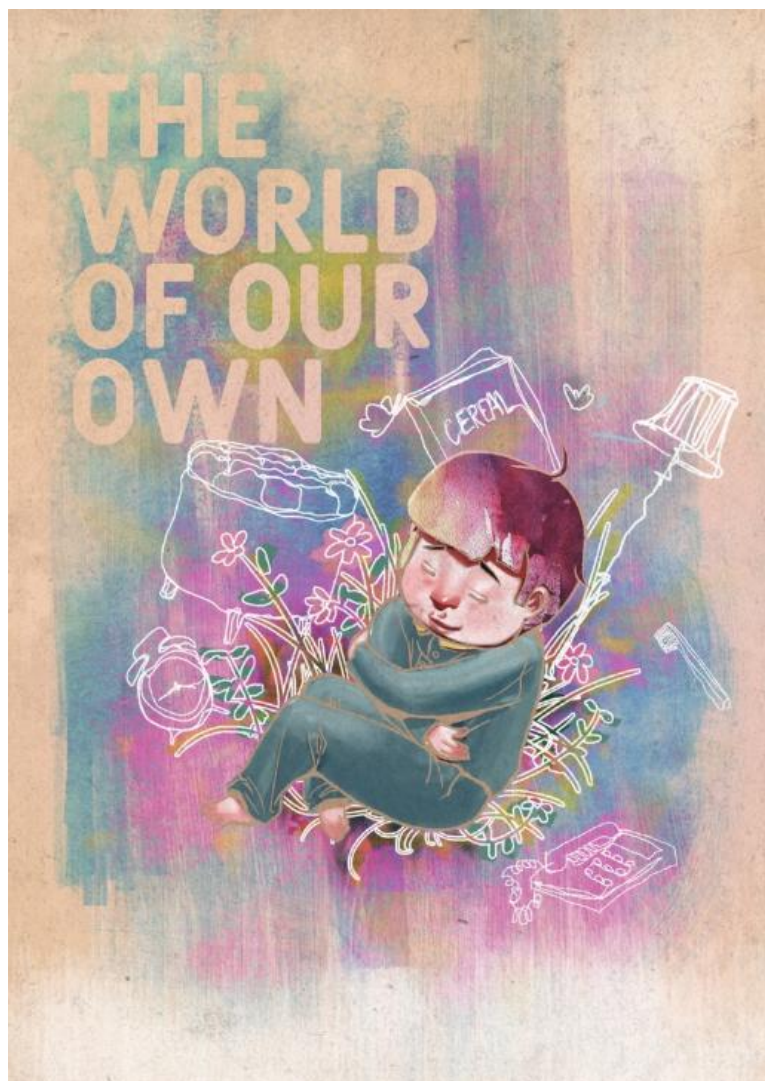




The World of Our Own

by The Finger Players (Singapore)

25 – 28 August 2026

Esplanade Annexe Studio

Post-Show Educators' Guide

Recommended Level: Upper Primary – Lower Secondary

How to Use This Guide

This guide is designed to deepen students' reflection and critical thinking after watching *The World of Our Own*. You may conduct any of the activities depending on your students' learning needs, time available and areas of interest. Activities are designed to build on those found in the Student Performance Guide.

Activity 1: Design A Companion for Peng

Objective	To deepen students' understanding of puppet design as a means of emotional expression
Duration	20-30 minutes

Before students begin, teachers may briefly revisit the "Giving Life" section (page 3) of the performance guide to remind them that what a maker brings to a puppet often reflects something of themselves.

Remind students that their companion does not need to be realistic or even human. Students who are less confident in drawing may choose to describe their companion in words instead.

Provide students with paper and instruct them to draw or write about a companion they would like to create for Peng—one that is different from Cat.

To deepen students' engagement with the activity, invite them to reflect on their designs by thinking about the following questions:

- 1) What is your companion's name?
- 2) What type of puppet do you imagine your companion to be?
- 3) What materials would you use to make this puppet? Why?
- 4) How would you describe this companion in three words?
- 5) How would your puppet move to express their personality?
- 6) Is there anything similar about your companion and Peng?
- 7) What can your companion do that Peng cannot? What does that tell us about who they are?
- 8) Why do you think Peng needs a companion like this?

Activity 2: Getting to Know Peng and His Feelings

(refer to page 4-5 of the performance guide)

Objective	To develop students' ability to interpret non-verbal communication and articulate the emotional logic behind Peng's actions
Duration	10-15 minutes

Teachers can analyse each photograph with the whole class or break them into small groups. Please note that highlighted portions are not in the performance guide. Possible points of discussion:

	What do you think is happening here?	What do you think Peng is feeling?
(a) Peng at the door, looking at his fist, foot mid-tap. 	(He is knocking the door and no one answers.)	(Confused / Impatient / Frustrated)
(b) Peng holding the note above his head, arm aimed at the bin. 	(He is disposing the note without reading it.)	(Angry / Upset)
(c) Peng with phone in hand. 	(He is scrolling through his friends' social media posts.)	(Indifferent / Jealous)

(d) Peng standing with his friend. 	(He is playing with his friend.)	(Happy / Excited)
(e) Peng putting plate of food in front of Cat. 	(He senses that Cat must be hungry.)	(Pity / Affection for the cat)
(f) Peng and Cat hugging each other. 	(Cat wants some warmth / affection from Peng.)	(Warm / Supported)
(g) Peng with hand on Mood Manager at the end. 	(He has finally figured out the mood manager's function and how it helps him)	(Grateful / Happy / Content)

Possible discussion questions:

- 1) Were there any moments that were interpreted differently? Why do you think that happened?
- 2) Which action did you find hardest to read/interpret? Why? What does this suggest about how we understand and interpret other people's emotions more generally?
- 3) Were there any moments that gave you the strongest sense of who Peng is as a character?

Activity 3: Peng's Journal Entry

Objective	To help students build empathy and perspective-taking by imagining and expressing Peng's inner thoughts through creative writing.
Duration	10-15 minutes per entry

Teachers may need to provide additional scaffolding and/or mentor texts based on their students' needs.

Instruct students to imagine that they are Peng. Ask them to write two journal entries as Peng, based on the events surrounding the night they first met him.

Entry 1: The day before we meet him

As students write, prompt them to consider:

- What does a typical day look like for Peng? What happens when he gets home?
- How does he feel about the people around him? E.g. his parents, his classmates etc.
- Is there something he wishes were different, but hasn't said out loud to anyone?
- How would he describe the way he is feeling?

Entry 2: Two weeks after we meet him

As students write, prompt them to consider:

- Has anything changed for Peng for example, at home, with his parents, with Cat, or within himself?
- Does he still feel lonely? Is this feeling similar to or different from how he felt two weeks earlier?
- How would he describe the way he is feeling?

Optional:

Teachers can ask students to share one phrase or sentence from each of their entries, only if they feel comfortable.

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