



esplanade

Feed Your
Imagination

Pre- & Post-show Educator's Guide

Recommended Level: Primary

An Esplanade Co-production

SAMSUI WOMEN

ONE BRICK AT A TIME

By The Finger Players

23 – 25 Jul &
28 Jul – 1 Aug 2025
Esplanade Annexe Studio

A programme of 60 *Connections* – *At Home and Afar*, a year-long season of Singapore stories and international collaborations in celebration of SG60.

Dear Educators,

This *Feed Your Imagination (F.Y.I)* resource pack contains pre- and post-show lesson plan as well as attached slides to be used in class.

If you have any queries or feedback, please feel free to get in touch with the team – we hope you find the pack useful and relevant.

Warmest Regards,

The Children & Youth Team

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PRE-SHOW LESSON PLAN

Recommended Subjects: English/ Social Studies

Recommended Level: Primary

Key Knowledge (Lesson Objectives)	Duration	Activities	Skills and Values	Resources
By the end of the lesson, students should be able to: a. Explain what theatre and puppetry are.	10mins	<u>Introduction</u> • What is a theatre performance? [slides 3-4] 1. Begin by eliciting key words from the students about what a theatre performance is. This can be done verbally or through an interactive word cloud using Mentimeter, if you prefer an online tool.		Pre-show slides

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b. Explain the life of Samsui women in Singapore and their contribution in rebuilding the community during the Bukit Ho Swee fire. c. Understand the context of the show <i>Samsui Women: One Brick at a Time</i>.		2. Guide students to a clearer understanding by explaining the concept of theatre, using the information provided on Slide 4. ● What is puppetry? [slide 5-6] 1. Similarly, prompt students to share key words that come to mind when they think of puppetry. You may collect responses verbally or create a word cloud using Mentimeter. 2. Then, introduce puppetry using the information on slide 6.		
	40mins	<u>Lesson Development</u> ● The art of puppetry [slides 7-16] 1. Introduce the following forms of puppetry through videos and “See, Think, Wonder” thinking routine. Anticipated students’ responses are available under “notes” in the slides. i) Mouth Puppet ii) Shadow Puppet iii) Rod Puppet 2. After eliciting answers from students, explain that the show they will be watching – <i>Samsui Women: One Brick at a Time</i> involves one form of puppetry that they have just learned. Students are to observe and identify the form of puppetry used during the show. Then, briefly introduce the	Critical Thinking Skills [21CC] Students build critical thinking skills as they observe and identify key features of different forms of puppetry while watching the videos. The “See-Think-Wonder” thinking routine encourages deeper inquiry and drives curiosity about puppetry, particularly through the “Wonder” question.	Links to videos (embedded into slides) i) Video 1: Sesame Street (Mouth Puppet) [0:00-0:30] https://youtu.be/shbgRyColvE ii) Video 2: <i>Wayang Kulit</i> (Shadow puppetry) [0:12--0:32] https://youtu.be/n8xblOkp2sY iii) Video 3: Rod Puppetry [0:18-0:30] https://youtu.be/plr5E3ZPtwM

		theatre company – The Finger Players that will be performing the show. Students can expect a performance that uses both live actors and puppets. ● The Samsui Women [slides 17-25] 1. Show the picture of a Samsui woman and get students to respond using the “See, Think, Wonder” thinking routine. Anticipated students’ responses are available under “notes” in the slides. 2. Next, play the interview video with a Samsui Woman and engage students in discussion using the guiding questions. 3. Explain the life of the Samsui women using slides 20-23, followed by the synopsis of the show <i>Samsui Women: One Brick at a Time</i> using slide 24. 4. [Optional] To deepen students’ understanding of the Bukit Ho Swee fire, the teacher may show the video on Slide 25 and guide them through a “Think-Pair-Share” discussion based on what they observed.	Civic Literacy, Global Awareness and Cross-Cultural Skills [21CC] Understanding the cultural significance and diversity of different forms of puppetry across global cultures helps students develop an awareness and appreciation for the arts from different cultures. Empathy, Perseverance and Resilience [Values] By learning about the lives and struggles of the Samsui women, students develop empathy and are inspired to overcome adversity with perseverance and resilience.	iv) Video 4: <i>From the Biscuit Tin (Episode 6 - Samsui Women</i> https://youtu.be/2yx80IUMoZA v) Samsui Women from the National Library Board - https://www.nlb.gov.sg/main/article-detail?cmsuuid=22e8b6c7-7f0e-453a-a3dd-9e2f6a028bf3 vi) Bukit Ho Swee Fire: https://www.youtube.com/watch?v=QGVD0MrTP2g <i>Note: The slides contain information and video links. Teachers are encouraged to use the slides to carry out the suggested lesson.</i>
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	10mins	Conclusion [slides 26-27] 1. Share the expectations for students when they attend the performance and emphasise on the learning objectives of the show. 2. Print, distribute and go through the “Audience Etiquette - 6 Ways to Enjoy your Show” handout (refer to attached document). 3. Conclude the lesson by reviewing the “What Have We Learned” checklist provided in the slide.		Golden Rules of Audience Etiquette: 6 Ways to Enjoy your Show – see handout on last page
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POST-SHOW LESSON PLAN

Recommended Subjects: English/ Social Studies

Recommended Level: Primary

Note to teachers: The post show slides can be used as a supplementary guide to the activities found in the student guide.

Key Knowledge (Lesson Objectives)	Duration	Activities	Skills & Values	Resource
By the end of the lesson, students should be able to: a. Gain an awareness and appreciation	10 mins	<u>Introduction</u> ● Recap the story of <i>Samsui Women: One Brick at a Time</i> [slides 29-31] 1. Students are to complete the story puzzle in the student guide page 3.		Post-show slides Student performance guide

for puppetry as a storytelling tool. b. Explore the values of loyalty, resilience and sense of duty reflected in the Samsui women. c. Examine and gain an appreciation for the contributions of Samsui women to nation-building.		2. Prompt students to recall what they saw during the performance. Recall, review and discuss through “Think, Pair, Share”. Questions are provided in the slides.		
	40 mins	<u>Lesson Development</u> Appreciating the contributions of the Samsui Women [slides 32-35] <i>{LO2: Explore the values of loyalty, resilience and sense of duty reflected in the Samsui Women}</i> <i>{LO3: Examine and gain an appreciation for the contributions of Samsui women to nation-building}</i> - Bring students through the activities – “Heroines of Hard Work”, “Walk in her Shoes”, “Redesigning the Samsui Women’s Attire” in the student guide using the slides. - Guiding questions and sample answers are provided in the slides. Puppetry as a storytelling tool [slides 36-38] <i>{LO1: Gain an awareness and appreciation for puppetry as a storytelling tool}</i> - Students recall the type of puppetry used in the show – rod puppetry. Then, they will complete the “Puppetry Crossword Puzzle” activity	Concerned Citizens [DOE] Students learn to respect the contributions of others and understand Singapore’s history. Active Contributors [DOE], Critical and Inventive Thinking [21CC] Students exercise critical thinking and creativity by designing new attire for the Samsui Women, considering functionality, safety, comfort, and respect for cultural heritage. This process also nurtures them to be active contributors who apply their ideas thoughtfully and creatively to solve real-world problems.	

Note: The slides contain information and video links. Teachers are encouraged to use the slides to carry out the suggested lesson.

		in the student guide page 6. Answers are provided in the slide. 2. Students complete “My Puppet, My Story” in the student guide page 7 where they create their own puppet character and story. Show an example of a puppet character and short story from slide 38.		
	10 mins	Conclusion [slides 39-40] 1. Through Think-Pair-Share, students reflect on their understanding of puppetry. Guiding questions for reflection and sample answers are provided in the slide. 2. Conclude the discussion by reiterating the following: i) Puppetry is an ancient art form that has existed for thousands of years. Puppets are used as a medium to tell stories and convey messages. ii) In some regions, puppetry is becoming a dying art form. Individuals and communities should play their part to keep this traditional art form alive. 3. Conclude the lesson by reviewing the “What Have We Learned” checklist provided in the slide.	Civic Literacy, Global Awareness and Cross-Cultural Skills [21CC] Understanding the challenges that art practitioners face in preserving the art of puppetry prompts students to appreciate the cultural significance and historical value of traditional art forms. Students also develop empathy and a sense of responsibility as global citizens by brainstorming ways to preserve this dying art form.	

		<u>Optional Activity</u> Puppet Explorer Mission [slides 41-44] 1. Students embark on a research task “Puppet Explorer Mission” where they learn more about the following forms of puppetry through guided online research: – Chinese glove puppetry (<i>Bu Dai Xi</i>) – Japanese <i>bunraku</i> puppets – Vietnamese water puppets 2. Students note down key points from their research using the explorer’s log in the student guide. This activity can be done through SLS- individually, in pairs or in groups. A gallery walk showcasing their explorer log can be done afterwards to consolidate their learning.	Communication, Collaboration and Information Skills [21CC]/ e-Pedagogy As students embark on the “Puppet Explorer Mission” task, researching different forms of puppetry from different cultures by gathering, selecting, and recording key points in their Explorer’s Log, they learn how to evaluate, organise and communicate information. Having students to pair up or work in groups also encourages collaboration skills.	Student performance guide Tablets/ Laptops for research
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GOLDEN RULES OF AUDIENCE ETIQUETTE: 6 WAYS TO ENJOY YOUR SHOW

1. Wait for your moment

Being a considerate audience member means giving your full attention to the performers. Keep conversation to a minimum during the performance but be sure to engage when you're invited to participate!

2. Beep Beep

Switch off your mobile phone or put it on silent mode. The vibration, beeping and light are going to be a distraction to the performers and members of the audience.

3. Rustle! Rip! Ouch!

Keep fidgeting and noise to a minimum. The rustling from a candy wrapper, the sound of velcro ripping or even the jangle of your jewellery might sound loud in a quiet venue. Also, always be mindful of ramming your elbows into your neighbour or kicking the seat in front of you.

4. NOm! NOm!

Do not eat or drink in the venue unless you are allowed to. Satisfy your hunger pangs before or after the show.

5. Get Comfy

Always arrive early and give yourself ample time to visit the washroom before the start of the performance. Do not leave the venue during the performance unless you need to. If you do leave the venue, you may only be allowed back in during intermission or at a suitable pause in the performance.

6. Clap! Clap!

Love what you've watched? Show your appreciation by applauding at the end of the performance! If you are not sure when to clap, take the cue from others around you.

Interested to learn more about the arts? Check out www.esplanade.com/schools for more resources and content!



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