

STORY THEATRE CO

ON TOUR

JIM LEARD, ARTISTIC DIRECTOR

en
anglais et
français!

Aesop Encore!

LA NOUVELLE vaudeville REVUE

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A TEACHER'S GUIDE





Teacher's Resource Guide

Folk literature includes all forms of stories, oral or written, that have been handed down through the years. One can imagine a primitive family sitting around their fire telling stories in an attempt to explain their world and their place in it. Why does the sun rise and set each day? Why does the moon change shape? Why does that animal have spots, pointy ears, a tail? Something about the stories answered a need within us to understand, to share ideas, to be entertained. As the stories were told they changed and evolved, handed down from generation to generation. These stories, born of the oral tradition include myths, legends, folk tales, fairy tales and fables.

The stories in La Nouvelle Vaudeville Revue are examples of folk tales (The Three Wishes) and fables (Ant and Grasshopper, Tortoise and Hare). The three stories have simple, direct story lines, few characters and lessons to learn.

Folk tales are stories that have been told and retold through generations, handing down cultural traditions and teaching lessons. The plot structure is simple and direct, usually involving magical events occurring in sets of three. There are often three characters such as the three little pigs, or the three billy goats gruff and three events such as three wishes or three tasks to be completed. Time and place are established quickly in a folk tale, with the time always set in the past. The tale frequently starts with the phrase, "Once upon a time" or "Long, long ago" and establishes the place as "in a forest" or "in a castle far away". Characterization in a folk tale is straight-forward and symbolic. Good characters are beautiful and clever, evil characters are ugly and mean. Poor peasants are often hard working and kind hearted, but prone to foolish

decisions. The folk tale has a quick introduction, predictable characters, a swift moving plot and a logical, satisfying ending.

“The Three Wishes” is an English folk tale which happens to a poor woodcutter and his wife. The first two wishes are wasted through impulsive behaviour and anger with the final wish being used to help a loved one. The tale is told to affirm our knowledge that decisions should not be made lightly or in anger and that all will be well when we act with love and compassion for others.

A picture book version is available, written by Paul Galdone (McGraw-Hill, 1961) and there is a video available through the National Film Board.

Other wish tales to read include “The Fisherman and His Wife” and “The Old Woman Who Lived in a Vinegar Bottle”. A modern story by Carolyn Sherwin Bailey called “The Little Rabbit That Wanted Red Wings” deals with the consequences of a foolish wish. “Do Not Open” by Brinton Turkle tells the story of how to use wishes cleverly to outsmart an evil genie. The need to have wishes ready should you be given the opportunity to use them is the theme of Annette Wynne’s poem “I Keep Three Wishes Ready”.

Suggested activities for “The Three Wishes”

After reading other wish stories, the class might discuss wise and foolish wishes and make their own “Wish Books”.

Children in the early grades could each make a page for a class book called “I Wish I Could ...” Brainstorm some ideas and discuss their implications prior to having the children draw their own pictures. The book could contain a wish on every page such as “I wish I could eat pizza every day” or “I wish I could fly to the moon”. Extend the book to a “Fortunately, Unfortunately” format with such entries as “I wished I could eat pizza every day... BUT soon I got so fat that I couldn’t get through the door!” Sit in a circle, with one child giving the wish and the next giving the “unfortunately” part before moving on to the writing phase.

Children in upper grades could work in pairs or small groups to debate the pros and cons of suggested wishes. Hold “A Great Debate” with one side citing the pros of a specific wish and the other side presenting the cons. Following their discussions they could write and illustrate their own wish stories. A copy of the individual stories could be read and donated to an earlier grade.

A simple script of “The Three Wishes” can be found at www.timelessteacherstuff.com. It has 3 narrator parts, the fairy, the woodcutter and his wife. There is also a script for “The Ant and the Grasshopper” at the same site. Use these scripts to help your class write a script for “The Tortoise and the Hare”. Divide your class into enough groups to allow each child to have a part in one of the plays. Have each group assemble simple costumes and props and rehearse their play. Present the plays to other classes.

To conclude your follow up on “The Three Wishes”, try the One Word At A Time” game. Information on how to play this game is included in the guide.

“The Ant and the Grasshopper” and “The Tortoise and the Hare”

“The Ant and the Grasshopper” and “The Tortoise and the Hare” are two stories that are often referred to as Aesop’s fables. Aesop was supposedly a Greek slave who lived about 600 B.C.,

however there is some debate about his actual existence. The first written fables were in Greek, but some fables originate in India and Egypt. All fables are short tales in which animals, or sometimes the elements, speak as humans. The characters do not have names other than “hare” or “grasshopper” or “the sun”. There are only two or three characters each representing some aspect of human nature; the lion is regal, the fox is cunning, the ant is hard-working, etc. A single incident is developed through the plot and is meant to impart a lesson.

Many fables have been produced in picture books and are available through the library. Arnold Lobel wrote modern fables in his book “Fables” which children of all ages will enjoy. Look for copies of “The Ant and the Grasshopper” and “The Hare and the Tortoise” and many other fables to share with your class.

Activities for “The Ant and the Grasshopper” and “The Hare and the Tortoise”

After reading a fable to your class, have the children discuss what the moral or lesson of the story might be. Do this with a few different fables and note the “formula” for writing a fable - 2 or 3 characters, usually animals or elements, simple, direct plot, told to teach a story. Discuss some modern lessons such as “Put litter in its place” or “Always wear your helmet” and develop a group story to illustrate the point. Compile a list of morals and have the children write and illustrate their own fables.

Fables lend themselves to stick puppet plays. Have the children draw or provide them with a template for the animals which can be mounted on sticks. Allow them to perform their plays for each other or other classes.

Science and Art Activities

The four animals in these tales provide opportunities to integrate literature with science and art. The ant and grasshopper are both insects, the hare is a mammal and the tortoise, a reptile. Take this opportunity to review and learn about these animals and their place in the animal kingdom. Here are some quick facts about each animal to start you off.

Ants and Grasshoppers

Both are insects and share similar characteristics.

Anatomy

- three body parts - head, thorax, abdomen
- six legs, all attached to the thorax
- compound eyes containing 100's of facets
- two antennae for touch, taste and smell
- powerful mouth parts (mandibles) located outside the head
- two pairs of wings (only some ants have wings)
- breathe through a system of tubes called trachea that pump air through the insect's body as it moves
- air enters the trachea through pores called spiracles located along the abdomen

Life Cycle

- the grasshopper develops through simple metamorphosis - the egg is laid, hatch into a tiny fat worm (larva) which produces a nymph - the nymph looks like an adult but

has no wings - the nymph grows, shedding its skin 5x (molts) before emerging as an adult

- the ant develops through complete metamorphosis - the egg is laid, hatch into a larva, which spins a pupa, the ant develops in the pupa and sheds the pupa when fully developed

Other Stuff

Ants and grasshoppers are both strong - ants can carry 10x times their own weight and grasshoppers can jump more than 40x the length of their own body.

There are more than 10,000 different kinds of ants and 20,000 different kinds of grasshoppers and crickets.

Ants are social insects. They live in colonies with each ant performing a specific job. There is one queen whose job it is to produce eggs. Drones are male and their job is to mate with the queen. They also have wings and can fly to establish a new nest with a queen. They die after mating. Female ants are the workers. They may gather food, look after and protect the queen, care for the eggs or build and clean the nest.

Grasshoppers are not social. They live a solitary life, only coming together to mate. They do not live in colonies or depend on each other for survival.

Ants and grasshoppers live no longer than a year. Some ant colony sites have existed for up to 30 years.

A good site for a lesson plan on "The Ant and the Grasshopper" can be found at

www.lawrenceartscenter.com/STB/pdf/Ant_Grasshopper.pdf

Another good site for information on ants can be found at

www.earthsbirthday.org/butterflies/ants. They have some good activities on their web hunt and through a link to the GLOBIO Glossopedia.

Ant Art Project

Materials

- 3 Styrofoam balls - 1 large egg shaped
 - 1 medium egg shaped
 - 1 small round
- 1 toothpick
- 3 pipe cleaners
- 2 small paper fasteners

Paint the Styrofoam balls and the toothpick black. Join the balls with the toothpick joining the head (round ball) to the thorax (medium egg shape). Cut the pipe cleaners into three sections. Use one of the pipe cleaners to join the thorax to the abdomen (large egg shape). Attach six of the pipe cleaners to the thorax for the legs. Use two other pipe cleaners for the antennae. Two small pieces could be cut off the antennae to make jaws.

Hare and Tortoise Facts

A hare is a mammal and a tortoise is a reptile. Explore the difference between a hare and a rabbit and a tortoise and a turtle.

Hares and Rabbits

	Hare	Rabbit
Ears	long, black tips	shorter, no black tips
Habitat	open fields, edges of forests	underground burrows
Babies	born fully furred eyes open ready to flee the nest soon after birth	born hairless, blind need protection of nest
Escape	long distance run across fields camouflaged by coat colour	short distance run to burrow
Group Life	loners, loose groups	organized family groups

Other stuff about hares

Hares are larger than rabbits with longer back legs and feet. Hares live in open spaces, resting in shallow holes called "forms" which they dig in the soil. Like rabbits they are herbivorous, eating plants, twigs and bark. They have long strong front teeth for gnawing. They use their back legs to thump on the ground to signal danger and have white fur on their tails to flash danger as they run. Some hares can run at 70 kilometers per hour.

Tortoises and Turtles

	Tortoise	Turtle
Habitat	live on land	live in or near the water
Food	herbivorous- eat plants	can be carnivorous, herbivorous, or omnivorous
Babies	lay eggs	lay eggs
Body	two shells, domed top (carapace) flat bottom (plastron), hinged to to allow body to be pulled in and shell closed, folds legs and tail in for extra protection round and stumpy legs for walking front claws for digging ear flat on head, behind eye sensitive to vibration	two shells- flatter carapace and plastron, may be hinged legs long with webbed feet for swimming, claws for digging hear by sensing vibrations in air or water

Other stuff about tortoises

There are about 35 different types of tortoises, some small. some huge. Scientists have found tortoises to be intelligent, curious and responsive. They respond to colour, especially red. Zookeepers have found that tortoises like to have their necks rubbed and they have good memories. The desert tortoise survives with very little water, obtaining most of their needs from the plants they eat. Tortoises lay 2 to 3 clutches of eggs per year with 3 to 14 eggs in each nest. The hatchlings are small with soft shells. It takes about 6 years for a tortoise to mature and about 98% die before reaching adulthood. They have many predators including coyotes, foxes, badgers, ravens, roadrunners, skunks, snakes and people. Tortoises are on the endangered species list in many places.

There are many excellent websites for animal information. Three good ones are:

www.pbs.org/wnet/nature/turtles_tales.html

www.yahooligans.com

www.enchantedlearning.com

Following your exploration of the four animals, have each child choose two animals and complete a sheet of same and different answering the two questions, How are Your Animals the Same? and How are Your Animals Different. Bring the group together and using their information introduce the use of Venn Diagrams to record their information.

Play "Who Am I?" Provide the group with a series of clues from broad to specific and let them guess the animal you are thinking of. A variation of this game would be "Twenty Questions". Choose an animal and have the children ask questions until they guess the answer.

Tortoise Art Project

Materials

- 1 paper bowl (Chinet makes picnic bowls)
- 1 paper plate the same diameter as the bowl
- stiff paper or cardboard to make head, legs and tail

Paint the bowl and plate for the shells. Draw the head, legs and tail on the paper and cut out. Glue the legs and tail between the two shells. Make a slit in the bowl for the head and insert the cutout into the slit.

French/English Language Games and Activities

Classroom games and activities are invaluable tools for aiding in adding French vocabulary and phrases and promoting comprehension and oral facility. Games make language learning relevant and meaningful and help maintain interest. They help learners to ask questions and encourage speaking, which improves students' confidence. Shy learners feel less threatened in the relaxed, fun, friendly, and co-operative atmosphere well-led games create. Well-chosen games will develop and integrate listening, speaking, reading, and writing skills. Here are a few ideas.

French First Names

Your students may have fun discovering that their name also exists in a French version. Some names look just like their English version, while others are fairly similar. Also remember that many French names exist both in masculine and feminine versions, with the feminine version being created by the addition of an e at the end of a masculine name. The student's new French name can be a springboard to creative learning as the student imagines him/herself in a different cultural context. Using their French names can become part of their classroom routine when doing French activities. Check out lists of French names for boys at <http://french.about.com/library/travel/bl-fr-names-m.htm> and for girls at <http://french.about.com/library/travel/bl-fr-names-f.htm>. If the student's name doesn't have a French equivalent, help them create a version of their name incorporating French vowel sounds or help them choose a name that they like from the list for them to use during French role playing games.

Name Game

This short game will reinforce a useful phrase construction (“Hello, my name is”) and illustrate the use of masculine and feminine pronouns. This could also work well in smaller groups. It may be useful to practice the game in English first.

Beginning at one end of the classroom, have the first student introduce himself (Bonjour, je m’appelle Kyle). The next student then introduces herself (Bonjour, je m’appelle Jessica) as well as the previous student (et il s’appelle Kyle, or, et elle s’appelle). The third student introduces himself as well as the two previous students, and so on through the classroom. Once everyone has been introduced, the teacher then introduces him/herself and goes through the entire classroom naming all of the students. Obviously, the first few students get off pretty easily while the last students have a harder time, so you might want to have the first few take a second turn at the end, during which they have to name all of the students.

Koala Game

A fun game for teaching “S’il vous plait”, “Merci”, and “Vous etes bienvenue” (Please, Thank you, and You’re welcome). You will need 2 or 3 small cuddly toys that will appeal to the children. Begin by teaching the children the French word for the animal that the stuffed toy represents. You’ll find a useful guide to French animal names and sounds at <http://members.shaw.ca/cpf99/0050-French-For-Younger-Children-Animal-Sounds.html>. This is a really effective game if you give personalities to your stuffies (eg “cute koala”, “little koala”). This is also a good way to introduce adjectives.

Sit the children in a circle. Teach them “S’il vous plait” i.e. “Koala, s’il vous plait”. Pass the koala to the child who says “Koala, s’il vous plait”. The children will then pass the koalas amongst themselves. First of all a child says “Koala, s’il vous plait” and then receives the koala from the previous player.

Now the teacher introduces “Merci”. Repeat as before, but this time after receiving the koala, the child says “Merci”. Then the teacher introduces “Vous etes bienvenue” and the process is repeated, now with the giver replying “Vous etes bienvenue”.

Balloon Game

A simple, fun, and co-operative game to reinforce targeted vocabulary. Put the students into groups of 4 or 5. Each group forms a circle and they hold hands. Give each group a balloon. As a group, they have to keep the balloon in the air, but when it touches a part of someone’s body, they have to shout out a French noun represented in a topic announced by the teacher. Suitable topics could include numbers, colours, days of the week, fruits or veggies – obviously, vocabulary that has been introduced to the children.

Monster Drawing Game

This creative activity will reinforce French vocabulary for body parts, numbers, and colours. Each child has a blank piece of paper and colouring pencils or crayons. You then describe a monster that the children have to draw. For example you say, in French, “This monster has 3 green heads” then perhaps “This monster has 2 pink noses”. You could use numbered dice to determine how many body parts and coloured dice to choose colour, perhaps involving the children by letting them throw the dice. The game could be made more challenging by

introducing shapes (triangle, square, etc) and getting the students to draw their monsters using these shapes. Be prepared for some funky monsters!

Some useful sites for classroom and online French/English games and activities:

<http://french.about.com/library/weekly/bltopicsub-teachg.htm>

About.com: French language. This site has a wide range of French language classroom games and activities, many geared to the upper primary and middle grades.

http://www.cpf.bc.ca/bc_html/Resources/FramePages/f_kidresource.shtml -- CPF, Canadian Parents for French, British Columbia & Yukon Branch. This site provides descriptive links to French reference materials, reading resources, fun French sites and games, and other types of pedagogical material.

<http://schools.deltasd.bc.ca/frenchresources4home/Games> Delta School District French immersion resources webpage

“Frere Jacques”

When we think of songs we heard in our earliest school days, Frere Jacques is one of the first that comes to memory. Ironically, Frere Jacques almost certainly did not originate as a children’s song, although it has taken on the character of a beloved folk song, with many different versions and varying lyrics. There are little consensus about where and when the song was created or if a Frere Jacques actually existed. Frere Jacques could simply be a monk whose habit of sleeping in has gotten him into trouble at the friary. However, the name has also been linked with a medieval French knight of the Templars named Jacques de Molay and with a Dominican monk, Jacques Clement, who assassinated the French King Henry III in 1589. Some scholars think that the song might be associated with the pilgrimage to Santiago de Compostela in Spain in honour the Apostle St. James the Great. But the song, with its simple folk elements, could have just as easily originated in Austria, Italy, Hungary, or Russia. In other versions, names completely unrelated to Jacques have been substituted. The earliest printed editions of the song date to the early 1800s in Paris.

Since then, Frere Jacques has been translated into over 60 languages, ranging from Arabic to Gaelic and Icelandic to Tagalog. Feel like teaching your class some Esperanto? No problem!

Find a wealth of translations at

http://en.wikipedia.org/wiki/Translations_of_Fr%C3%A8re_Jacques.

Of course, the best-known lyrics are in French and English:

Frere Jacques, Frere Jacques,
Dormez vous? Dormez vous?
Sonnez les matines, Sonnez les matines,
Din, Din, Don. Din, Din, Don.

Are you sleeping? Are you sleeping?
Brother John, Brother John?
Morning bells are ringing, Morning bells are ringing,
Ding, Dang, Dong. Ding, Dang, Dong.

It will make learning the words easier if you learn the tune well first. You may want to introduce the French words gradually, substituting a few French words into the English version and gradually transforming the text to French. Don't worry too much about getting the pronunciation perfect. The children's sense of accomplishment at simply being able to sing in French will provide a great start.

One of the most enjoyable parts of singing Frere Jacques is recreating the sounds of the bells, which are suggested both by the notated pitches and by the syllables. They combine into a word music that recreates the bells' reverberations. As a related activity your class might sing some other bell patterns and learn their stories. Did you know that the chimes of London's Big Ben are a fancy version of the bell notes in Frere Jacques? Listen at http://www.youtube.com/watch?v=tklez-ky_dU. It may be fun to incorporate gestures for "sleeping" and "ringing the bells" into your class singing.

Frere Jacques, along with such favorites as Baa Baa Black Sheep and Row, Row, Row your Boat, is a familiar and easily performed musical round. A **round** is a musical composition in which two or more voices sing exactly the same melody (and may continue repeating it indefinitely), but with each voice beginning at different times so that different parts of the melody coincide in the different voices, but nevertheless fit harmoniously together. Rounds are wonderful teaching material because they are usually short and simple enough to learn by ear, while allowing you to sing in parts.

Frere Jacques is a 4-voice round, with 4 distinct melodic ideas, each corresponding to a line of text. Begin by having the class sing the song without any imitation. When this is mastered, divide the group into two parts. One group begins singing the opening phrase. When they complete the first phrase (at * in music), the second group begins with the opening phrase while the first group continues. Both groups sing all four lines of text. You've sung a 2-part round! When this is mastered, divide the class into four parts and follow the same method, having each part enter when the others reach an asterisk. This round works really well because each phrase is quite distinctive melodically and together they form pleasing harmonies. Here's the music:

Frè - re Jac-ques, Frè - re Jac-ques, dor - mez vous? Dor - mez vous?

5 Son-nez les ma-ti - nes! Son-nez les ma-ti - nes! Din, dan, don. Din, dan, don.

Version with piano and chord symbols:

Frère Jacques

www.sheetmusicdigital.com

Traditional French Song

$\text{♩} = 100$

The musical score is written in 3/4 time with a key signature of one flat (B-flat). It consists of five systems of music. Each system includes a vocal line with lyrics and a piano accompaniment line with chord symbols. The lyrics are: 'Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous? sonnez les matines, sonnez les matines: Ding, din, don! Ding, din, don! Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous? sonnez les matines, sonnez les matines: Ding, din, don! Ding, din, don!'. The piano accompaniment features a simple harmonic structure with chords such as F, C7, and F. The tempo is marked as quarter note = 100.

Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous?
Are you sleep-ing? Are you sleep-ing? Broth-er John, Broth-er John,

sonnez les ma-ti-nes, sonnez les ma-ti-nes: Ding, din, don! Ding, din, don!
morn-ing bells are ring-ing, morn-ing bells are ring-ing: Ding, dang, dong! Ding, dang, dong!

Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous?
Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous?

sonnez les ma-ti-nes, sonnez les ma-ti-nes: Ding, din,
Dormez-vous? Dormez-vous? sonnez les ma-

don! Ding, din, don!
ti-nes, sonnez les ma-ti-nes: Ding, din, don! Ding, din, don!

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Frere Jacques can be adapted almost infinitely to many musical styles. Jazz, rap, country, classical, calypso, hip hop, you name it – somebody's done it and so can you. You'll find lots of examples, many of them amusing, on the web. Here are a few enjoyable examples: <http://www.youtube.com/watch?v=AgHUv8xxbRI> (rap) <http://www.truveo.com/Victoria-Rumler-sings-Frere-Jacques/id/1796835283> (jazz vocal) <http://www.youtube.com/watch?v=5wyKqvCg4gs> (lively pop animated version). The well-defined rhythm of the simple melody also offer opportunities to create verses to suit any theme or occasion and to reinforce learning. Create new lyrics with your class -- to commemorate such holidays as Thanksgiving ("I eat turkey, I eat turkey...") or Hallowe'en (Jack-'o-lantern, Jack-'o-

lantern, Burning bright, burning bright”), to learn the days of the week in French (“Lundi mardi, lundi mardi, Mercredi, mercredi”), to say something about themselves (“I am Susan, I am Susan, That’s my name, that’s my name”) (“Je m’appelle Susan, Je m’appelle Susan, C’est mon nom, C’est mon nom”), or to describe today’s weather (“I hear raindrops, I hear raindrops, Falling down, falling down, Splishy splashy puddles, splishy splashy puddles, On the ground, on the ground.”). The possibilities are endless.

ABOUT THE COMPANY...

The Story Theatre Company is a professional theatre company performing mostly for children in the school systems across Canada and at times creates work for adults and performs for the general public.

The company was created in 1981 by Jim Leard, the Artistic Director, as a supplement to reading programs in the regional public library system in Victoria, B.C. It now tours internationally with its infectious blend of storytelling, music and games receiving rave reviews and invitations to return wherever it plays.

Simple imaginative staging of Classical literature, Traditional Folklore and new modern stories is a trademark of the company as the lively troupe of performers keeps audiences of children and adults enthralled with their energetic, fun performances.

The Story Theatre Company pursues themes of Literacy in the Schools, tackles issues such as Bullying in the schoolyard and always takes the time to have fun while doing it.

The company has performed in almost every Province in Canada, in the Yukon, in the eastern United States from New York to Florida, in Arizona and California, and most recently in Singapore.

OUR ARTISTIC DIRECTOR

Jim Leard is a native born Victorian, trained at the University of Victoria’s theatre department and has a long history of performing, touring to the schools, and teaching.

His credits include several appearances on local stages with Bastion Theatre, Pacific Opera, and The Belfry Theatre; television appearances in The X-Files, Davinci’s Inquest, the Cold Squad, and Intelligence. He is also well-known and in demand as a storyteller spinning tales for young and old alike in the schools and for the general public.

He writes and develops most of the work for The Story Theatre Company, spends time writing and creating new shows, teaches at the Canadian College of Performing Arts, and often offers courses in the summer at Uvic’s theatre department on storytelling and story theatre techniques.

“The joy of performing for young people is that everything is fresh and new for them which makes it new and fresh for us.”

“If we share the fun of performing or telling a story with them, they share the fun they are having with us...a real circle of life.”

TECHNICALLY SPEAKING

- A Story Theatre Company consists of a Stage Manager and two or three actors.

- The preferred performance space in schools is an area of approximately 20 ft. x 30 ft. on the gymnasium floor.

- The set consists of one box 4ft x 2ft x 18 in, one box 2ft x 18 in x 18 in and 3 flats all 5ft x 10 ft.(at fullest) These flats are completely portable and roll up.

- Technically, we need just one 15 amp electrical outlet. No special lighting or technicians required.

- The Company will arrive approximately one hour prior to performance. Set-up is approximately 45 minutes.

- Strike is approximately 30 minutes.