up design on a piece of paper (*Be careful to to the products being used.*)

Teacher explains professional make-up artists use latex and special glues and products. Today students are going to see how to use objects you can find around the home to create inspired by Greg Nicotero's video on their sheets of paper.

Teacher asks students to draw a large eye on their sheets of paper. Teacher hands out colouring, golden syrup and latex. Teacher encourages students to combine red and yellow blood colour and add a little fish soap or syrup to even it out. Start building up wounds

For realistic moving wounds, use latex, tissue paper and cotton. Feather the tissue paper you can take that and glue that to the face on your paper and let dry. Everything should don't use blue, green or red.

The perfect shading

One of the biggest mistakes people make when trying to get the zombie look is they go important to make sure that the colours blend perfectly. (*Teacher encourages students*

Activity Two (whole class activity, 5 mins)

If possible, ask students to take photos of their work, which they can print off and keep

Activity Three (in pairs, 10 mins)

Ask students to take out the old clothes they brought to class. If not all students have they should work in groups.

Aged clothes

Using the bottle of brown or black food colouring, spritz the clothes with the colour so with blood. Either rip up or tear the clothes so they look torn and shabby. Don't go over. Once the clothes are ready, students to put them on (on top of their uniform) and take their make-up to make it look like their face to give a complete zombie effect.) exercise book.

Plenary (15 mins)

Teacher spotlights/photographs students' work. There won't be time to do everyone, remember to remark on those who have made a genuine effort.

AFL	
Differentiation	
Personal, Social, Moral and Spiritual Education.	Homework Upload the photographs from today's class and add them in your <i>zombie survival guide</i> .
Cross-curricular	Numeracy
Literacy aspect (keywords, active reading, creative writing, speaking and listening, etc)	
Seating plan attached?	Risk assessment carried out?

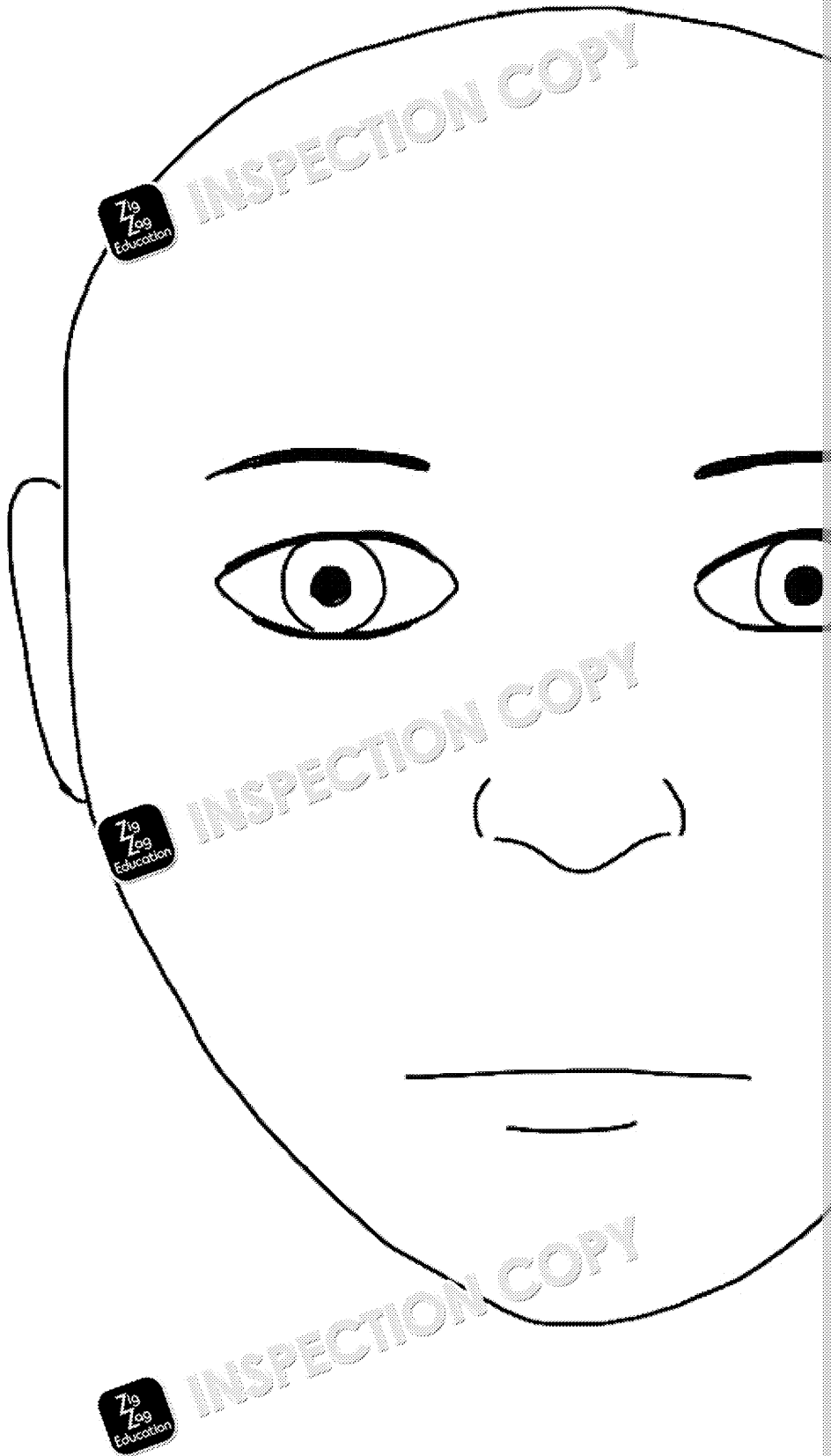
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HEAD TEMPLATE

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LESSON PLAN 4: ZOMBIE COMBAT

Teacher		Class Year		Dep	
Day/Date		Period		Nu	

SEN	G&T	Sup
Links to Exam Syllabus (AO2)	For students x Zombie survival guide	ICT

Ability level (Please give NC target levels or exam targets)

Objective: Zombie Combat

Through basic stage-fighting techniques students will demonstrate the ability to use physical skills to defend themselves from a zombie attack. (YouTube access is important.)

Explanation/Introduction (2 mins)

Stage fighting is a vital part of the zombie storytelling process. A fight sequence helps move the action and narrative across an area or space. It can help create a climactic ending. A fight sequence is a choreographed, highly structured sequence, which uses specific moves. During this class you are going to learn how to create a short fight scene using a fight sequence. You will also understand some of the basic rules of stage combat.

Let's watch an example of stage combat:
https://www.youtube.com/watch?v=m_3ydIVUxok (1 min)

Warm-up (whole class activity, 10 mins)

'Warming up' the body prepares the body for physical activity, increases blood flow and accustoms the muscles and joints to the activity. Always warm up before stage combat. The key to a good warm-up is active stretching. Here is a 10-minute warm-up routine to do before your lesson.

- Joint Rotations:**
- Flex and extend each joint five times, then perform rotations of the joint.
 - Fingers: Open/close fists.
 - Wrists: Make circles.
 - Elbows: Flex/extend forearms, then perform rotations.
 - Shoulders: Arms straight, cross hands in front of chest then open as wide as possible. Perform rotations.
 - Neck: Move in semicircles.
 - Traps: Raise shoulders to ears.
 - Spine: Chest rotations – feet in place, rotate shoulders as if looking behind each shoulder.
 - Hips: Rotate pelvis, keeping your feet in place, shoulders and head steady.
 - Trunk rotations: feet in place, (bending at the waist) looking down at one leg, then the other, then upright.
 - Knees: Flex and extend. Then, place hands on thighs and rotate knees by bending them.
 - Ankles: Rotate each in turn.

Alternatively, follow the instructions in this video: <https://www.youtube.com/watch?v=...>

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Activity One (whole class activity, 5 mins)

SAFETY ALWAYS!

In a perfect world, a qualified fight director should be appointed to teach stage combat and which could result in people getting badly hurt. However, we don't have a fight director so measures to ensure nobody gets hurt. So, firstly, some ground rules:

- **Don't do anything that makes them or you feel unsafe.**
Be aware of your physical and emotional limits.
- **You must listen to your fight choreographer / teacher.**
Always listen to everything that the teacher says. If you don't you will be asked to stop.
- **Don't fool around.**
Fight choreography is a dangerous business because it's simulated during a hobby with the supervision of your teacher, it may result in a serious injury.
- **Always maintain eye contact with your combat partner.**
Eye contact helps you and your partner remain in sync with each other; it's a silent way to know you are ready to proceed to the next stage.
- **Never improvise your fight choreography.**
Every fight movement you see on stage and screen has been choreographed. If you improvise, you are told your partner, then one of you could be seriously injured.

Activity Two (whole class, 28 mins)

Watch the following video, which we will stop and start so we can follow it step by step.

<https://www.youtube.com/watch?v=bCTxlcljQ0&t=163s> From 4.00 to 7.26 (3.26 mins)

Go through the video slowly and carefully making sure students follow the safety rules.

Activity Three (in pairs, 10 mins)

In your pairs, devise a short combat scene, which you perform to the rest of the class. Teacher spotlights students' work.

Teacher can play the following sound effect for atmosphere to the fight:

<https://www.youtube.com/watch?v=VpBATHDY>

Plenary (5 mins)

Ask students to get into small groups, and explain that next class they will be devising and performing to advertise a new zombie film. This will be their opportunity to use all the skills they have learned in dramatic performance using make-up, props, costume and stage fighting. They should spend the next week on their storyline for next week, pick someone to create a storyline or each create a storyline to be performed. Use the work you have already done in your *zombie survival guide*.

AFL

Differentiation

Personal, Social, Moral and Spiritual Education.

Homework

Plan a zombie storyline for next week's movie trailer.

Cross-curricular

Numeracy

Literacy aspect (keywords, active reading, modelled writing, speaking and listening, extended writing)

Seating plan attached?

Assessment carried out?

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LESSON PLAN 5 : ZOMBIE MOVIE

Teacher		Class Year		Dep
Day/Date		Period		Num

SEN	G&T	Sup
Links to Exam Syllabus (AO2)	Resources Handout 6 'Zombie Trailer Rules' 1 x Zombie survival guide	ICT

Ability level:  Give NC target levels or exam targets)

Objective: Devising a zombie movie trailer
Students will plan, devise and rehearse a zombie movie trailer to demonstrate the skills

Explanation/Introduction (1 min)
Teacher explains that in this class they will be devising and creating their own movie trailer film. This will be their opportunity to use all the skills they have learnt to create a dramatic performance using make-up, props, costume and stage fighting.

Warm-up (whole class activity, 10 mins)
The following videos are excellent examples of zombie movie trailers. The first one is the classic *Zombie* movie.
<https://www.youtube.com/watch?v=2UYvhyzugtA> (1.31 min)
In the official film trailer for *Pride and Prejudice and Zombies* (2016), which is based on the introduction of an army of zombies spins this classic tale on its head.
<https://www.youtube.com/watch?v=foGraEVNIOs> (2.32 min)
Discuss the conventions used which will help them to devise their movie trailer.

Activity One (whole class activity, 25 mins)
Ask students to get into groups from last class and explain that in this class they will be devising a zombie movie trailer to advertise a new zombie film. This will be their opportunity to use all the skills they have learnt to create a dramatic performance using make-up, props, costume and stage fighting. Teacher hands out the activity rules (handout 5) and reads through them with students.

Zombie movie trailer rules:

- Firstly, think of a title for your movie.
- Prepare an improvisation that tells the story that you have created.
- Which characters will be in the scene? What will they say? What will they do?
- Choose one or more scenes to improvise that would serve as a preview for the movie.
- Assume the roles of the characters (you worked on these previously).
- Rehearse the script and get ready to present as a polished presentation next week.
- Decisions about costumes, props and make-up should be made, and transitions agreed.
- You have roughly 40 minutes to work on your movie trailer.

Plenary (4 mins)
Teacher asks students to list items and responsibilities for next week's class.

AFL	
Differentiation	
Personal, Social, Moral and Spiritual Education	Homework Gather props, costumes, make-up, etc. for next week
Cross-curricular	Numeracy
Literacy aspect (keywords, active reading, modelled writing, speaking and listening, etc.)	
Seating plan attached?	Risk assessment carried out?

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ZOMBIE MOVIE TRAILER R

1 Firstly, think of a title for your movie.

Ideas:
.....
.....

2 Prepare an improvisation that tells the story that you have created.

3 Which characters will be in the scene? What will they say? What will

Ideas:
.....
.....
.....
.....
.....
.....
.....

4 Choose one or more scenes to improvise that would serve as a preview

Ideas:
.....

5 Assume the roles of the characters (you've chosen in these previously).

6 Rehearse the scenes and get ready to present as a polished presentation next week.

7 Decisions about costumes, props and make-up should be made, and transitions also need to be thought about.

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LESSON PLAN 6: PERFORMANCE AND

Teacher		Class Year		Dep	
Day/Date		Period		Nur	

SEN	G&T	Sup
Links to Exam Syllabus (AO2)	Resources Handout 7 'Zombie Movie Trailer Assessment' • 1 x Zombie survival guide	ICT

Ability level  (give NC target levels or exam targets)

Objective: Zombie movie trailer and certification for survivalist exam

Students will rehearse and perform their zombie movie trailer and demonstrate a basic survive a zombie apocalypse through a zombie survivalist exam. *(Depending on class size and length, this lesson may take longer.)*

Explanation/Introduction (1 min)

Today, each group will perform their zombie movie trailer to class. Time will be given for prepare any technical set-ups. Remember to create clear and easily recognisable characters and intrigue to make an audience want to come and see your zombie movie.

Activity One (group work, 10 mins)

Teacher reminds students of the zombie movie trailer rules from last week:

- What is the title for your movie?
- Prepare an improvisation that tells the story that you have created.
- Which characters will be in the scene? What will they say? What will they do?
- Include a narrator.
- Choose one or more scenes to improvise that would serve as a preview for the movie.
- Assume the roles of the characters (you worked on these previously).
- Rehearse your script and get ready to present as a polished presentation.
- Decide what costumes, props, make-up and music should be made, and transitioned into.
- You have roughly 10 minutes to work on your movie trailer.

Activity Two (whole group, 44 mins)

Teacher, if possible create a staging area with the appropriate lighting to create a sense of atmosphere for students to perform. Below is a link for a selection of zombie apocalypse music if students wish to use it.
<https://www.youtube.com/watch?v=a1kFcQXHYv8>

Using handout 5 (assessment sheet), watch and assess each group's performance. Teacher and class give feedback on performances.

Plenary (5 mins)

Teacher awards each student their zombie survival certificate of achievement.

AFL

Differentiation

Personal, Social, Moral and Spiritual Education.



How well did you do on a page on the work you have achieved during this scheme of work. What have been the highlights? Did you struggle? What new Drama terminology have you learnt etc.

Cross-curricular

Numeracy

Literacy aspect (keywords, active reading, modelled writing, speaking and listening, etc.)

Seating plan attached?

Risk assessment carried out?

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ZOMBIE MOVIE TRAILER ASSES

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Movie Name:	Excellent 5	Good 4
1. Clear stereotypical characters		
2. Costume, hair and make-up		
3. Group collaboration		
4. Use of sound and transitions		
5. Overall zombie movie trailer assessment		



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Movie Name:	Excellent 5	Good 4
1. Clear stereotypical characters		
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3. Group collaboration		
4. Use of sound and transitions		
5. Overall zombie movie trailer assessment		



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Certificate of Achievement



This Certificate is Presented to

who has successfully completed

ZOMBIE SURVIVAL COURSE

and is now fully qualified to face



Signed:.....

Date:



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REFERENCES

Lesson One

- <http://zombiemerc.com/zombie-articles/types-of-zombie/>
- <https://www.rockstargames.com/newswire/article/11101/bruisers-bolters-of-undead-nightmare.html>
- http://zombie.wikia.com/wiki/Group_Role

Lesson Four

- <http://www.stagecombat.org/projects/>
- <https://www.theatrefolk.com/blog/stage-combat-101-even-begin/>
- <https://performerstuff.com/mgs/10-basic-rules-of-stage-combat-that-keep-you-safe/>
- <http://playfighting.ca/combats/stage-combat-2/stretching-for-fighters/>

Lesson Five

- <https://tinyurl.com/dramathemeschemesanddreams>

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Romeo

& Ju

...and the

ZOMBIE

APOCALYPTIC

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A one-act play set on a school drama stage. Characters can be added or deleted.

Characters:

1. Miles
2. Carrie (student)
3. Shoshana (actor)
4. Eve (actor)
5. Dexter (actor)
6. Taliyah (actor)
7. Drama Teacher (played by drama teacher)
8. Mimi (actor seated among audience)
9. Sally (actor seated among audience)
10. Daniel (actor seated among audience)
11. Zombies (8 to 10 – or as few or as many as needed)
12. Paddy (SWAT team)
13. James (SWAT team)
14. Richard (SWAT team)
15. Tilly (student)
16. Kristoff (actor seated among audience)
17. Josh (actor seated among audience)
18. Alex (actor seated among audience)
19. Paul (actor seated among audience)
20. Johnson (student)
21. Stella (student)
22. Jed (actor seated among audience)
23. Oscar (student)
24. Emma (SWAT team)
25. Freddie (student)
26. Jin (student)
27. Tom (student)
28. Professor Gutmann

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Act 1. School Stage. Evening.

Audience settles down into the auditorium. Classical music underscores

*A narrator (Miles), dressed in tights and Shakespearean attire, grandly enters in a
position centre stage. Miles flamboyantly pulls out a roll of paper*

Miles: (Dramatic)
Two noble households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life;
Whose misadventure piteous overthrows
Do with their death –

*Miles is suddenly interrupted by a loud thud, CARRIE is smashing her hands against the window
covered in blood.*

Carrie: Let me in!

Miles looks at her annoyed.

Carrie (CONT): Let me in!

Miles smiles and looks directly at the audience, he throws Carrie

Miles: (using a dramatic Shakespearean voice)
...bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,

Carrie thuds hard on the window.

Miles: (clearly annoyed)...The which if you with **PATIENT**
What here shall miss, our toil shall strive to mend

Carrie once more bangs on the window.

Miles: Sorry ladies and gentlemen, we appear to be having a
Excuse me one moment.

*He rolls up his sheet. With an off-hand flourish he marches over to the door, he opens
the door open and rushes onto the stage slamming the door behind her. She is
checking all the windows and doors are tight shut*

Shoshana, Eve and Dexter enter the stage slightly confused

Taliyah: Did we miss our cue?

Eve: (Pointing at Carrie) No! She jumped her cue!

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Shoshana:.....We're not at the fighting scene yet are we?

Dexter:.....(to Carrie) Hey! Wait? Hang on? You're not even

Drama teacher:..... (who is the audience) stays seated, but is shaking

*Carrie finishes checking the room and curls up in a ball in the middle of the stage.
All the actors look towards the audience, signalling for someone to kick Carrie.*

Dexter casually walks over to Carrie and tries to gently kick her off the stage, she doesn't budge. Losing patience he yanks at her hand and tries to drag her away.

Carrie:.....Those things...

Eve:Does she even go to this school?

Carrie:They're coming...

Dexter touches the blood on Carrie's arm and looks at the Drama teacher.

Dexter:.....Woaah! This fake blood looks awesome!

Teacher gestures at Dexter wildly from the audience to focus on the stage.

Drama teacher:.....(Hissing) Which, but their children's end, nought could

Miles runs across and takes centre stage.

Miles:.....Which, but their children's end, nought could remain

Carrie:.....(Interrupting, gesturing to be quiet) The noise...the

Miles, resigned, looks at the Drama teacher and shrugs.

Carrie:They're coming...

The Drama teacher stands up, irritated.

Drama Teacher:(Hissing) Right! What's going on!?

The lights go off.

Girlish scream.

The lights come back on.

Dexter has jumped into Miles' arms.

Miles drops him down, annoyed.

Everyone looks around, unnerved.

Mimi:(Shouts from the audience) What's going on!?

Sally:(From the audience) Can I have a refund?

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Drama teacher:.....(To the audience) Please everyone don't be alarmed, don't panic, please just bear with us! It's just an electrical fault.

She goes over to Carrie.

Drama teacher:.....(Loud whisper) You have ten seconds to tell me exactly what is happening.

Carrie:.....You've heard...?

Drama teacher:.....(To the other students) Is this some sort of joke you're pulling?

They shrug, just as confused.

Carrie:.....You don't know....

Daniel:.....(Interrupting from audience) Oh get to the point!

Carrie:.....They're unstoppable.

Eve:.....What's unstoppable?

The students start to group together, they look worried and nervous.

Miles:.....(Points at Carrie) My anger towards her, that's what's unstoppable!

Drama teacher:.....Everyone just calm down! You! You! You!
(Points towards Miles) I'm going to call your mother.

Carrie:.....(Being a little weird now) Chomp, chomp!

Drama teacher:.....Right that's quite enough! –

Carrie interrupts.

Carrie:.....They're coming... and they're going to get every single one of us!

Drama teacher:.....QUIET!!!!

The lights go down again and scratching noises can be heard outside. The sound of a group of zombies filtering through the door. Everyone on the stage and in the audience is silent.

The zombies, as a group, all move to one side of the stage, confused, they all enter the stage. Even more confused, they look at each other and enter the stage.

Everyone left on the stage is still frozen in terror, mouths gaped open. Slowly they start to move.

Drama teacher:.....(Bluffing) Right folks, that was just the senior leadership health and safety check, nothing to worry about, please go back to your lessons.

The SWAT team bursts through each of the doors armed and ready.

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Paddy:..... *(Calling over his shoulder)* Ten, two! I've got a ten!
(To the audience and students) Have any of you been infected?
(Pause) I said have any of you been infected!

Drama teacher:..... Who are you? You can't just barge in here!

Eve: What do you mean infected?

Mimi: Infected? In what way?



More members of the SWAT team race over, guns raised. The SWAT team starts pushing through the audience, looking at their feet.

Paddy:..... Scratched, bitten, by one them!

Daniel: One of what?

Taliyah: We don't even know what this is about!

Drama teacher steps forward, threateningly.

Paddy:..... We're looking for a Professor Gutmann!

Drama teacher:..... This joke has gone far enough! It's off to the Headmaster's office!
 I'm trying to showcase a classic Shakespearean play by Jeremy Kyle!

James:..... Ma'am, I'm going to have to ask you to stand back!

Paddy:..... Has anyone seen a Professor Gutmann!?



Drama teacher:..... No! I will not stand back!

James:..... Ma'am. Please. Calm. Down.

Drama teacher:..... *(Frothing at the mouth)* Don't tell me to calm down!

James:..... If you take one more step, I won't have any choice!

Drama teacher:..... But to what? Blow me a raspberry?

James:..... If you don't calm down, I will be forced to shoot you!

The Drama teacher smirks and takes a step forward.

Drama teacher:..... Shoot me? With that? That fake, plastic gun!

James:..... Yes, ma'am...



She takes another step.

She laughs.

Paddy shoots her. She drops to the floor.

The rest of the class stare at their teacher.

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Silence... until:

Dexter:..... Do you reckon we still have to do our Drama homework?

Miles:..... You killed our Drama teacher!

Paddy:..... She wouldn't listen!

Dexter:..... My wife, on the other hand, I'm all ears!

Mimi:..... You can't just shoot people for not listening!

Daniel:..... *(From audience)* My wife would have shot me a long time ago!

Richard:..... She was hysterical. Making too much noise.

Miles:..... This is a drama studio, what do you expect?

Carrie:..... Noise attracts them and they come like flies.

Carrie sits on the floor, arms round her knees. She starts to cry.

Daniel:..... *(To Paddy)* Who are you?

Carrie:..... *(Muttering)* Monsters...

Kristoff:..... *(From audience)* Monsters?

Richard:..... A virus!

Eve:..... You're a virus?

Richard:..... No, we're not a virus!

Daniel:..... *(From audience)* Well what are you, a virus or a monster?

James:..... We're not either!

Carrie:..... *(To herself / chanting)* They'll rise again, until they've all died!

Dexter:..... Poetic...

Mimi:..... *(Pointing at Carrie)* What is she going on about?

James:..... There's a virus.

Sally:..... What kind of virus?

Carrie:..... Bite, bite... howl, howl...

Taliyah:..... *(About Carrie)* She must be in shock. Whatever happened to her?
(To Carrie) Are you OK?

Dexter tries to calm Carrie down.

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Mimi:What is this virus?

Paddy:.....We're not at liberty to discuss that.

Mimi:That's ridiculous!

James:.....Look, we're just doing our job. We need to find Paddy where he is?

Taliyah:.....He's our biology teacher...

James:.....He's our last hope of saving mankind...

Daniel:.....That's a little over dramatic.

Richard:Where can we find him?

Dexter:.....This is crazy...

Paddy:.....Where can we find him!

Taliyah:.....I dunno... the tuck shop? Failing that, the science

Eve:Who are you?

Richard:(Cheesy) We're the A-Team

The A-Team music plays. The SWAT team poses. The music stops. Taliyah creeps on – James shoots her without looking back.

Josh:(from audience) What was that!?

Mimi:What's going on!?

Carrie:.....They're hungry.

Josh:.....What is she going on about? What is this virus?

James:.....We're not –

Paddy stops him.

Paddy:.....We don't know. All we know is that it makes the

Alex:.....That's impossible!

Paddy:.....Well, can't you believe it, because the dead have

Alex:.....Feeding on what?

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Paddy:.....Us... *(Pause)* Your family, your friends, even your
 may have joined the ranks of flesh-eating undead
 we shall fight on the seas and oceans,
 we shall defend our island, whatever the cost may
 we shall fight on the beaches,
 we shall fight on the landing grounds,
 we shall fight in the fields, in the streets,
 we shall fight in the towns and villages

Daniel: *(From Paddy)* That's Winston Churchill?

Eve: I thought he was dead?

Paddy:..... I don't even know how you lot are still alive. We
 Gutmann, who works at this school, has the antidote
 that we find him and get him and the antidote to

Dexter:..... We can take you to him.

Miles:..... Dexter, no! These guys are nuts!

Dexter:..... You saw those things...

Richard: If you can help us find the Professor, we may be able to

Paddy:..... Let them do what they like. We'll find him one way or another.

The S/M/T team exits.

Dexter:..... We have to follow them!

Josh: There's no way I'm following that lot! They're ob
 don't even know who they are... this could be some
 all we know!

Sally: That's a little far-fetched, don't you think?

Josh:..... Oh and the dead rising, that's not? *(Sarcastic)* Oh
 the Great Dead Rising of '98!

Carrie:..... *(Suddenly)* We should all follow them.

Miles:..... Did you not see what they did to our teacher? We

Carrie stands from her crouched position.

Carrie (CONT):..... If you know that's good for you, you'd follow them

Mimi: They're going!

Sally: Me too.

Christie: I think we should go with them.

Sally: Absolutely!

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Miles:I'm telling you, I don't trust them!

Sally:He has a point.

Dexter:I don't think we really have a choice.

Sally:He's right.

Miles:I don't like it. I don't like this one bit.

Sally:Neither.

Dexter:Sign up for Drama classes. It'll be fun.

Miles:It'll be OK. Don't worry.

Dexter:Romeo and Juliet, sounds like a great idea.

Miles:Dexter, it will be fine.

Dexter:Except they all die in the end...

Miles:That's just a story, Dexter.

They all exit the stage...

Weird screeching noises and loud screams.

Paddy re-enters the stage.

Paddy: Check the perimeter, James!

James runs across the 'stage' and calls the rest to follow.

Richard signals for them to stop.

James peers around.

He looks back at the others.

Paddy: Can we make it across?

James: Not all of us...

Paddy: These things are relentless. We need a decoy.

The SWAT team looks at the crowd. (They glance at the audience a bit here and there.)

James points at Josh.

James: You.

Josh: Me?

James: Yes, you!

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Josh:.....There's no way!

James:.....You, then!

Paul shakes his head.

James:.....You'd be a hero.

Paul:.....I'd rather live

Paul's eyes scan the crowd, desperate. He points at Mimi, another

Paul:.....What about her! She's quite small, probably faster than I would!

Mimi looks terrified.

Mimi:.....I'm not fast, honest!

Another audience member chips in.

Johnson:.....Stella should do it!

Stella is also seated in the audience.

Stella:.....What!?

Johnson:.....She's the fastest runner in the school!
(To Stella) You've always been seen you run! You're always

Stella:.....You're crazy! I'm not doing that! Anyway, I have to run fast to survive, it slows me down.

James:.....Will someone just do it!

Johnson:.....Why don't you do it!?

James:.....Because.

Johnson:.....Because what?

James:.....Nothing. Just because.

Paddy:.....This is bigger than all of us. We came here on a mission to find the Professor. To save humanity! Our priority is to get that antidote and to save this mess! So, if you've scratched your back behind... then so be it. As long as you're willing to sacrifice you yourself!

The herd of zombies rushes through the doors on to the stage, they cross to one side of the room, they still look confused, they spot the crowd and are excited.

Josh shoves Kristoff into the crowd of zombies and they carry him off screaming.

Jed:..... *(From audience)* Murderer!

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Stella:.....Feed *him* to the zombies!

Oscar:.....How could you!?

Josh:.....He tripped.

Alex:.....Liar!

Jed looks at Josh and they have a very girl-ish fight.

Jed pushes Josh to the ground.

Alex:.....You're gonna get us all killed! You've got to be quiet!

Jed has Josh pinned. James' fist is poised in the air, about to punch Alex.

Emma:.....Break it up!

Everyone freezes.

Emma:.....Are you headed for the helicopter too?

Josh:.....Helicopter?

Freddie:.....There's a helicopter arriving in 10 minutes to take us there!

Oscar:.....Come on, this way!

Jin:.....What about those army lot go?

Stella:.....Better off without them, I say.

They rush off the stage.

We hear screams and screeches.

They all re-enter back to the stage in the order they were in.

Emma:.....Shut the door!

Whoever is in last shuts the door behind them.

Josh slumps down terrified and checks himself for blood.

Dexter:.....Are you OK, Miles? That was a close one, that that was!

Carrie:.....Were you scared?

Dexter:.....Of course he was, he nearly wet himself!

Miles signals for him to be quiet.

Taliyah is crying in the corner, sitting down.

Miles:.....(To Taliyah) Don't worry, we'll all be fine.



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Josh:.....Oh will you stop blithering on will you? Acting like

A zombie creeps up behind Josh.

Josh (CONT):.....There isn't anyone left! This is it!

Miles:.....We have to stay positive!

Josh:.....Positive! That's the way we're getting out of here
than to...akest?

Johnson:.....You coward!



Josh walks over to Johnson, towering over him.

Josh:.....You know the difference between you and me...
(laughs) you are going to end up as one of those

Josh screams as the zombie jumps on him.

He swings round and pushes Taliyah into the zombie.

Miles:.....Taliyah!

Miles leaps at the zombie and gets bitten on the arm.

Emma shoves the zombie.

Jed:.....*(At Josh)* Help it from him!

Oscar:.....I can shove him outside with those things!



Miles clutches his arm.

Emma:.....Look we all need to calm down! *(To Miles)* Are you

Miles:.....I think so...

Emma:.....Everyone just calm down!

Emma:.....Look, let's get you to the helicopter; we'll get some

Enter: Paddy, James and Richard.

Paddy:.....You're certain you saw the Professor?

Richard:.....Yes, I saw him in the teachers block, but he was trapped

They spot Emma.

Paddy:.....Emma!



Emma:.....Sergeant.

Paddy:.....Is this everyone?

Emma:.....Yes, Sarge.

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Paddy:..... Good job... we've located the Professor.

Emma:..... Where?

Josh:..... *(Interrupting)* You lot left us out there to get eaten!

Paddy:..... I told you, we have a mission. We are not babysitting!

Richard:..... Maths block, but there's too many...

James:..... How many?

Richard:..... Fifty... at least.

Johnson:..... Sorry, couldn't help but overhear... but did you see them... outside the Maths block (looks at Emma) chopper is landing?

Carrie:..... How are we ever gonna get past 50 of those things?

Johnson:..... Why didn't you tell us about this helicopter?

Eve:..... He's right, why didn't you tell us about this helicopter?

Daniel:..... She's right, why didn't you tell us about this helicopter?

Richard:..... It wasn't exactly our priority.

Emma:..... I was part of their mission. I'm the one who kept everyone to safety.

Miles collapses.

James:..... He's been bitten!

Paddy:..... Shoot him!

Jed:..... No! Don't! I know CPR!

Jed performs CPR on Miles, it works.

Carrie:..... Have any of you guys noticed something strange...

Carrie s...

James:..... There isn't time for chit-chat! We have to go!

Stella:..... *(Leading towards Carrie)* We have to leave her; throw him into one of them.

James:..... We can't leave them!

Johnson:..... You'll be sorry, once they're biting down into your...

Tom:..... This Professor, you said he has a cure. We could...



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Paddy:.....Yes, but we have to get to him first. He's just across the building over there. Our mission, if you choose to accept it, is to get to the Professor.

They all look at each other, resigned to the situation.

Mission time! A 1950s-style music plays.

Music starts to play as the zombies pile through the doors on to the stage.

The Professor, audience and SWAT team stage combat and dive through the doors.

Lots of slow-mo, cheesy action moves and fight clichés.

Paddy, Miles, Dexter, Carrie, Josh, James, Eve, Daniel and Emma go to the Professor.

The rest are eaten and limp off stage screaming.

Everyone exits.

Eve, Daniel, Paddy, Miles, Dexter, Carrie, James and Josh are left.

Josh checks himself for bites.

Eve:What a waste of time that was!

Daniel:That was a waste of time!

Josh:.....I made it back. I actually made it back!

Eve:Have any of you been bitten?

Paddy:.....We need to get to the Professor!

Daniel:Have any of you been bitten?

James:.....Do you always repeat what she says?

Eve:I'll ask the questions around here.

Daniel:Yeah, she'll ask the questions around here.

Eve:(To Daniel) You really do need to stop that. I was just asking. Now he's mentioned it.

Daniel:I'm just reinforcing what she said. It makes us seem more serious.

Eve:It makes us seem more stupid.

Daniel:Does not.

Eve:Does too!

As they argue, zombie, Kristoff creeps up behind them. He is silent.

She screams.



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Daniel tries to help her.

A gun shot.

Everyone looks around, confused.

A man appears, gun in hand, dressed in a science lab coat. It's Prof.

Professor Gutmann: Oh dear me...



He looks around.

Prof. Gutmann: Hello! I hear someone was looking for me?

As they walk forward, Josh is grabbed by a zombie and pulled

Paddy fires at the zombies.

Johnson: You're not the Professor, you look younger than I

Prof. Gutmann: Yes, well... I can explain that. See, I've created a y during my experimentation I also may have create every scientist has their good days and bad days.

Carrie: You... it was you?

Prof. Gutmann: If you think about it, monsters are also all exceed success!

Carrie: You did this!?



Prof. Gutmann: Accidents happen!

Emma approaches, Miles leaning on her shoulder

Emma: We need your help Professor... he's been bitten.

Prof. Gutmann: Bitten by what, dear?

James: Well, one of those things you created!

Prof. Gutmann: Oh yes... uhm... oh dear, well that's not good!

Emma: Can you cure him?

James looks at his bite.

James: That looks painful.



Miles: I'd still rather this than one of his Science lessons

Prof. Gutmann: Of course we can cure him!

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Paddy:.....I must insist that we get you to the helicopter first boy.

Prof Gutmann:If we don't act fast, the boy will die!

Paddy:.....Then so be it!

Emma:.....Sarge, the helicopter is waiting...

James:.....Don't be ridiculous Emma!

Paddy:.....Can it wait, Emma? Can the fate of humanity wait?

Emma:.....Sarge... Paddy. Please.

James:.....Paddy? Is that your name?

Paddy:.....*(Ignoring James)* Fine. Be quick.

James:.....You never ever told *me* your name!

Professor Gutmann searches through his pockets looking for a vial.

James:.....Wait, you're actually listening to her? We've got to go!

Paddy:.....Don't tell me what to do! I am still your commander!

James is silent but obviously enraged.

Prof. Gutmann:I need your help. Someone lie him down over there.

Emma and Daniel walk Miles over to the bench and lie him down.

Professor Gutmann rushes over with a load of vials.

Prof. Gutmann:This vial contains the only cure for the virus.

Eve:Can't you make more?

Prof. Gutmann:You know, I've completely forgotten how I did it. It's so funny?

He laughs and nearly drops the vial.

Everyone gasps.

Professor Gutmann laughs again.

Prof. Gutmann:It's here!

Music starts playing.

Eve clutches her head.

Eve:There it is again.

Daniel:It's driving me crazy!



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Paddy:.....What’s driving you crazy?

Daniel:The music, can’t you hear it?

Paddy:.....You’re hearing music... what else?

Eve: People keep dancing for some reason... it’s like the

Carrie: I’ve seen that too!

Prof. Gutmann: Oh dear...

Daniel: What?

Prof. Gutmann: Oh dear, dear dear...

Carrie: WHAT!?

Prof. Gutmann: That’s one of the side effects... of the infection.

Eve: You mean...?

Prof. Gutmann: Yes, you’re all infected, BUT, never fear (holding up
this one vial to cure millions. It only takes half a drop

He tries to catch the vial falls.

Josh quickly leaps forward and catches it.

He stands up and smiles.

As he goes to pass the vial back to the Professor, Josh bursts through

Josh:..... I’m alive!

... and knocks into Paddy. The vial smashes

Everyone looks at him.

Daniel: That was our last hope!

Eve falls to her knees.

Eve: You just broke the only cure.

Paddy grabs Josh, but Emma stops him.

Emma:..... I’m sorry, there’s no point!

Paddy still has Josh pinned.

Paddy:..... I should never have listened to you.

He lets go of Josh, who falls cowering to the floor

Paddy (CONT):..... I should never have averted the mission! Now we



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As he is talking, James walks to the doors.

Emma:.....Sarge...

James:.....You're a fool Sarge... or should I call you Paddy? A

He slams the door and shut and locks it.

Emma goes to the door. It's locked.

Emma:.....James! James! Unlock the door! James! James!

Daniel runs up and tries the door.

Daniel:What do you mean he locked the door?

Dexter:.....As in it won't open, what do you think she means?

Daniel bangs at the door.

Daniel:No! He can't!

They all try to open the door. It won't budge.

Carrie:.....Help!

Dexter:.....This is all your fault!

They all look at Josh, he cowers.

Josh:.....I didn't mean to! Please, please don't hurt me!

Dexter:.....I'm not going to hurt you, you coward.

Josh:.....I'm sorry... I'm sorry...

Eve is staring at Miles.

Eve:He's going to turn!

Dexter:.....Miles!

Emma rushes over to Miles and cups his face.

Emma:.....Miles, Miles, listen to me right now. Don't let it take over.

She hugs him.

Emma:.....Please.

Prof. Mann:.....It's no use Emma, you can't stop it... besides, if you don't, they will eventually turn anyway.

Emma:.....No! I won't accept that!

Carrie:.....We're doomed.

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Dexter clings onto Eve.

Dexter:.....Like Romeo and Juliet...

Eve:A glooming peace this morning with it brings;
The sun, for sorrow, will not show his head:
Go hence, to have more talk of these sad things;
Some shall be laugh'd at, and some punished:
Even here is a story of more woe
Than that of Juliet and her Romeo.



Blackout.

Emma:.....Miles?

Screams.

The lights go up.

Miles is attacking Emma.

Blackout.

The end.



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