



**Esplanade
Presents**

**Feed Your
Imagination**



International Friendship Day

**An Esplanade Co-production
By The Necessary Stage (Singapore)
Written by Haresh Sharma
Directed by Lim Shien Hian**

**25 – 28 Jun 2024
Esplanade Recital Studio**

Post-show Educator's Guide

Recommended Level: Secondary – Tertiary

Dear Educators,

Thank you for giving your students the opportunity to experience *International Friendship Day* by The Necessary Stage. We hope that the dialogue during the experience ignited more conversations and awareness amongst your students.

To aid in the expansion of these explorations, we have put together a post-show guide. In this guide, you will find a series of activities that serve as follow-up to the show experience.

Some of these activities are closely linked to the activities in the '**Post-Show Ponderings**' **segment (page 10 – 12)** of the student guide.

Happy exploring!

Warmest Regards,

The Children & Youth Team

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Activity 1 – Facilitating Post-Show Reflections

Objective	Consolidating thoughts and extending dialogue from the play experience
Duration	15-25 minutes
Materials Needed	Student Guide – Activity 4: My Reflections (page 10)

Questions in the student guide:

- What was the biggest takeaway for you from the play?
- What are some questions that have arisen for you?
- How has the play inspired you to think or act differently?

To facilitate the thinking and discussions of the above questions:

1. Recall the plot and characters of the play.
 - a. Who were the characters in the play?
 - b. What were some incidents/points of conflict?
 - c. What were points of intervention that you had a chance to partake in?
2. This reflection segment can be approached in various ways. Here are some suggestions:
 - a. Padlet – the above consolidation can be done in groups
 - b. Mind map – quick consolidation on the whiteboard
 - c. Think-Pair-Share – paired up discussions for increased engagement
3. Extending the discussions from the reflection questions:
 - a. What was the biggest takeaway for you from the play?
 - i. Share more about which moment(s) caused you to feel/think this way.
 - ii. What about the moment(s) was impactful?
 - b. What are some questions that have arisen for you?
 - i. How do you think these questions you have can be answered through what we observe in today's society?
 - ii. What are some common themes that have come up in the play, that are also observed in today's society?
 - c. How has the play inspired you to do better?
 - i. How is that shown in action?
 - ii. What do you think will prevent you from doing that? [internal/external forces]
 - iii. How do you think you will counter that push-back?

Activity 2: Exploring Stereotypes and Prejudices

Objective	Dissect the source of stereotypes and how to not perpetuate them
Duration	1 hour
Materials Needed	<ol style="list-style-type: none"> Video: From Immigrants to Citizens: Can You Call Two Countries Home Can Ask Meh? by Our Grandfather Story [https://youtu.be/SWAGpKq58uU] Student Guide – Activity 5: Unspoken Bias (page 10)

- Invite students to watch the aforementioned video (from beginning to 04:18) on stereotypes of immigrants. (This can be done in the flipped-classroom convention as well.)
- Invite students to think about these questions prior to watching the video.
 - What are some stereotypes you have heard of immigrants in Singapore?
 - How do you think these stereotypes came about?
 - How useful are these stereotypes in helping us understand immigrants as individuals?
 - How do you think immigrants/foreigners would feel if they were to hear of such comments about them?
- Invite students to recall the happenings in the play:
 - What were some moments where similar stereotypes of immigrants were on display?
 - What was said about them?
 - Do you recall what interventions were done to mitigate these situations?
- Facilitate a discussion in class in relation to the questions that students have thoughts about from above.
 - Invite the students to link their thoughts to what they have experienced in the play. They can first work in pairs/groups to complete **Activity 5 – Unspoken Bias (page 10)** of the student guide.
 - What are some unfounded biases they have developed? How do you think these have been formed?
 - Let us reflect on our own actions/behaviour: have there been moments where we reacted in certain ways based on unfounded biases?
 - How can we do better?
 - How can we build a more open-minded and open-hearted society? What are the ingredients that may be needed?
(A list can be made on the board, or students can work in groups to develop this list)
 - How do we begin changing views and assumptions that are not helpful?
 - How can we better show our support or be allies for those who may receive these comments?

Activity 3: In Conversation With...

Objective	Encourage students to respond with empathy, and to practise perspective taking
Duration	1 hour
Materials Needed	Student Guide – Activity 6: The Check-In (page 11)

1. Invite students to refer to student guide – **Activity 6: The Check-In (page 11)**
 - a. Recall the conversation Carys had with her father – how he expressed some opinions about foreigners.
 - b. Recall how Anton was getting bullied while walking along the corridor. What were some comments that were made towards him?
 - c. Recall the decision that Carys made with regard to hanging out with Anton after the conversation with her father.

2. Hot-seating
 - a. Invite students to play the character of Carys, Anton, and/or Anton’s Father (if time permits)
 - b. You can use this reference to help you with the flow of hot-seating:
<https://www.youtube.com/watch?v=54zLEORXImY>
 - c. Some questions and pointers to frame the activity:
 - i. We want to remain respectful when we ask questions. We raise our hands, wait to be called upon, and then ask the question.
 - ii. To get the most out of the time with our characters, we want to ask questions that are open, and explores the characters’ intentions.
 1. Closed Question (not encouraged): Do you like Anton?
 - a. The only answers are yes or no. It won’t be as productive for the conversation.
 2. Open Question (encouraged): What about Anton do you not like? Why do you want Carys to stay away from him?
 - a. The question probes deeper into the psyche of the character, allowing the audience to understand the reasons behind the character’s actions/thoughts.

3. Invite students to pair up, create a scene, and share it with the class:
 - a. Create a short scene to show points of conflict in the discussion between Carys and Anton.
 - i. How did the conflict begin?
 - ii. How did it escalate?
 - iii. How did it end? What was the resolution?

4. Reflecting upon the scenes:
 - a. What factors do you think contributed to the conflict?
 - b. How do you think this hard conversation could have been better dealt with?
 - c. How do you think you would have handled this conversation if you were in their shoes?

Activity 4: The Badge Game

Objective	Exploring the automaticity of 'us' vs them categorisations, and in-group bias.
Duration	20 - 30 minutes
Materials Needed	Cut-outs of shapes

1. Prepare various 'badges' that are of different shapes, colour, and sizes. Ensure that every student has one badge.
2. Have the students 'display' their badges somewhere that can be clearly seen.
3. Participants are not allowed to talk.
4. Participants are instructed to form groups. There are no instructions given as to what criteria is used to form groups.
5. Once groups are formed, instruct students to break up their existing groupings, and form new groups with people not in their existing group(s).
6. Repeat #5 at least four times.
7. While #5 and #6 are going on, observe how the students have grouped themselves and make mental notes on those assumed categories.
8. Once #5 and #6 are done, invite students to go back to their seats.
9. Invite students to think-pair-share:
 - a. How did you group yourselves in the various rounds?
10. Invite students to share their responses verbally or using online tools such as Mentimeter.
11. Facilitate a discussion using the following suggested questions:
 - a. How did you know that you were supposed to be grouped in the ways you did?
 - b. Why did you group according to similarities or differences? What were your criteria?
 - c. How did you know to do these automatically?
 - d. Other than your own criteria, what were some other factors that may have affected your decision?
 - e. Recalling the show that we have watched, what groups do you think the characters identified themselves with?
 - f. How do you think the way we grouped ourselves, and how the characters identified themselves, could translate to something larger in our lives?
 - g. What are some of the potential concerns that could come up from this?

Note:

Use the above discussion questions to steer the conversation towards the exploration of:

- Ingroup biases
- The Us vs Them mentality
- How there needs to be more awareness of the above to allow for greater inclusivity

Activity 5: Our Trusted Circle

Objective	Demonstrate the affinity bias (in-group bias)
Duration	30 minutes
Materials Needed	Students will need a pen and paper

1. Invite students to list on the left-hand side of a piece of paper, 6-10 people whom they trust who are not family members.
2. Read out the following instructions using different diversity dimensions:
 - a. Put a tick beside everyone who is of the same ethnicity as you.
 - b. Put a tick beside everyone who is of the same gender as you.
 - c. Put a tick beside everyone who is of the same age as you.
 - d. Put a tick beside everyone who is of the same nationality as you.
 - e. Put a tick beside everyone who is of the same religion as you.
 - f. Put a tick beside everyone who is of the same stream as you.
(Go ahead to include more dimensions as you see fit.)
3. Facilitate a discussion using the following questions:
 - a. How many of you have ticks beside all of your names?
 - b. How many of you have one or more names without any ticks?
 - c. What can we observe from this activity and what we have on the piece of paper in front of us?
4. Invite students to explore:
 - a. Think back on the characters in the show. Based on your list of ticks,
 - i. Who would be in your circle of friends?
 - ii. Who would be left out of most circles?
 - iii. What would the potential concerns be?
5. Invite the students on a journey to explore:
 - a. How people in general have a preference for people like themselves? – ingroup bias
 - b. How people generally extend more trust, regard, cooperation, and empathy to people like themselves?
6. Invite students to make links back to *International Friendship Day*:
 - a. How does this affect how we experience the world?
 - b. How does this affect our opinions?
 - c. What is the worst-case scenario if we continue in life unaware of our ingroup biases?
 - d. What concrete steps can we take to begin to address our own ingroup biases?
 - i. On a community level – as a class, school, external organisations that you may be a part of
 - ii. On a national level – as policy-makers, leaders etc.

Some relevant resources (on Ingroup Bias):

- Read article: [What Is Affinity Bias and Why Does It Matter? By Forbes](#)
- Watch video: [Ingroup Bias \(Definition + Examples\)](#) by Practical Psychology
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Interested to learn more about the arts? Check out www.esplanade.com/schools for more resources and content!