

Snot Bottom

VS
THE ZOMBIE BOOGERS
THE SCIENCE OF SNOT

EDUCATION KIT



Snotbottom vs THE ZOMBIE BOOGERS THE SCIENCE OF SNOT

Imagine shrinking down and actually exploring the gnarly nasal passage!

We'll join Mr Snotbottom aboard a talking science lab called SAMANTHA (Snot And Mucus And Nasal Transportational Hunting Apparatus) and help save the world from beastly boogers in this interactive sci-fi adventure!

While on their snotty mission, audiences hear some fantastic phlegmy facts and learn all about the anatomy of their noses, the immune system and the importance of hygiene by actively participating as heroes of the story. They will tame giant gnarly nose hairs, battle barbaric boogers with decongestant darts, escape a horrendous hulk of histamines using anti-allergens while answering questions like: What is mucus made of? How fast is a sneeze? How do we stop spreading germs? And most importantly, what happens when you eat your boogers?



Learning through interaction is at the forefront - whether it's helping to steer the ship through the cavities of the human body or dancing up a storm to discover which muscles are used to sneeze, audiences will come away with both a new respect for their incredible bodies as well as an appreciation of why they should look after it.

Imaginative play is encouraged when audiences actually get to handle the impressive, larger-than-life props themselves and experience the slimy, snotty puppets slithering right into the crowd.

But it's when a slimy overload threatens to cover the planet in disgusting mucus that students fully immerse themselves in role-playing and utilise valuable team-building and social cohesion skills. Bonded together by Mr Snotbottom as **'the snot squad'**, the audience experiences the thrill of working together to defeat the nasal nasties and save the day.

Based on the popular award-winning edu-tainment podcast *"Busy Bodies with Mr Snotbottom"* (**Best Children's Podcast - Aus Podcast Awards 2022**), the live show was created for performances at the Adelaide Fringe and Melbourne Comedy Festival. Participation in such festivals has eventuated in a show high on laughs and show-stopping moments, which will offer students an authentic theatrical experience.

MEET MARK TRENWITH

Creator/Performer



“Mr Snotbottom” aka Mark Trenwith, is a renowned children’s performer with over 10 years’ experience touring around Australia. In addition to live performances, Mr Snotbottom has an award-winning podcast “Busy Bodies,” which aims to teach children about how their bodies & minds work.

Drawing from clowning, stand-up, music & puppetry, the live shows are interactive, laugh-out-loud experiences that ensure educational messages stay with audiences.

Nominated ‘**Best Children’s Event**’ at *Perth Fringeworld 2020* and winner of ‘**Best Performer**’ at the *Newcastle Fringe 2023*, the show has sold out theatres across Australia, including *The Melbourne Town Hall, Riverside Theatre* and *Melbourne Recital Centre*.

Mark’s narrative-based edu-tainment podcast ‘**Mr Snotbottom’s Busy Bodies**’ was produced by ‘**Kinderling**’ for the ‘**Listnr**’ network. Awarded ‘**Best Children’s Podcast**’ at *The Australian Podcast Awards 2022*, the podcast combines comedy, science and storytelling.

MEET LAUREN BOK

Puppeteer/Performer

Lauren Bok is an award-winning comedian with experience in stand-up, mime, clowning and children’s entertainment.

Nominated for the ‘**Golden Gibbo**’ at the *Melbourne International Comedy Festival* in 2019, she has been described as ‘jaw-achingly brilliant’ by *The Music* and ‘a joy to watch’ by the *Herald Sun*.

You can see her hosting out the front of the *Melbourne Museum* for *The Very Big Laugh Out Loud*, in children’s theatre troupe *Flying Book Worm* or in her *D&D* podcast *Dice Paper Role*.



MEET DAVE MANEY

Puppeteer/Performer



Dave Maney is an award-winning clown, storyteller and character comedian. He has been described as “a laugh out-loud romp” by **The Advertiser**, and often ignores his Mum’s advice to “stop being silly”.

Dave has worked with theatre companies **Rawcus** and **FOG theatre**, and in 2024 was the FOG guest Artistic Director. Dave is also the head **Storytime** facilitator at the **Dandenong libraries**.

PHOEBE ZUKAWSKI-WALLAGE

Podcast Director

Phoebe is a seasoned producer who has worked alongside some of Australia’s biggest names to create a diverse range of content, including popular kids and parenting shows for the **Listnr** network.

With a passion for podcasts, she finds great joy in bringing stories, education, and entertainment to life through engaging audio experiences.



PRE-SHOW ACTIVITIES: BEFORE WE VISIT!



ACTIVITY 1: Podcast Episode

A 9-episode podcast series accompanies the performance, expanding on themes and deepening understanding of anatomy, functions of the immune system and of course, zombies!

Listen to Episode 1: “The Incredible Shrinking Snot Squad” for an introduction to themes, characters and key learning areas as well as generate excitement before the company visits. After listening, consider the following exercises:

LISTEN TO THE PODCAST HERE

EXERCISE ONE: PARTS OF THE BODY

Year Level: Lower Primary.

LEARNING AREA/STRAND: Biological Science: Living things have different names and parts.

Q1) Our noses help us in many different ways! What are some of the important jobs our nose does everyday?

Answer: Breathing, smelling, defending the body from germs.

Q 2) After being shrunk down, Mr Snotbottom discovers different parts of the nose. Can you name three of them?

Answer: Nostrils, dorsum, nasal cavity, sinuses, bridge, nose hairs (cilia).

Q 3) When Mr Snotbottom travels through the nasal passage, he is attacked by nose hairs! It’s the nose hairs’ job to stop microscopic particles getting into our body and making us sick. Name some of the different types of tiny particles that can get into our bodies.

Answer: dust, animal fur, pollen, dirt, germs

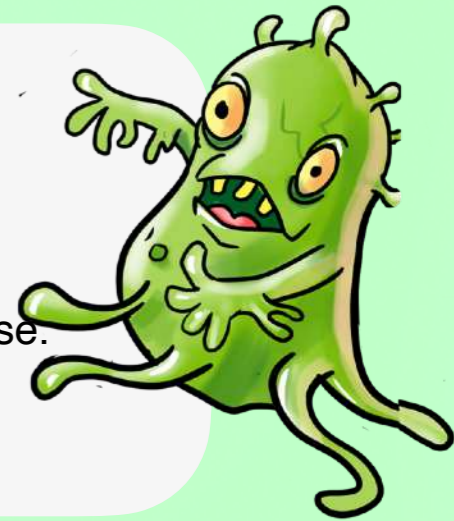


EXERCISE TWO

Year Level: Lower Primary

LEARNING AREA/STRAND: Drama: Respond to drama, expressing what they enjoy and why.

Practical: “Mr Snotbottom and The Battle of The Zombie Boogers” is a fun and exciting journey into the human nose. Act out your favourite part of the story to the class.



EXERCISE THREE

Year Level: Upper Primary/Lower Secondary

LEARNING AREA/STRAND: Drama: Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning

Discussion Area 1: Many different sound effects were used in “Mr Snotbottom and The Battle of The Zombie Boogers.” What were some of the sounds you heard in this episode of the podcast.

Discussion Area 2: How did the sounds you heard make the story more exciting, funny or interesting?



EXERCISE FOUR

Year Level: Lower and Upper Primary

Capability/Strand: Critical and Creative Thinking. Reasoning: Consider how reasons and example are used to support a point of view and illustrate meaning.

Discussion Area 1: Mr Snotbottom wasn't sure shrinking down and travelling up the Professor's nose was a good idea. What did the Professor say to make Mr Snotbottom change his mind?

Discussion Area 2: How did Mr Snotbottom and Samantha realise that they were being attacked by nose hairs?!

Discussion Area 3: How do you think Mr Snotbottom will escape the nose hairs in the next episode?

PRE-SHOW ACTIVITIES: BEFORE WE VISIT!

ACTIVITY 2: What's a zombie booger?!

Year Level: Upper/Lower Primary

LEARNING AREAS/STRANDS: Visual Arts - Present and Perform: Create and display artworks.

Science. Biological Science: Living things have structural features and adaptations that help them to survive in their environment.

Practical:

You are about to go on a crazy adventure with Mr Snotbottom where you might meet some zany characters like monster mucus and zombie boogers! What do you think a zombie booger would look like? Is it short and round? Long and thin? Slimy and slithery? Would they have a face? Are they angry and scary? Cute and funny? Draw your zombie booger and give it a funny name!



PRE-SHOW ACTIVITIES: BEFORE WE VISIT!

ACTIVITY 3: 'The Boogers Are Gonna Get Ya!' (but they probably won't)

A useful exercise if students are feeling apprehensive about the idea of: ZOMBIE BOOGERS!

Year Level: Upper/Lower Primary

LEARNING AREAS: Science. Biological Science:

Living things have structural features and adaptations that help them to survive in their environment.

Watch the performers sing 'The Boogers Are Gonna Get Ya!'

WATCH VIDEO HERE

Discussion: Some kids find the idea of zombie boogers visiting the school a bit strange! Here you can see what the zombie boogers will look like and how they behave, so it's less surprising when they arrive!

Is this what you imagined zombie boogers would look like? Are they similar to your booger creations? How did the puppets make Mr Snotbottom feel? How do they make you feel? Were they scary? Funny? Silly? What facts can you remember about snot from the song?

Q:) In the Zombie Boogers song, the singing snot's tell us about other parts of the body where our mucus grows. What are some of these areas in the body?

Answers: nose, walls of the stomach, eye balls, bladder, intestines, anus.



CURRICULUM LINKS - SCIENCE

STRAND	SUB -STRAND	LEVEL	DESCRIPTION
Science Understanding	Biological Sciences	Foundation -2	plants and animals have observable features that can be used to group them in different ways VC2S2U012
Science as Human Endeavour	Use and influence of science	Level 3-4	scientific knowledge, skills and data can be used by people to explain how they will meet a need or solve a problem. VC2S4H02
		Level 5-6	scientific knowledge, skills and data can be used by individuals and communities to identify problems, consider responses and make decisions. VC2S6H02
Science Inquiry	Questioning and predicting	Foundation -2	experiences can be used as a basis for posing questions to explore observed patterns and relationships, and to make predictions VC2S2I01
		Level 3-4	observations can be used as a basis for posing questions to identify patterns and relationships, and to predict the outcomes of investigations. VC2S4I01
		Level 5-6	investigable questions and reasoned predictions can be used in guiding investigations to identify patterns and test relationships. VC2S6I01
EXAMPLE:	<p>The Professor and Mr Snotbottom encourage students to explore the science of the human body, where they volunteer to enact out the role of "snot scientists."</p> <p>Audiences take an active role in discovering different parts of the human anatomy while learning about their functions and roles in keeping the body healthy and balanced.</p> <p>Audiences will participate in experiments such as creating a sneeze and discovering the contents of mucus. In these cases, problems are posed, hypotheses are investigated and cause and effect based solutions discovered.</p> <p>In the Unlimited Worlds Workshop participants deepen their understanding by re-creating the environments that can be discovered within the nose.</p>		

CURRICULUM LINKS - HEALTH AND P.E.

<i>STRAND</i>	<i>SUB-STRAND</i>	<i>LEVEL</i>	<i>DESCRIPTION</i>
Personal, Social and Community Health	Contributing to healthy communities	Foundation	Identify protective behaviours and rehearse help-seeking strategies that help keep them safe. VC2HPFP06
		Level 1-2	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe. VC2HP2P06
		Level 3-4	interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behaviours. VC2HP4P09
		Level 5-6	analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities. VC2HP6P10

EXAMPLE:

During the performance, audiences identify how they can keep themselves safe and healthy when it comes to hygiene and the spreading of germs.

Through the performance, students identify specific hygiene practices such as sneezing into your elbow and using a tissue. Students also identify how getting rest and eating healthy foods strengthen the immune system, as well as the role and functions of medicines.

The podcast and the accompanying activity sheets provide deeper discussion and opportunities for proactive identification of safe health practices and behaviours.

CURRICULUM LINKS - HEALTH AND P.E.

<i>STRAND</i>	<i>SUB- STRAND</i>	<i>LEVEL</i>	<i>DESCRIPTION</i>
Movement and Physical Activity	Moving our bodies	Foundation	Practise fundamental movement skills in active play and minor games, in indoor, outdoor and aquatic settings. VC2HPFM01
		Level 2	practise fundamental movement skills and apply them in a variety of movement situations, including indoor, outdoor and aquatic settings. VC2HP2M01
		Level 3-4	practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings. VC2HP4M01
		Level 5-6	adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings. VC2HP6M01

EXAMPLE:

Students will create and perform interactive movement sequences that use a variety of different parts of the body while applying basic movement concepts.

Students are instructed on basic movements to identify specific muscle groups and their role in sneezing. Students copy the movement sequences while learning about muscle functions and are then empowered to invent their own sequence while utilising the various muscle groups they have previously isolated and identified.

CURRICULUM LINKS - DRAMA

STRAND	LEVEL	DESCRIPTION
Exploring	Foundation	Explore ideas for characters and situations through dramatic play. VC2ADRFE02
Creating	Level 1-2	use a variety of dramatic forms and elements of drama to create real and imagined stories VC2ADR2D01
	Level 3-4	devise drama and/or create scripts using expressive skills, performance skills and elements of drama to communicate ideas, perspectives and meaning . VC2ADR4C01
	Level 5-6	create devised and scripted drama that develops story and narrative using expressive and performance skills, styles, form and design areas. VC2ADR6C01
Presenting	Foundation	share their drama stories with audiences VC2ADRFP01
	Level 1-2	present and share drama that communicates ideas to audiences in informal settings VC2ADR2P01
	Level 3-4	present and share improvised, devised and/or scripted drama to audiences in formal and informal settings VC2ADR4P01
	Level 5-6	rehearse and present devised and scripted drama in informal and formal settings to engage different audiences VC2ADR6P01
EXAMPLE:	<p>During the performance, audiences are guided by performers to help build the imagined world of the nasal cavity. Audiences explore dramatic play, puppetry, improvisation and narrative through several interactive segments in the performance (steering the ship, defending the nose, commandeering nose hairs) via a range of performance styles such as puppetry, music, dance and movement.</p> <p>Students have the opportunity to interact with props during the performance and experience how they facilitate dramatic tension, comic timing and furthering the narrative. As active participants in several portions of the performance, the audience gets to express empathy while exploring movement, space and vocal techniques, while having a direct outcome on and taking ownership of the narrative.</p> <p>In the Unlimited Worlds Workshop, students further explore the breadth of voice and movement to create soundscapes while exploring emotions, mimicry, character and situation through a variety of scripted and unscripted exercises.</p>	

CURRICULUM LINKS - DIGITAL TECHNOLOGIES

<i>STRAND</i>	<i>SUB- STRAND</i>	<i>LEVEL</i>	<i>DESCRIPTION</i>
Data, Information and Privacy	N/A	Foundation -2	explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audience. VC2TDI2D02
		Level 3-4	use the core features of common digital tools to create, locate and communicate content, following agreed conventions for a diverse audience. VC2TDI4D03
		Level 5-6	select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions for a diverse audience. VC2TDI6D04

EXAMPLE:

During the Unlimited Worlds Workshop, participants are introduced to recording software such as “Audacity” and “Garage Band” as well as podcast recording technology such as RODE microphone systems.

Participants create content using software tools such as basic editing, volume control and effects and experience how these improve the finished product to benefit a diverse audience.

CURRICULUM LINKS - PERSONAL & SOCIAL

<i>STRAND</i>	<i>SUB-STRAND</i>	<i>LEVEL</i>	<i>DESCRIPTION</i>
Social Awareness & Management	Collaboration	Foundation	simple skills required for collaboration with peers. VC2CPF003
		Level 1-2	broader skills required for collaboration with peers and ways to monitor contributions to group tasks. VC2CP2004
		Level 3-4	the benefits of collaboration, and criteria that can be used to evaluate collaboration skills. VC2CP4004
		Level 5-6	the characteristics of an effective team and team roles, including leadership roles; strategies for reflecting on performance in a team role VC2CP6004

EXAMPLE:

During the performance, audiences demonstrate a willingness to collaborate on group tasks by interacting with the characters when called upon. They are invited to make suggestions and offer solutions to solve problems that directly affect the narrative. The progression of this narrative is dependent on the audience's spirit of cooperation and ability to participate positively, with a sense of accomplishment obtained from persisting when faced with new, challenging tasks.

Whole group collaboration is frequently called upon, and the spirit of team building is at the centre of the work as the audience is tasked with the role of 'snot squad,' encouraging the ethos that we are all in this together. When dangers such as zombie boogers attack or germs infiltrate the space, students will demonstrate a willingness to actively unite and cooperate effectively to surmount the various obstacles the narrative presents.

CURRICULUM LINKS - CRITICAL & CREATIVE THINKING

<i>STRAND</i>	<i>SUB-STRAND</i>	<i>LEVEL</i>	<i>DESCRIPTION</i>
MetaCognition	N/A	Foundation -2	ways to make choices between alternative possibilities and propose a solution. VC2CC2M03
		Level 3-4	how to evaluate a proposed solution using given criteria VC2CC4M03
		Level 5-6	the use of criteria to identify and compare proposed solutions VC2CC6M03

EXAMPLE:

Within the performance and workshop, students are called upon to demonstrate problem-solving approaches and generate hypotheses for creative solutions, which are then acted upon. Students are frequently empowered to offer suggestions to plot problems (How would you make someone sneeze? How do you stop spreading germs? How do you escape the evil clutches of a Boogzilla?)

The suggestions are then physically acted upon through individual participation, call and response and movement exercises. Positive outcomes are experienced from the generation of these ideas via the progression of the storyline (defeating of villains such as zombie boogers and escaping dangers such as rogue giant nose hairs no less!)

POST-SHOW ACTIVITIES: MORE MUCUS!

ACTIVITY 1: Unlimited Worlds Workshop

We can't really shrink down and explore giant boogers. So, how do our performers engage with our imaginations to bring these sticky, slimy environments to life?

Audiences deepen their knowledge of the human body and the world around them while demonstrating dramatic techniques and learning how narrative podcasts are created by recording their own voices using professional podcasting equipment in the **UNLIMITED WORLDS WORKSHOP**.

Participants experience how movement and vocal range can be manipulated to mimic the world around them, invent characters, tell stories and create dramatic tension.

These exciting (and loud) skills are put into practice in the creation of a narrative podcast, whereby participants get first-hand experience in how sound, characters, and narration all help to tell engaging stories.

Participants get to experience using professional podcasting equipment and software to record their creations, expanding their exposure to technology as well as applying their skills in reflection and analysis when the group gets to enjoy listening back to all their fantastic recordings.

For a small fee, the company can run this workshop, or teachers are free to facilitate selected exercises from the workshop themselves in this downloadable document.

[DOWNLOAD WORKSHOP EXERCISES HERE](#)

POST-SHOW ACTIVITIES: MORE MUGUS!

ACTIVITY 2: Zombie Boogers podcast

Listening to the podcast series in its entirety helps students to deepen their understanding of how their bodies and immune systems work as well as further emphasising the importance of hygiene and how individuals can look after themselves and the people around them.

Activity sheets accompany each episode, offering a variety of quizzes, art activities, dramatic exploration, team-building exercises and discussion points in line with the curriculum.

Alternatively, with its high-end production values (provided by Austero/Listnr) and strong routes in comedy/storytelling, the 'Zombie Boogers' podcast was created to be an experience that children and their families can enjoy listening together in their own time.

[LISTEN TO PODCAST SERIES HERE](#)



[DOWNLOAD PODCAST ACTIVITY SHEETS HERE](#)

FURTHER MATERIALS

WHO MAKES THE PODCAST?

Meet the Production Team behind the 'Zombie Boogers' podcast and find out more about their roles:

<https://mrsnotbottom.com/podcast>

HOW DO YOU MAKE A BOOGER?

Revisit this scene from the show on all the ingredients that make up a booger.

<https://youtu.be/W7go0OEY5hg>



EVEN MORE ABOUT SNOT?!

'How Does the Nose Work?' video from **Nemours Health**

<https://kidshealth.org/en/kids/nose-movie.html>

'Science of Snot' video from **Operation Ouch**

https://www.youtube.com/watch?v=WUkMm_40B6w&t=244s

