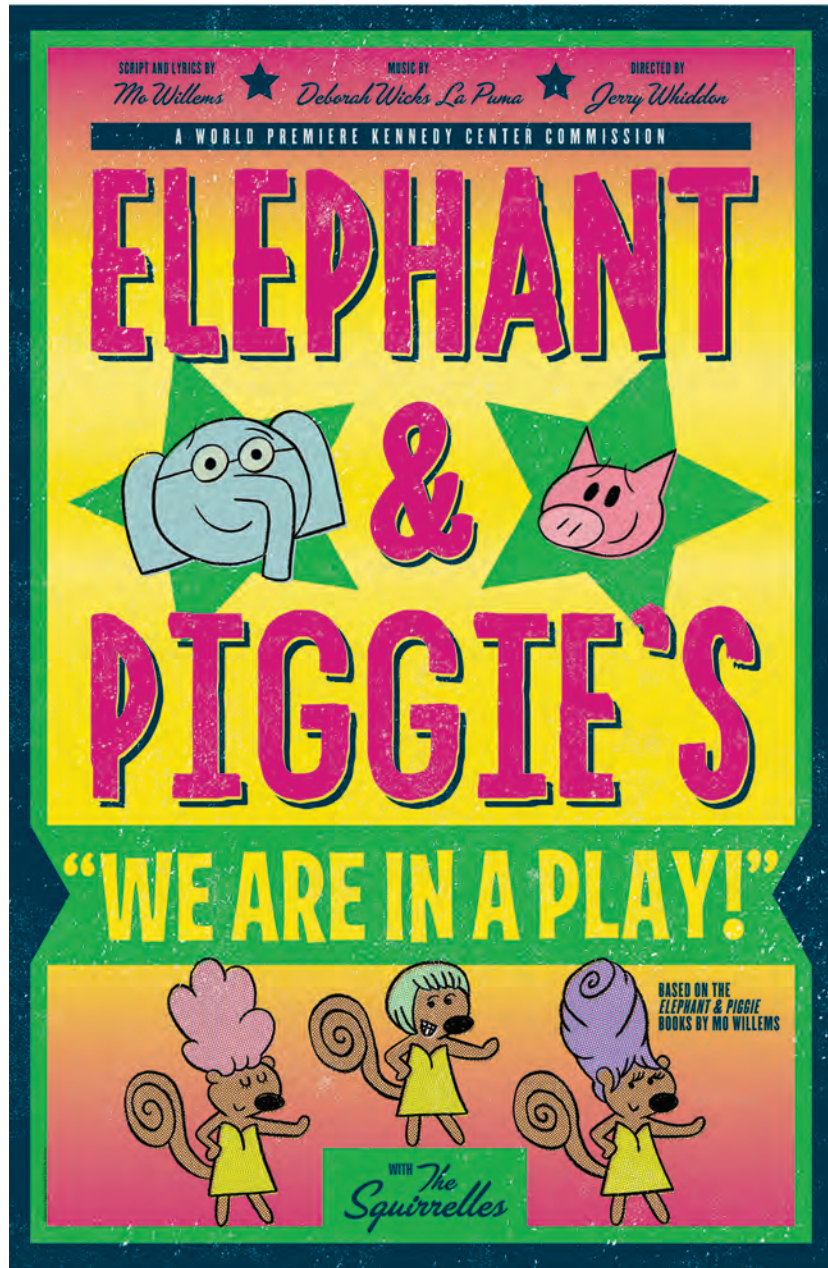


artsbridge  
foundation  
PRESENTS



**2015-2016**  
Field Trip Educator Guide

# DEAR EDUCATORS,

Welcome to ArtsBridge’s 2015-16 Field Trip Season! We are thrilled to present *Elephant & Piggie’s “We Are in a Play”* to you and your students.

Elephant Gerald is an elephant: lumbering, formally attired, prone to melancholy. Piggie is (what else!) a piggie: perky, smiley, full of fun. Total opposites? No way! In Mo Willems’s beloved, award-winning, best-selling children’s books, Elephant Gerald and Piggie are best friends!

And in *We Are in a Play!*, a brand-new vaudevillian romp of a musical, Elephant Gerald and Piggie sing and dance their way through plenty of pachydermal peril and swiney suspense-facing fundamental questions like, what do you wear to a fancy pool costume party? Should you share your ice cream? And how can two friends play with one toy? Backed by nutty back-up singers The Squirrelles, our duo even gets the audience involved in the action. So get ready for a musical experience ripped from the pages of your favorite books. You’ll be doing the “Flippy Floppy Floory”.

Thank you for sharing this special experience with your students. We hope this field trip guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will see guidelines regarding your field trip, contextual information about the performance and related subjects, as well as a variety of pre and post discussion questions and assessment activities. On page 14, you’ll find the Common Core and Georgia Performance Standards included in *Elephant & Piggie’s “We Are in a Play”*. Please “pick and choose” materials and ideas from the guide to meet your class’ unique needs.

We look forward to inspiring and educating your students through the arts on January 28th, 2016 at the world-class Cobb Energy Performing Arts Centre!

**See you at the theatre,**

**The ArtsBridge Team**

*This study guide was written by Natalie Barrow and Cara Myler and designed by Jennifer Gibbs.*

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# ABOUT COBB ENERGY PERFORMING ARTS CENTRE



The landmark Cobb Energy Performing Arts Centre is a cultural, entertainment and special events venue of a national significance. Atlanta's first major performing arts facility in four decades, Cobb energy Centre boasts state-of-the arts systems, amenities and design featured that allow the expression of any artistic idea and captivate performers, patrons and event planners. The Centre's strong suit is versatility. It can accommodate events as diverse as Broadway, concerts, corporate functions, private parties and family entertainment.

The Centre's distinctive façade and three-story lobby – highlighted by a 65-foot, floor-to-ceiling glass curtain wall – offer visitors a grand welcome and stunning introduction to a venue of great warmth, elegance and possibilities. Nothing speaks "special occasion" like the majestic lobby – a gathering space and promenade with two grand staircases, specially designed, colored- glass chandeliers and walls of Venetian plaster.

The Centre's 2,750-seat John A. Williams Theatre captures the richness and intimacy of vintage theaters. Yet it incorporates modern touched and technology – including advanced sound, lighting and acoustical elements – that allow fine-tuning for each performance. With equal poise, the Theatre can host concerts, opera, drama, comedy, lectures, dance and spoken word.

For special occasions and events – from wedding receptions and themed parties to corporate banquets and black-tie galas- the Centre's flexible spaces include a 9,500- square foot Courtyard, 3,100-square-foot Terrace and 10,000-square-foot Ballroom – divisible into three independent spaces, each with autonomous sound and lighting controls. The Ballroom's pre-function area is ideally suited for pre-and post-event gatherings.

## DID YOU KNOW?

- More than 250,000 patrons visit the Cobb Energy Centre each year.
- The Cobb Energy Centre opened in 2007.
- The Cobb Energy Centre has two main spaces:
  - John A. Williams Theatre, 2750 seats
  - Kessel D. Stelling Ballroom, 10,000 square feet
- No seat is more than 160 feet from center stage in the John A. Williams Theatre.
- There are 1,000 parking spaces on site.
- The Centre is located one mile from the new Braves stadium and only 15 minutes from downtown Atlanta.
- ArtsBridge programs began in 2007 and reach 30,000 – 40,000 students each year.



# FIELD TRIP GUIDELINES

*Below are some simple guidelines for your ArtsBridge Field Trip to the Cobb Energy Performing Arts Centre. Please read carefully and contact us at (770) 916-2805 if you have questions or require additional information.*

**Reservations:** All field trip admissions are to be made in advance. Please do not bring more than the number of seats reserved. Performances are expected to sell out and we will not be able to accommodate an increase in numbers at the last minute. All patrons, including teachers and chaperones, must have a reservation in order to attend these performances. Children under the age of three are not permitted to attend.

**Payment:** Payments must be made in full, 3 weeks prior to the day of show or we will not be able to accommodate your reservation. An invoice will be given to you at the time your reservation is made. Once you have paid in full, we will send a Confirmation, which will serve as your school's ticket into the performance. ArtsBridge reserves the right to cancel unpaid reservations after the payment due date.

**Transportation:** The Centre can accommodate school buses, vans and cars. Please be aware that vans and cars will incur a \$6 per vehicle parking fee. A third party contractor runs the Centre's garage and charges this fee. There is no charge for parking school buses. All buses, vans and cars must comply with directions provided by on-site staff.

**Arrival:** All vehicles should approach the Cobb Energy Performing Arts Centre from AKERS MILL ROAD. (map enclosed) Upon entering the driveway, buses will be directed to the circular drive where they will temporarily pull up to the curb for unloading. A Cobb Energy Performing Arts Centre representative will board the bus and check-in your school. Classes will be immediately unloaded and buses will be directed to their designated parking areas.

**Seating:** Classes are seated as they arrive, starting with the floor level, first row. The exception to this is for programs with older and younger students in attendance at the same time. In this case, students in kindergarten and first-grade will be seated in the first few rows of the theatre. There are three levels of seating, with the back row of the top level no more than 160 feet from the stage.

**Restrooms:** Please seat your entire group, before taking restroom breaks so that you can be easily found. Students MUST be accompanied by adult chaperones when going to the rest room. We encourage that you take groups so that there are fewer trips.

**Chaperones:** Chaperones have a job to perform while at the Centre. Please make sure that your chaperones are interspersed among students, and that they are prepared for the day's responsibilities. Please discuss restroom visits, emergencies, behavior, etc. with your chaperones prior to arrival.

**Behavior:** Students and teachers are encouraged to enjoy performances, applaud and express enthusiasm in a manner that is appropriate for the performance, yet not disruptive for others. We request that all phones, tablets and any other electronic devices be completely turned off or on silent mode during the performance. We ask that chaperones on upper levels watch for students tossing or throwing items to lower levels and prevent students from climbing or leaning on railings. No student can leave the audience chamber without an accompanying chaperone. Students/classes that are disruptive may be asked to leave the performance with no refund. (See Theatre Etiquette on Page 7)

**Departure:** Performances last approximately one hour. Upon conclusion of the performance, classes will be dismissed to the designated parking area to board their buses and return to school.

**Lunch:** There is no facility for classes to eat lunch in the Cobb Energy Centre. We recommend classes eat lunch at the Galleria Specialty Mall, Cumberland Mall, at a park on the route to/from the venue or on their bus.



# TRANSPORTATION INFORMATION

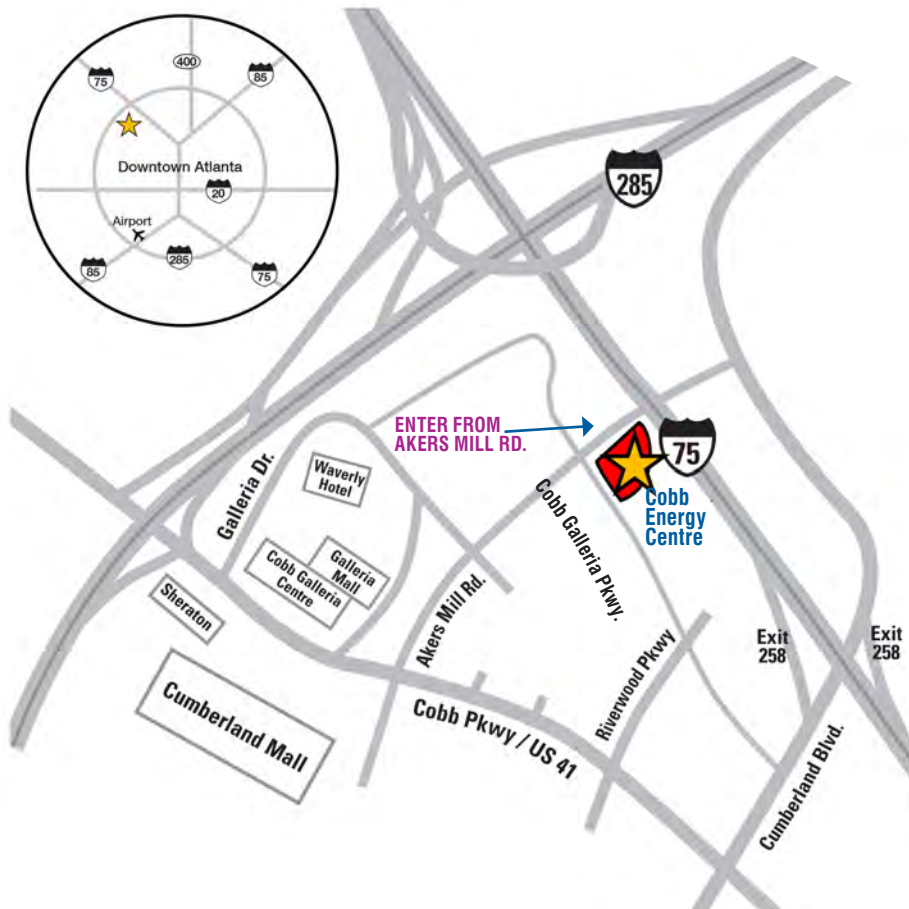
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**Buses:** All school buses must approach the building from AKERS MILL ROAD on the North side of the building. This will be crucial in assuring a fairly smooth flow of traffic. There will be Centre representatives guiding you. Buses will pull onto the site from behind the building and then drive to the front. PLEASE MAKE SURE YOUR DRIVERS USE THE MAP BELOW. There is no charge to park school buses on-site.

**Checking In:** When you arrive at the front of the building, a representative from the Centre will board your bus to check-in your school. You and your bus driver will be given a large number that will be taped to the bus windows. Please remember your number, as it will help you find your bus after the performance.

**After the Show:** After the performance, buses will be parked in the Centre's surface lot in numerical order and representatives will assist you in locating your bus(es). We encourage everyone to board their buses as quickly and safely as possible. For safety reasons, we are going to try and hold all buses until everyone has boarded, so please make your way directly to the surface parking lot following the performance. (see map below)

**Cars/Vans/SUVs:** You will still approach the building in the same manner, but will parking in our parking deck. Please note there is a \$6 per vehicle parking fee for cars/vans/SUVs. After you have parked, make your way to level 2 of the deck and to the west side (theater side) of the building. When you emerge from the parking deck, there will be a Centre representative to check you in and direct you to your seats.



# ADDITIONAL MAP FOR ALL VEHICLES ATTENDING



2800 Cobb Galleria Pkwy, Atlanta, GA 30339

# THEATRE ETIQUETTE

*A live performance is a unique experience shared between performers and audience members. Unlike television or movies, audience distractions can disrupt the performers, production and audience. Before you arrive at the Cobb Energy Centre, please review the following information with your students and chaperones, and help ArtsBridge create a meaningful experience for all.*

---

- Arrive early. Groups are seated on a first come, first serve basis. Seats are not assigned for ArtsBridge events.
- Food, drink, candy, gum, etc. is not permitted in the theater.
- Silence or turn off all electronic devices. We encourage you to share your ArtsBridge experience at the Cobb Energy Performing Arts Centre via social media, but please refrain from doing so or texting during performances; the glow from your device is distracting.
- Photography and video/audio recording of any kind is not allowed in the theater during the performance.
- Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- When the house lights dim, the performance is about to begin. Please stop talking at this time.
- Talk before and after the performance only. Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- Use the restroom before the performance or wait until the end.
- Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage – they will let you know what is appropriate.
- If you need assistance during the show, please find your nearest volunteer usher.
- As you enter and exit the theater, remember to walk and stay with your group.
- Open your eyes, ears, mind and heart to the entire experience. Enjoy yourself!

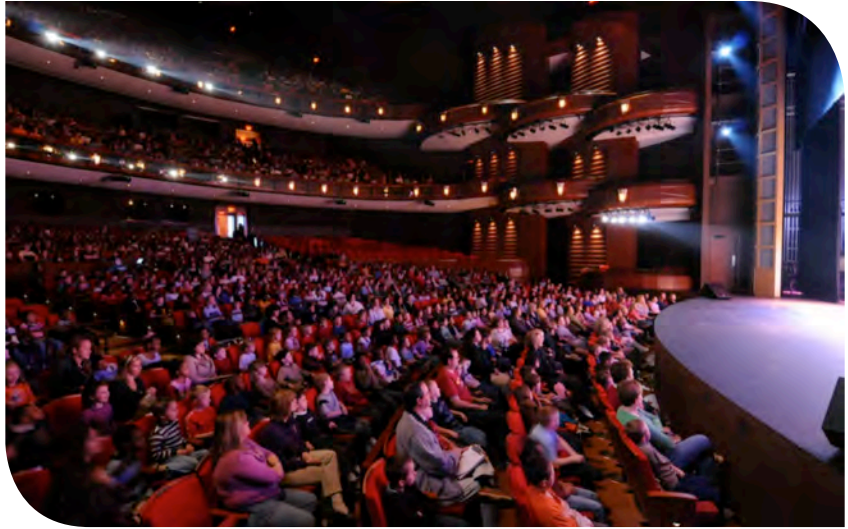




# PRE-SHOW ACTIVITIES

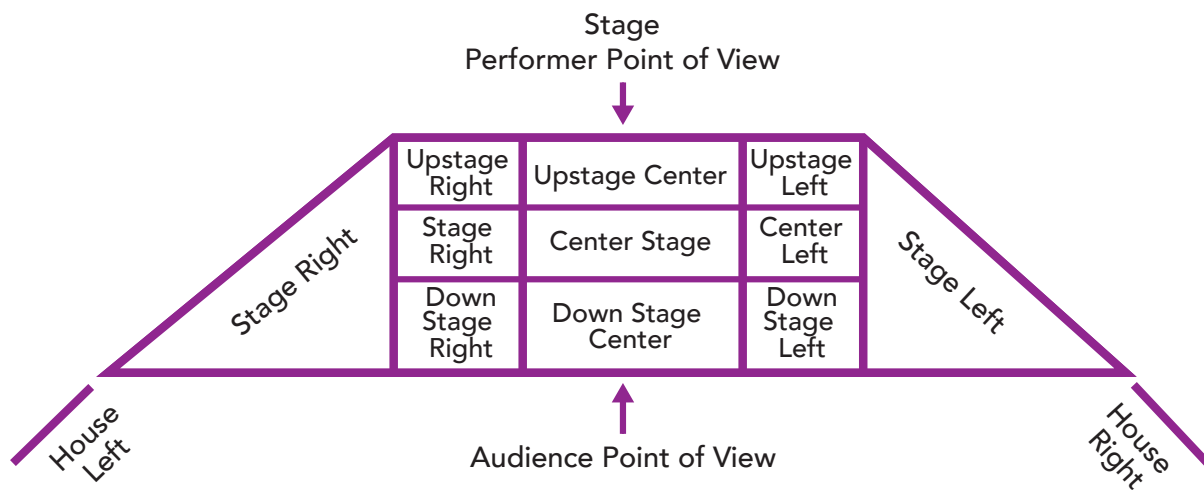
Before attending an ArtsBridge Field Trip, review the following questions and vocabulary with your students:

1. How many of you have experienced a live theater performance? What did you see?
2. What are some of the differences between going to the theater and watching television or going to a movie?
3. The BAD Audience Member! A fun way to review theater etiquette with your students is to have them point out bad audience behavior during a show. Here's one way to illustrate this concept:



- a. Have students present something to the class. The key is they are “actors” and the class is the audience.
- b. Once they are into the activity, you (the teacher) leave the room and then re-enter. Enter loudly, chew gum, step on people’s feet, talk to them, etc. Be the worst audience member. Find a seat and continue to talk to others, ask what’s going on in the performance, take pictures, talk on your cell phone etc.
- c. Ask the class to list all the bad behavior. Write these on the board.
- d. Ask the audience members how they felt when the bad audience member came into the theatre. Could they hear the actors? Were they distracted?
- e. Ask the actors how they felt. Could they concentrate on their performance?

4. Review the stage diagram below with the students. Draw the diagram on the whiteboard and have students come up and write in each part of the stage.





# PRE-SHOW QUESTIONS

- 1** Have you ever read an *Elephant & Piggie* book? What was your favorite part of the story, and why?
- 2** How do you like to use your imagination?
- 3** What makes a good friend? What makes you a good friend to others?
- 4** What is something that is difficult for you to share? What is something you are very good at sharing?
- 5** What is your favorite activity to do with your friends? What makes this activity special?



# THEATRICAL VOCABULARY

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**Review the following theatrical terms with your students before attending the performance! This will help them better understand all of the elements of a production.**

---

**Author** – the writer of a script; also called the book

**Audition** – to perform to get a role for the production; usually includes singing, dancing and reading scenes from the show; usually takes place in front of the Director & Creative Team

**Ballad** – a slow song for actors to showcase vocal clarity

**Blocking** – the specific movement of actors on stage; usually given by the Director

**Box Office** – a booth inside the theater where tickets are sold

**“Calling the Show”** – the process of calling out the lighting, sound and scene-change cues during a performance; usually done by the stage manager

**Casting** – the process through which actors are chosen for roles in the production

**Casting Agent** – one who chooses actors for roles in the production

**Choreographer** – one who designs dance sequences and teaches them to the cast of the production

**Composer** – one who writes the music

**Conductor** – one who directs the orchestra

**Costumes** – a set of clothes in a style typical of a particular country or historical period

**Curtain Call** – the appearance of one or more performers on stage after a performance to acknowledge the audience’s applause

**Director** – one who supervises the creative aspects and guides the artistic vision of the production

**Dress Rehearsal** – rehearsal in which performers practice with costumes, props, lights and microphones

**Dresser** – one who assists performers with their costumes during dress rehearsals and shows

**Electrician** – one who works with the lighting designer to adjust and operate lighting instruments

**Ensemble / Chorus** – typically singers, dancers or actors who perform in group numbers

**Head Carpenter** – one who builds the sets for the production

**House Left** – the left side of the theater, when facing the stage (audience’s point of view)

**House Manager** – one who oversees all aspects of the audiences; responsible for ushers and audience safety

**House Right** – the right side of the theater, when facing the stage (audiences point of view)

**Lighting Designer** – one who decides where the lighting instruments should go, how they should be colored and which ones should be on at any particular time to affect mood, visibility and to showcase costumes and sets

**Lyricist** – one who writes the words to a song

**Makeup Artist** – one who applies cosmetics to a performer’s face and body

**Music Director** – one who teaches and rehearses the music with the orchestra

**Orchestra Pit** – the lowered area in front of a stage where the orchestra (musicians) sit and play during the performance

**Overture** – an orchestral piece at the beginning of an opera, suite, play, oratorio, or other extended composition

**Producer** – a person responsible for the financial and managerial aspects of staging a play, opera, musical, ballet, etc.

**Program** – a listing of the order of events, names of the cast and crew and other relevant information for the production

**Property (Props) Manager** – one who manages all items used on stage that cannot be classified as scenery, electrics or wardrobe

**Proscenium arch** – the arch opening between the stage and auditorium; the frame of the stage

**Read-through** – the cast reads through the script without movement or music; typically done at the first rehearsal

**Set Designer** – one who creates the scenery for the stage

**Sitzprobe** – the first rehearsal with both the performers and the orchestra, with no staging or dancing

**Sound Designer** – one who plans and executes the layout of all sound playbook and equipment for the show

**Sound Operator** – one who handles the sound playbook and mixing equipment for the show; work with Sound Designer

**Sound Board** – a desk comprising a number of input channels where each sound source is provided with its own control channel through which sound signals are routed into two or more outputs; controls all microphones and music

**Spotlights** – a lamp projecting a narrow, intense beam of light directly onto a place or person, especially a performer on stage

**Standby / Understudy** – one who studies a role and is prepared to substitute a performer when needed

**Stage Left** – the left side of the stage, when facing the audience (performer’s point of view)

**Stage Manager** – one who is responsible for the quality of the show’s production, assists the director and oversees the show at each performance

**Stage Right** – the right side of the stage, when facing the audiences (performer’s point of view)

**Technical Rehearsal** – rehearsal incorporating the technical elements of a show such as the scene and property shirts, lighting, sound and special effects

**Uptempo Song** – a fast, upbeat song for actors to showcase dancing and acting ability

**Usher** – one who guides audience members to their seats

**Wig Master / Mistress** – one who obtains and customizes wigs for performers to wear

# ELEPHANT & PIGGIE'S



“WE ARE IN A PLAY!”



## ABOUT THE PERFORMANCE

Elephant Gerald is an elephant: lumbering, formally attired, prone to melancholy. Piggie is (what else!) a piggie: perky, smiley, full of fun. Total opposites? No way! In Mo Willems's beloved, award-winning, best-selling children's books, Elephant Gerald and Piggie are best friends! And in *We Are in a Play!*, a brand-new vaudevillian romp of a musical, Elephant Gerald and Piggie sing and dance their way through plenty of pachydermal peril and swiney suspense.



Facing fundamental questions like, what do you wear to a fancy pool costume party? Should you share your ice cream? And how can two friends play with one toy? Backed by nutty back-up singers The Squirrelles, our duo even gets the audience involved in the action. So get ready for a musical experience ripped from the pages of your favorite books. You'll be doing the "Flippy Floppy Floory" dance all night long!

## ABOUT THE AUTHOR

Mo Willems was raised in New Orleans, Louisiana. While in high school, he created a comic strip for a weekly newspaper and performed stand-up at a comedy club. After graduating college, Mo did some traveling abroad and then began his career working many different jobs! While working one of

these jobs, he auditioned and was hired as a writer and animator for Sesame Street from 1993-2002. Mo's early influences on his work include Charles Schulz and Saul Steinberg. Over the years, Mo has had many new books translated into many languages, audiobooks, animated shorts, television programs, films, and works of art, including Elephant and Piggie! Mo's Elephant and Piggie books provide many laughs and great stories to early readers. Mo lives with his family in Massachusetts.

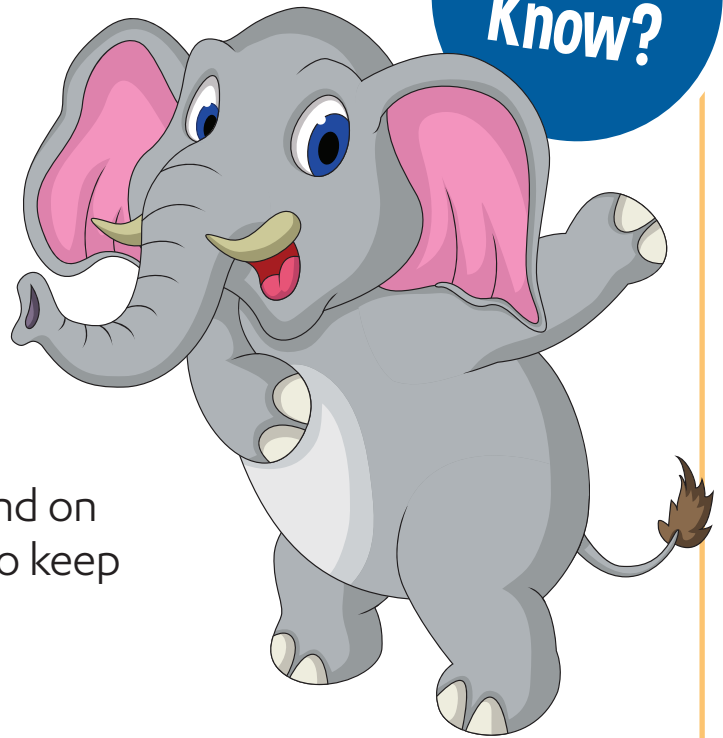




## FASCINATING FACTS!

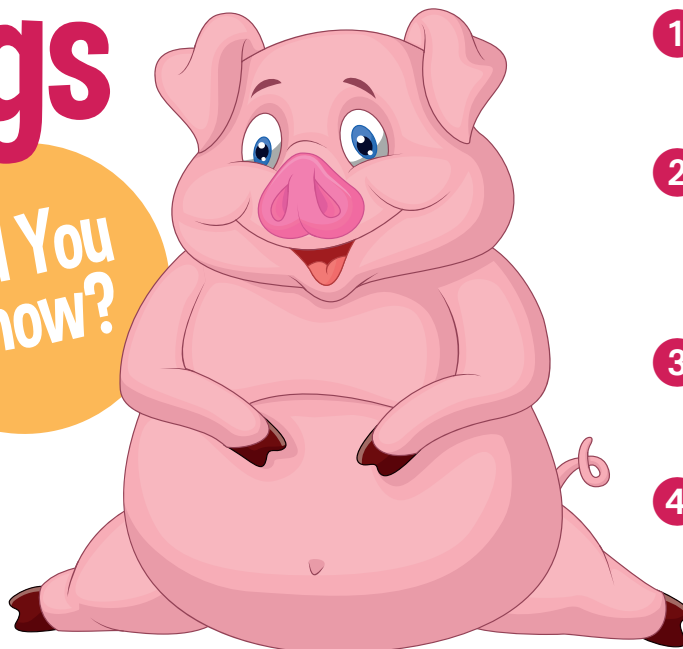
# Elephants

- 1 Elephants do not like peanuts. They do not eat them in the wild or even at the zoo.
- 2 Elephants can recognize themselves in a mirror.
- 3 Elephants can get sunburned, so they take care to protect themselves. They will throw sand on their backs and on their head to keep from getting burned.
- 4 Elephants have six toes.



# Pigs

Did You Know?



- 1 Pigs dream just like humans.
- 2 Adult pigs can run at speeds up to 11 miles per hour.
- 3 Pigs have an excellent sense of smell.
- 4 Pigs live in every continent, except for Antarctica.

# CHARACTER EXPLORATION!

**Objective:** Students will practice their listening skills and following directions in this fun, adventure-inspired, movement-based activity.

**Materials Needed:** A clear classroom space.

.....

- 1 Clear enough space in your classroom so that students can move about the room easily and safely.  
.....
- 2 Explain to the students that you are going to give directions to them as they move about the space, and that they will be going on a journey to become characters from *Elephant & Piggie's We Are In A Play!*  
.....
- 3 Introduce the first command: **"Go."** The students should move around the room without touching each other.  
.....
- 4 The next direction to give is **"Stop."** The children should stop moving immediately.  
.....
- 5 Once they have mastered those two commands, introduce the next command: **"Gerald."** When this command is spoken, students must point to themselves and say, **"I know parties!"**  
.....
- 6 The next command is **"Piggie."** Students should mime playing a trumpet.  
.....
- 7 Have the students practice these new commands, integrating them with **"Stop"** and **"Go."**  
.....
- 8 When they are comfortable with those four commands, introduce the last two commands: **"Friendship"** and **"Squirrelles."** Have the students create a movement for each command. Encourage them to be creative and active; the sillier the movements, the better.  
.....
- 9 As students walk around the room, you now have six different directions to give them. Play around with the order and tempo. **Have fun!**

**For an additional challenge:**  
Once the students know how to play the version of the game outlined above, you can change the rules so that some commands become opposite.

# STANDARDS

## COMMON CORE STANDARDS

**Reading Standards** - ELACCKRL3, ELACC1RL3, ELACC2RL3, ELACC2RL5, ELACCK-2RL9, ELACCK-2RL4,

**Writing Standards** - ELACCKW2, ELACC2W2, ELACC1W2, ELACCK-2W6, ELACCK-2W7,

**Speaking and Listening Standards** - ELACCK-2SL1, ELACCK-1SL2, ELACC2SL2, ELACC1SL4, ELACC2SL4, ELACC1SL5

## FINE ARTS

### GEORGIA PERFORMANCE STANDARDS

**Music** - M3GM.6-.8, M4GM.6-.8, M5GM.6-.8, M6GM.6-.8, M7GM.6-.8, M8GM.6-.8,

**Theater** - TAES3.1, TAES4.1, TAES5.1

**Dance** - D3FD.2, D4FD.3, D4FD.2, D5FD.2





# THE POSSIBILITIES ARE ENDLESS

Gerald and Piggie love to use their imaginations and realize they can do absolutely anything together like skip, play Ping-Pong, and wear silly hats. What would you and a friend do if the possibilities were endless?



*Write your extraordinary ideas in the lines below.*

If my friend and I could travel anywhere in the world, we would go to

---

If my friend and I could meet anyone in the world, we would meet

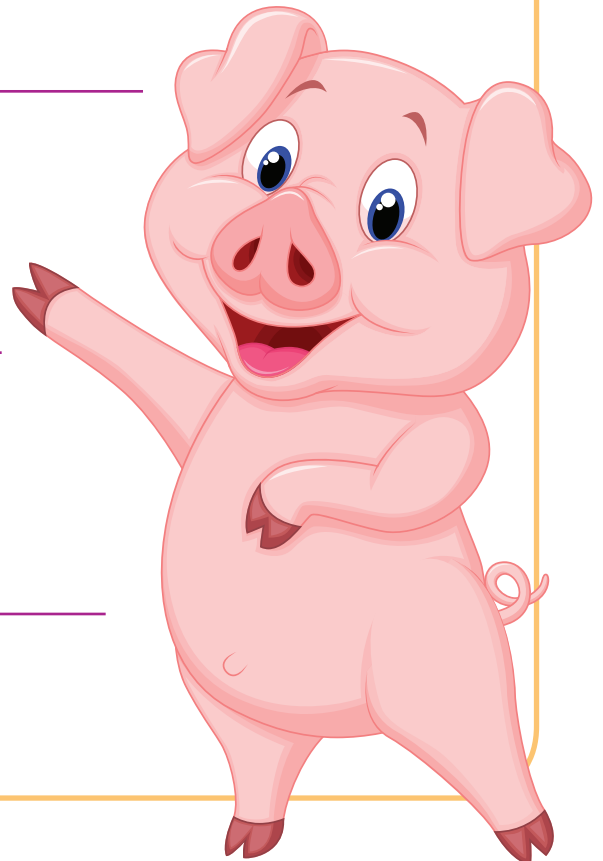
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If my friend and I could build anything in the world, we would build

---

If my friend and I could cook anything in the world, we would whip up

---



# CREATE YOUR OWN ACTOR BIO!

Actors write bios or short paragraphs about themselves for the programs so that we learn about who they are, what other plays they have been in, and what sorts of things they like to do!

**Now is your chance to write a bio about yourself!**

**(Name)** \_\_\_\_\_ is a student at **(school)** \_\_\_\_\_

and is in the **(number)** \_\_\_\_\_ grade.

He/She loves going to see ArtsBridge Foundation Field Trips especially

**(title of the play you just saw!)** \_\_\_\_\_

\_\_\_\_\_

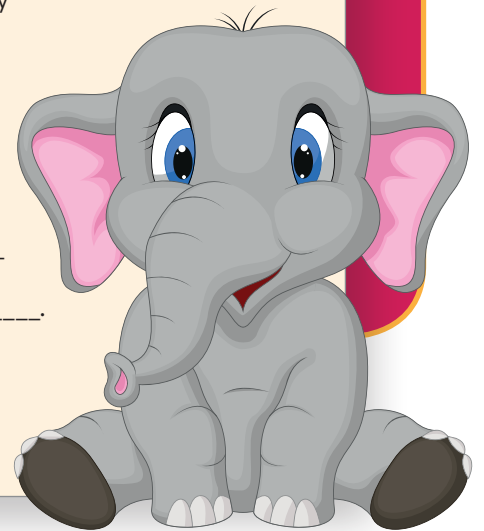
**(Name's)** \_\_\_\_\_ favorite subject at school is

**(favorite subject)** \_\_\_\_\_

because **(why?)** \_\_\_\_\_

He/she really loves to play **(activity)** \_\_\_\_\_

and also **(activity)** \_\_\_\_\_



# CREATE YOUR OWN HEADSHOT TOO!

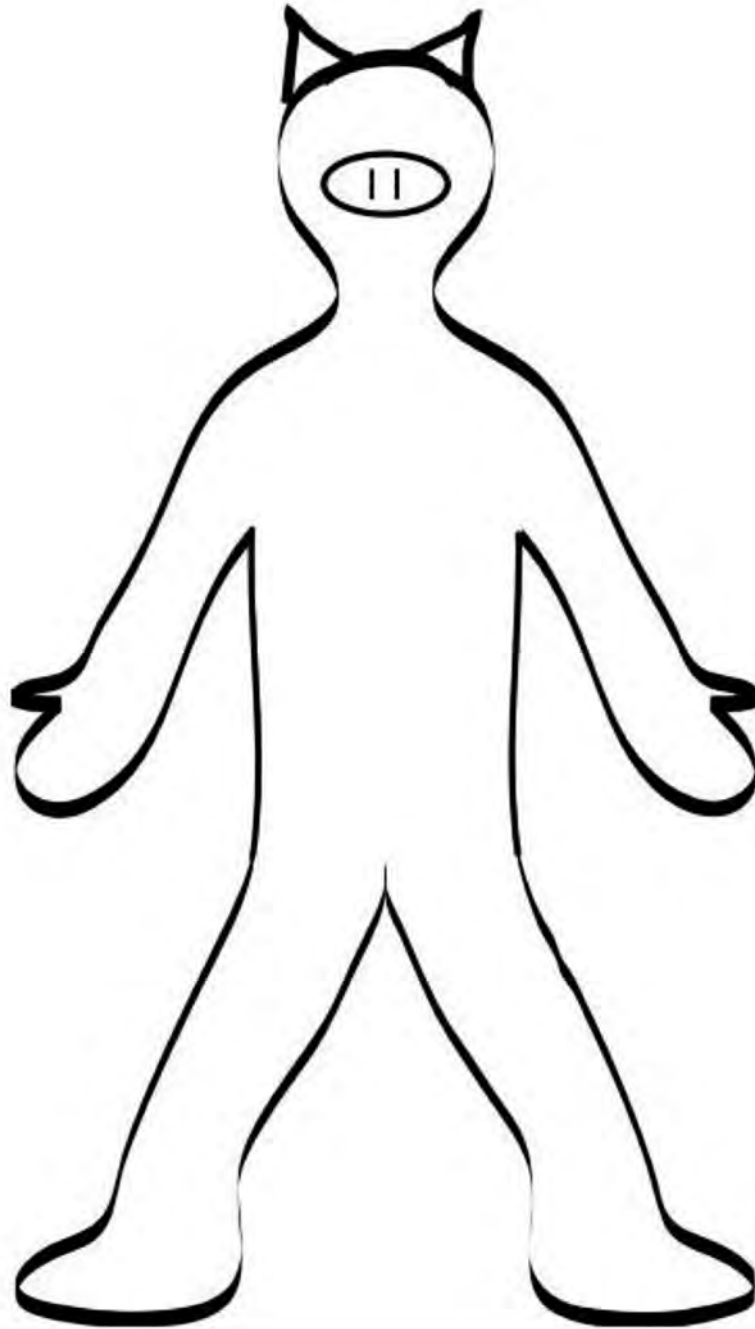


All actors get photos taken of themselves for the shows they are in! The photos are usually of the actor's head and shoulders- that's why they're called headshots!

**Draw a photo of yourself for your headshot!**

# BECOME A COSTUME DESIGNER!

Draw the costume design for Piggie's outfit below.





# POST-SHOW QUESTIONS

- 1 What are some examples of when Gerald and Piggie used their imaginations in the play?
- 2 Do you think that Gerald and Piggie are good at lending each other a helping hand? What is something you have done to help a friend?
- 3 What is something that you have taught a friend? What is something a friend has taught you?
- 4 What is your favorite way you have said 'thank you' to a friend? What made the gesture so special?
- 5 What are some examples of when Gerald and Piggie showed appreciation for each other?



# POST-SHOW ACTIVITIES

## #1 Write a Review

**Goal:** To write a review of the performance.

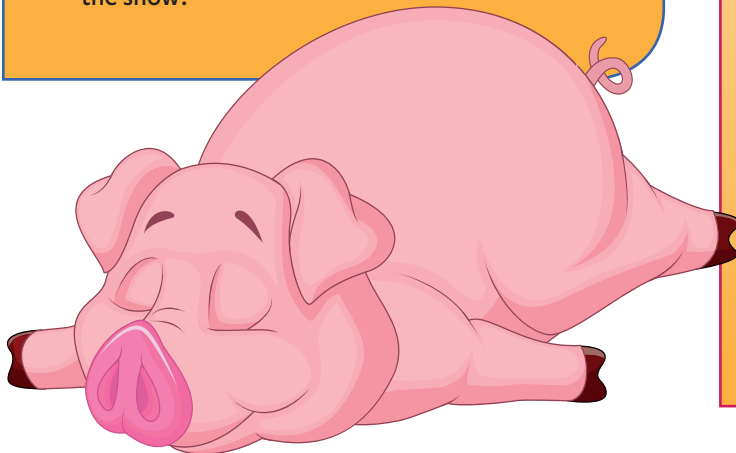
**Explanation:** In this activity, students will reflect on the performance by writing their own review.

**Activity:**

1. Ask students to imagine that they are a critic for the school newspaper. They are going to write a review of *Elephant & Piggie's "We Are in a Play"* to inform others about what they experienced.
2. In the review, they should describe with details:
  - a. What they saw
  - b. What they heard
  - c. How the performance made them feel
  - d. What the performance reminded them of
  - e. What their favorite part was and why
3. Remind students that they must paint a picture of the experience with their words so that others who did not see the performance can imagine it as vividly as possible.

**Follow-Up Questions:**

1. What did you include in your review? Why did you want to share that particular idea?
2. What things did writing the review make you think about that you hadn't thought of by just watching the show?



## #2 Write An Original Song

**Goal:** To write song lyrics inspired by an academic subject, such as in *Elephant & Piggie's "We Are in a Play"*!

**Explanation:** In this activity, students will write the lyrics to an original short song inspired by an academic subject of their choice.

**Activity:**

1. Invite students to think about a subject area they would like to write a song about. It could be a favorite subject, or even a subject they struggle with.
2. In their song, they should include more than one verse and a chorus that repeats. The lyrics do not have to rhyme, but it should be something catchy and easy to remember.
3. The song should highlight a particular theme, such as spelling words, historical events, or a concept in math (just a few examples). It could be anything!
4. Provide students with time and resources to conduct any research before they begin writing.

**Follow-Up Discussion Questions:**

1. How are your song lyrics similar ones in *Elephant & Piggie's "We Are in a Play"*? How are they different?
2. What was challenging about this activity?
3. What other subject areas could you write short songs about to help you remember the subject matter? Do you think this is a tool you can use when studying?

# POST-SHOW ACTIVITIES

## #3 Write a Letter

**Goal:** To reflect on the performance experience and to practice writing skills.

**When:** After the performance.

**Explanation:** After the show, students will write letters to the *Elephant & Piggie's "We Are in a Play"* performers or to ArtsBridge donors whose support keeps field trip tickets accessibly priced for school groups.

### Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussing questions to guide the conversation:
  - a. What was the show about?
  - b. What parts of the show were most exciting?
  - c. Which character did you enjoy the most? Why?
  - d. What did the characters learn?

2. Next, invite students to write a letter to the performers or to ArtsBridge donors about their theater experience.

#### a. Letter Example #1

Dear *Elephant & Piggie's "We Are in a Play"* Performers,  
My favorite part of the show was....  
While watching your show I felt... because...  
I have drawn a picture of the scene when....  
If I could be in your show, I would play the part of ... because...

#### b. Letter Example #2

Dear ArtsBridge donors,  
Thank you for helping my class go to the Cobb Energy Centre to see *Elephant & Piggie's "We Are in a Play"*! My favorite part of the show was.... While I was watching the show I felt... because... I have drawn a picture of the scene when... This experience was special because...

3. After writing the letter, students can illustrate a scene from the performance.

4. Last, mail the letters to use and we'll make sure they get to the right people.

ArtsBridge Foundation  
Attn: Education Department  
2800 Cobb Galleria Parkway  
Atlanta, GA 30339

### Follow-Up Discussion Questions:

1. What did you choose to share in your letter? Why?
2. How does receiving a letter make you feel?
3. How do you think the recipient of your letter will feel when he or she receives your letter? Why?
4. Why do you think the performers choose to make being a performer their career?
5. Why do you think people give money to help students like you attend ArtsBridge performances at the Cobb Energy Performing Arts Centre?

