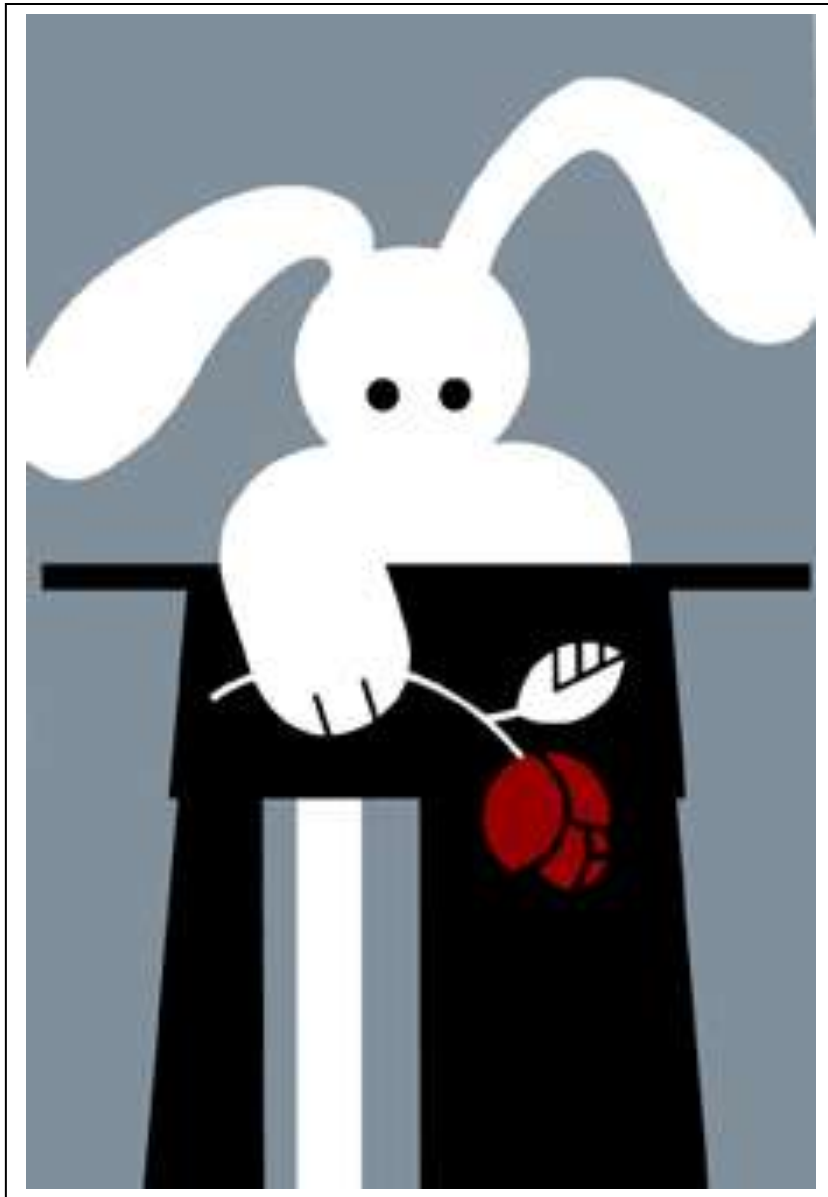


Abra-Kid-Abra Employee Manual



Bringing out the *STAR* in kids!

Table of Contents

Page	Section
	Guidelines
3	Welcome, About Abra-Kid-Abra
4	General Info: Mission, Goals, Guidelines
5	Before Your Program Starts
5	First Day
6	Each Day
	Show Planning, Rehearsal, and Show
8	Review & Show Planning
10	Rehearsal
12	Show, Award Ceremony
	Store, Paperwork, Kids & Teaching Guidelines
14	Store
16	Post Program
17	Working with Kids
19	How to Teach Different Segments
	Forms & Extra Tricks
21	Instructor Development
22	Extra Tricks (no prop)
24	Attendance Sheet, Group Store Form, Incident Report
27	Quizes
30	Employee Agreement Form

WELCOME TO ABRA-KID-ABRA

Hello,

Welcome to Abra-Kid-Abra! We look forward to working with you, having some fun, and to helping bring out the star in kids!

Abra-Kid-Abra
314-961-6912

About Abra-Kid-Abra—History, What We Do

Jeff Lefton, founder of Abra-Kid-Abra, was a shy child. Magic brought Jeff out of his shell. He got his first magic set at 8, and went on to perform in Hollywood, Las Vegas, and at corporate engagements throughout the country. Jeff's passion is introducing children to magic and having it help them blossom. In 2004, Jeff teamed with Josh Routh, a nationally travelled circus arts performer, and they started Abra-Kid-Abra, whose mission is bringing out the star in kids. Today Abra-Kid-Abra teaches magic and variety arts programs in elementary schools, pre-schools, and summer camps throughout the greater St. Louis area. Abra-Kid-Abra also puts on shows and workshops at schools, libraries, birthday parties, etc.

General Information

Mission:

Thanks for helping with our mission of helping bring out the star in kids. Each child has certain performing talents and style. Our job is to help bring that out—to help them blossom in their group performing skills and confidence.

Speaking in front of a group terrifies many people. Yet it is an important life skill. What a great opportunity to get started at a young age developing these important skills!

Teaching Goals for Kids:

1. Develop presentation skills & confidence
2. Have fun
3. Develop educational skills—math, reading, thinking, phys ed (with circus)—varies based on curriculum.

Every child is different. Your job is to help them feel like a star. For each kid that will be something different. It doesn't always mean that on show day they are a master of the skill. Just that they do their best, the audience applauds, and that YOU tell them they did good. You saying 'good job' and encouraging them goes a long way.

General Approach

- Lots of positive encouragement. Catch them doing something right & praise. (Constructive too. At least 2:1 positive: negative)
- Give lots of opportunity to perform.
 - Review—important. Allow 5-15 minutes for this at the beginning of each class.
 - Talking—important. Not just mechanics
 - Encourage them to show tricks to their families after each class day.
- Minimal lecturing. High involvement, kids performing.
- Serve your clients. Kids, location staff, parents, Abra.

Arrival Time: Please check in with the front office 15-20 mins before class begins. If you are late, it jeopardizes our business and our ability to work with you in the future. Please be professional & be early. This is crucial. Carry the location's phone # with you & call them & us if you are going to be late.

Appearance: Please wear your Abra vest to each class. Be presentable (Shave, shower, clean nails). Wear a decent pair of pants or skirt. No jeans that are faded or have holes. No t-shirts. Wear a collared shirt please. If you have facial piercing or visible tattoos, please cover or remove them.

Cell Phones: Please keep on up to class start time, in case we need to get a hold of you last minute. Please turn these off during class or camp.

If You Cannot Make A Program Date: Call the Operations Manager, preferably providing sufficient time to find a sub. Please reach him, or someone in the office personally. Do not just leave a voicemail or email. Do not make schedule changes directly with the school.

Instructor Webpage: www.abrakid.com/instructor contains instructor forms, resources, this manual,...

If You're Asked About Doing a Class or a Show: Please give them Abra-Kid-Abra's card or phone number (314-961-6912). We'll be glad to try to get the job & do our best to assign it to you.

Do Not Bring Anyone Else with You: Do not bring anyone with you—spouse, kids, friends, etc.

Getting Paid: Email an invoice, preferably using Abra-Kid-Abra's invoice form, to jlefton@abrakid.com. Paychecks are issued every other Friday. Invoices are due by Monday noon of paycheck weeks. Ask the operations manager for a list of pay days.

Before Your Program Begins

Precall: Do a pre-call by 4-5 business days before your class or camp begins. Clients expect this. The pre-call helps make the class smoother for you, & enables you to go over details like directions, having tables & chairs, what room it's in, etc. It also helps you develop a rapport before class even starts.

Drive-by: Getting lost is not an acceptable reason for being late day #1 (or any day). You are encouraged to do a drive-by if you are not familiar with the location, or, if you can't, to allow sufficient extra time to get lost and still be there on time. Don't get off to a bad start day #1.

Sample Questions to Ask in Precall:

Confirm details—dates, time, address, # of kids expected.

Will there be any special needs kids?

What room we will be in?

What is the best place to park?

Where would you like me to pick up kids (or will they be brought to the room)?

What is your protocol for after the class?

Are there any changes to the schedule?

Confirm any skip days.

If a child gets hurt, what to do—how to get help?

Give phone to reach you, just in case. Ask if there are any other #s you should have, in case of emergency?

Invite client to family show the last day. Tell show time. (60,45,30 mins before end of day for full day camp, half day camp, and after school class respectively).

Review Lesson. Don't get a complaint we got once that the instructor was reading things out of the manual. Fine to refer to the manual in class if you want to, but don't be reading from it the 1st or 2nd time in class.

Be Sure You Have All Your Props.

First Day

Arrive Early. Show up 20 minutes early the first day and make sure you can find your room. Sometimes the client may have changes to the program. Meet the teacher whose room you are in to see if they have any special requests. Be flexible. Any major problems, call the operations manager. Please do not try to negotiate any new arrangements with the school, ie. different program day, times, etc...

Room Setup for Teaching:

- Putting the tables in a U or C shape is ideal for magic, balloons, comedy, & puppets. Instructor stands at mouth of the U, with all kids facing instructor. This provides direct visual access between you & each child.
- An empty room is ideal for circus. This is not always possible so you may need to move tables, desks or chairs. Please remember to move them back.

Introduction

- Keep it brief. Kids want to jump into the tricks, not hear you talk! 5-10 min max.
- Things you might include:
 - Perform a trick for them, if you have a good one, to break the ice.
 - Rules: 4 Rs
 - Wand ladder

- Family show
- Excite them about what they'll be learning

Everyday Particulars

Take attendance at the beginning of each class, recording it on the roster, which you'll turn in after the last class.

Review Beginning of Each Day. For 5-15 minutes at the beginning of each day. Very important, lets kids develop presentation skills. Ask who showed tricks to families? How did it go? Alternate between 1 of these 2 techniques:

- **Perform before the whole class** (good experience, but just a few kids do a each day. More & they get bored.)
 - For each trick that you taught last class, ask for ~1 volunteer to come up & demo it. (Lead the applause afterward. Find something to praise in their performance.)
 - Have a different person introduce each performer. This gives more kids group performing experience. Teach them:
 - Lead the applause after you introduce.
 - Don't leave the stage until the performer is there. (Never leave the stage empty.)
 - Advantage of this approach: kids get practice performing before the whole group and, hence, for the show. Disadvantage: You can just have a few come up each time, as more than that and the audience gets bored. Having some introduce helps.
- **Perform in small groups.** Each person in the group of 3-4 performs a trick from last week for their group. Monitor the groups. (Everyone gets performing experience—before a small group.)

Note who does what tricks well, for when it comes time to cast for the show. Especially the harder tricks where few can do them well.

Coaching Performance:

- Praise. Find something they are doing well & praise it.
- Offer constructive criticism too. Goal ratio: at least 2:1 positive: constructive.
- Stage Skills to Teach
 - Speak up.
 - Quiet ones often need to be told this 5x or more. Don't be frustrated if 1-2x doesn't do it.
 - Consider having each person come up and say their name (or something) loudly—so you can teach the volume a stage voice needs to be for the audience to be able to hear during the show.
 - Face the audience.
 - If you call up an assistant, position them to face the audience.
 - Both of you should stand $\frac{3}{4}$, so you face the audience and each other.
 - Make eye contact with the audience.
 - Hold props so they can be seen by the whole audience. If someone picks a card, number, or whatever, make sure the audience sees it so they can be involved in the trick.
 - In magic, generally avoid telling them what's going to happen. This cues them what to look for. E.g. Instead of "I'm going to make this ball disappear", say, e.g. "This is a magic ball. If I put it in this vase & say Abra-Kid-Abra, it disappears!"
 - Avoid saying "this is an ordinary _____". It arouses suspicion. And why bore them with saying this if it is ordinary?

- At the end of the routine, close it. E.g. bow, say “thank you”, or something. Don’t just slink off to your seat.

Cleanup: Alot 5 minutes at the end for clean up. Leave a classroom in the same condition you found it. (You can make a game of it—e.g. count to 5 and see how fast they clean up. Use your imagination.) Be especially sensitive to this if you are in a teacher’s classroom, as often they are very particular about furniture being moved or messes being left, however slight.

After Program Protocol: Different clients have different after program protocols. I.e. Do you release the kids to their parents, or to location staff who gets them to their parents? Are the kids picked up in your room, or are you supposed to walk them to the front lobby? Is there a sign out sheet you need to have parents sign? If you release kids to their parents, and after 5-10 mins you still have a child who hasn’t been picked up, is there anyone you can turn the child over to? If not, you will need to stay until the parent arrives, as we can never leave a child alone waiting for their parent. Find out how each client wants it done (ideally in the precall) and do it.

Review and Show Planning

Goals: 1) Review all items you've taught that can be performed in the show. 2) Cast who will do what. Criteria: a) can perform the piece well, and b) wants to perform it.

Preparation: Have props ready for all the tricks you've taught.

Conducting the Activity:

1. With the kids' help, list each trick you've taught on the board (or sheet of paper).
2. Ask if anyone will not be at the show so you don't cast them.
3. Determine approx how many tricks each child will do, so it comes out roughly even.
 - E.g. 14 tricks & 14 kids: 1 trick each. 14 tricks & 7 kids: 2 tricks apiece. 14 tricks & 10 kids: 1 trick each. Don't do the other 4 tricks; or have multiple kids do a trick at the same time so each kid gets to do 2 tricks.
 - In camp, strive to have each child in at least 3 acts. E.g. magic trick, skit (with small group), & animal balloons (all kids). In class, there may just be time to have each child do 1 trick.
4. Determine who will emcee: You or 1-2 (articulate) kids? If kids emcee, let them perform—or at least help with—at least 1 trick, as well as emcee. If 2 emcee, a male & female is often good, and they should alternate intros. You emceeing provides better control & you can smooth over rough spots more easily. On the other hand, if you have some articulate kids, it's cute if they emcee, freeing you to troubleshoot as needed.
5. Assigning Tricks
 - Let the kids know that not everyone will get their first or second choice. Be flexible.
 - Call out several hard tricks, or tricks few can do first. Ask for a volunteer to demo it. If they do well, say "that was great, I'd like to plan on you doing that in the show." I.e. cast as you go along, when possible.
 - Have an idea of who does which ones well from reviewing each day. Try to steer them toward ones they do well and like (especially if few others can do it or like it).
 - Next, go to kids who can do very few tricks (the youngest). Have them come up & do a trick that they want to perform that hasn't been done yet. Assign the trick to them. (If time is tight, and you know they can do the trick fine, you can skip having them perform it.)
 - Lastly, throw it open to the rest of them—the middle ones. Kids take turn each picking & demoing a trick.
 - If you want a child to do a certain trick, gently suggest, but don't force. Kids complaining to their parents that they didn't get any tricks they wanted for the show is not good.
 - If kids are doing multiple tricks in the show, do additional rounds of trick picking.
 - Do not repeat a trick in the show.
 - If you come down to some tricks that more than one want to do, see if they can both do it together. Or work it out so one does it & the other does a different trick. It's good to have an extra trick or two you can teach—one you might portray to the child who didn't get to perform the trick they wanted—as a special trick.
 - If necessary, draw a grid—kids x tricks. Each kid picks a few tricks they'd like to do. Start with tricks with just 1 pick (or where you think just 1 person can do the trick well). Have the child perform the trick. If she does it well, assign it to her. Work toward the tricks many kids chose.
6. Determine the show order, & put it on show plan sheet.
 - Choose a strong act to open & to close.
 - If doing a magic illusion, where should it go in the show? A person production goes well first, as someone can be hiding in the box for a short time, and you can move the box out of the way afterward. If it's a levitation, you might do that near the end if there is room to leave the sheet & poles beneath it on the floor at the rear of the performing space the whole show.
 - In camp if doing animal balloons, make it the last act, with all kids simultaneously twisting balloons, then giving them out to kids in the audience.
 - A skit involving the whole group makes a nice opener, as it spotlights all the children to start.
 - Mix things up. E.g. space out the card tricks. In camp intersperse different things—skits, tricks, etc.
 - If you have 5 kids each doing 2 acts, 1-5 each do their first act, then 1-5 each do their second act.
 - If a parent has 2 kids performing at the same time in different rooms, try to coordinate so 1 is early in the show and one is later, so a parent can see both.
 - If there is more than 1 group performing simultaneously in different rooms, and they need to share a prop, coordinate scheduling that prop at different times in the shows so this can occur smoothly.
7. After class, make some copies—1 for you, & one for each emcee if the kids are emceeing.

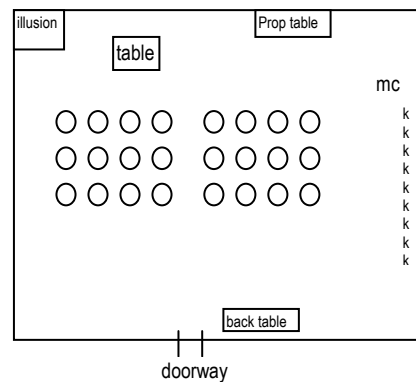
8. Circus Show

- a. Prop Layout: Set the props out on display across the rear of the stage area, so that students can come up, pick up their item, perform their routine, set it back down in its spot, and return to their seat.
- b. Enough Space? Be sure to leave enough performing room. If your class has a lot of kids and a lot of parents/guests are coming to the show, arrange ahead of time with coordinator to have your final show in a bigger area, such as a cafeteria or gym.
- c. Suggested show order
 1. Peacock Feathers—no limit to number of performers; get everyone up there, dictate what tricks the group can display, going from easiest to hardest. The audience will only be watching their own kid, and you should have plenty of feathers, so get everyone up there. Start with balancing, then put it on one finger, make it hop, turn hand over, put it on chin/forehead/shoulder/knee/foot, throw it toward the ceiling if you're in a big gym. Then hold them up and take a bow.
 2. Plates—Get a few people up there, let them try to spin plates. If they can do it, have them show a few tricks, then take a bow. If they need help, step in and help them spin it, have the audience applaud, then have the performer pop the plate in the air, catch it and bow. Use two groups if necessary, just do the same tricks.
 3. Rings—If someone can juggle, let them show it. Otherwise, get the littlest kids up there and do the contortion tricks (ring over bodies, bodies through rings, multiple rings at a time, etc.)
 4. Flower Sticks—two or three kids at a time, depending on how many sets/performers you have. Have them lift up, make it jump, bounce off knee, arms out and roll down to chin, then back down to hands, make it jump, put hand-sticks in one hand and catch flower stick with the other, take a bow.
 5. Chinese Yo Yo—Two or three kids at a time, have them roll it over, lift it, spin it, jump, whatever they can do, no matter how simple, then take a bow.
 6. Poi—Two or three kids at a time, simple tricks, take a bow.
 7. Rolla Bolla/Unicycle—If kids can do it, let them show the audience. If they can't but want to be there, help them try to do it.
 8. Stilts— If kids can do it, let them show the audience. If they can't but want to be there, help them try to do it. Have someone walk through 4 or 5 rings. If you can do it, have one kid lie on the floor and another kid walk over them on the stilts (WITH YOU THE TEACHER HOLDING THE STILTS AT ALL TIMES!!!). This is a great finale before the last skit.

Rehearsal

Room Setup:

1. Set it up like it'll be in the show.
2. If possible, spread the audience more side to side than deep. If there are a lot of rows, it's hard for ones in the back to see and hear.
3. The door should be in back or the side, so late arrivers will not distract from the show.
4. Ideally, the performance area is the same as the kids have been using during class and are comfortable with. When starting class or camp, try to set up your room so the show performing area will be the same during class/camp as for the show.
5. Tables & Big Items
 - a. Put a small table up front for those who need it.
 - b. Use a prop table if you have large props (stilts, rolla bolla,...). Kids can hold small props. For magic, you might have the kids have their show prop out of the box. When done, they put it in the box.
 - c. If there is an illusion box, place it in a corner of the performance area (unless it's the first act, in which case you may want it front & center).
 - d. Back table is used after the show to pass out flyers and store items. It's not used in rehearsal.
6. Have the performers sit in front (chairs or floor) or along the side wall (see "k"'s in diagram. In order of appearance is good. (They like to watch the show if possible. If, you put them out in the hall & call them in to perform, they are more apt to be noisy & have issues.)
7. Emcee stands on the side, able to help the performer, the kids, & readying props for the next act.



Straight Thru Rehearsal? Ideally, do the rehearsal straight through without comment, to get a sense of length and the complete show. Take notes and do adjustments & coaching afterward.

Should You Bring in an Audience? Sure, if you can rustle up a group of kids you can practice on, so much the better!

Before You Start:

1. Props--make sure each child has.
2. Reminder kids: Be quiet and watch the show during rehearsal (and show). E.g.

Q: If you are performing, where do you want the audience's attention to be?

A: On you, the performer.

Q: If you are on stage, & someone on the side is talking, messing with someone, or making noise, where will the audience's attention be?

A: On them?

Q: But where should their attention be?

A: On the stage, on the performer.

Q: So how should you act when you are sitting with the other performers, waiting your turn?

A: Quiet, not talking, not messing with my stuff, not messing with other people or their stuff.

3. Tell the kids where to go after they are done performing (e.g. back to their seat).
4. Ask kids to applaud after each act. They should lead the applause for the audience.
5. Volunteers: a) In the show, pick someone from the audience, **not** someone in our class. b) Be sure the volunteer faces the audience. If the volunteer's back is to the audience, turn them around facing the audience. c) If no one raises their hand to volunteer, say, e.g. to someone "would you be my assistant?" d) Abra students: Don't raise your hand to volunteer, or they may think it's set up. Let the audience volunteer.
6. Performers: Introduce yourself at the beginning. Use your stage name. Say "Thank you" at the end & take a bow.
7. Talk loud!
8. What if you make a mistake? Don't worry. Try again. You'll be there to help them. Even professional performers make mistakes all the time. It's part of learning. If the child makes a mistake, encourage them to try again, helping them out as necessary.
9. Is anyone missing? If so, adjust. Skip their act if it's solo. If they're with others, get a sub if necessary.
10. Inflate animal balloons prior to the rehearsal so they are all ready to go. Put on prop table.

11. Position any large items—e.g. illusions, chairs for Is it Time Yet Skit, etc.
12. Show List—You and any child emcees should each have a copy.

Show Vs. Rehearsal Order: In the show, if each child does 2 tricks, separate them. E.g. kids 1-6 each perform their first trick, then 1-6 each perform their second. If you need to save time in rehearsal, each kid performs 2 tricks together.

Remind the Kids if Appropriate: 1) Talk loud. 2) When you bring up an asst, if their back faces the audience, turn them around so they face the audience. 3) When you call for an asst in the show, don't pick kids in the class.

Coaching: 1) First, ask how they thought it went. Then give your thoughts. 2) Be encouraging, positive, & constructive. Never tear a kid down. E.g. You spoke nice & loud, were very clear, & did the trick well. Good job. One suggestion to make it even better: remember to pull the cups from the bottom. There's less chance of spotting the extra ball.

Emcee Guidelines:

1. Lead the applause for the next act.
2. Don't leave the stage until the act has arrived. (Never leave a stage empty.)
3. Be sure the next act or two (and props) are ready. Think a couple acts ahead.
4. Help position props and the table for the acts as needed.

Invite the client to the show, if possible/appropriate.

Show & Award Ceremony

Arrive early! Showtime: full day camps—1 hr before end; half day camps—45 mins before end; after school classes—30 mins before end.

Goal: To have the kids perform in front of the audience, feel proud, and have fun. The goal is not so much to have them do stellar tricks. It's to bring out the star in kids, build their confidence, and develop their presentation skills. If the kids perform and have fun, and the parents are proud of their child and smile, you've succeeded!

Agenda:

1. Attendance, explain schedule (5 min)
2. Set up Room (10 min)
3. Run through the order of the show. Be sure everyone has props and is ready. (5 min)
4. Let parents/audience come in, get settled, hand out evaluations & newsletter forms (5 min)
5. Show (30-60 mins for, respectively, class, half day camp, full day camp)
6. Wand Ceremony, Thank Kids and Parents Individually (5 min)
7. Give out store items.
8. Room Cleanup, collect evals & newsletter forms (5 min)

Before show begins:

1. Room setup: Enough chairs for families and, if possible, the students. Performance area-clean, no debris.
2. Be sure posters are up.
3. Put at back table: big bills, where go from here sheets, camp (or next class) fliers, & birthday fliers. Under the table put the store items & group store sheet. **DON'T SET ANY OF THIS OUT** if Francis Howell school.
4. See Rehearsal Guidelines—Room Setup and Before You Start. Some key reminders:
 - a. All Here? Be sure all students are here. Make any adjustments for those who are not.
 - b. Props--be sure all students have theirs.
 - c. Program--Be sure you and any child emcees each have one.
 - d. Inflate animal balloons if using in show. Do before you arrive? Have students help?
 - e. Remind kids: lead applause after each act. Be quiet during the show.
5. Let parents in 5-10 mins before the start time. Greet parents as they arrive. Let kids greet, give hugs, etc.
6. Have each child give their parent an evaluation form and a newsletter form (except if Francis Howell school).
7. If it's time to start but parents are missing, perhaps wait a few mins, but not too long, as you don't want to keep parents beyond the end of class.
8. If it's time to start, but a parent is missing and the child is coming up, move the child to later in the program to give the parent time to arrive and see her. If she performs and her parents arrives later, missing her, let her repeat if it's her only solo trick.

The Show

1. Welcome everyone. Introduce yourself. Have the audience applaud the performers, who have worked hard.
2. "Before we get started, we have two rules for the show. If you see something that you like or is done well, you must do one thing and you must do it with me right now." (Clap your hands and have them join in.) Our performers today are great, but they are not perfect. If you see something that looks like it might not be perfect; if lines are forgotten, props dropped, or secrets revealed, you must do one thing and you must do it with me right now." (Clap your hands and have them join in, watch the parents smile.)
3. Mention that you'd like to get the evaluations & newsletter forms filled out before they leave. "We value their feedback in trying to improve our program." Show a large dollar bill with 5 tricks on the back, and the Where Do You Go From Here Sheet that their child receives upon turning their evaluation in. Show sample newsletter with tricks & magical happenings that they get emailed monthly if they turn in the newsletter form.
4. Turn it over to the emcee (if using student emcee).
5. During the show:
 - a. If a kid gets in trouble, be ready to help him.
 - b. If a kid doesn't want to perform, see if he'll be your assistant while you perform

- c. Be thinking what act is next & be sure they and their props are ready.
- d. Lead the applause before each act as they are introduced, and after they have performed their act.

Award Ceremony (done for all programs except balloonatics)

1. Explain our award. (for magic, show/explain wand ladder)
2. Call up each child one at a time. Shake their hand, smile, and hand them their award.
 - a. For magic, first hand out 1st year wands, then 2nd year, then 3 year, etc.
3. Currently awards are:
 - a. Magic: wand. (see wand ladder)
 - b. Circus: peacock feather
 - c. Comedy: rubber chicken for camp, clown nose for class
 - d. Balloonatics—helicopter balloon

Wrap up

1. Give final thank you.
2. Remind about filling out evals & newsletter forms.
3. Show and briefly papers you have for them:
 - a. Big Bill—has 5 tricks they can do
 - b. Where Go From Here Form—Has resources if they want to learn more
 - c. Flier on our future camps/classes
 - d. Birthday Party flyer with \$25 off coupon
4. If appropriate, ask the students to help get the room back as it was.

Stand by door—Thank You's

1. Individually congratulate each student (shake their hands, look them in the eye, and compliment their performance). Thank each parent, compliment their kids, and mention you've enjoyed working with their child as appropriate.
2. Collect evaluations & newsletter forms (hopefully from nearly everyone). Pass out:
 - a. Where Go From Here sheets, Big Bills, Camp Schedules (or next class flyer), & Birthday Flyers (not in Francis Howell)
 - b. Store items

Last Word: Have fun, keep the kids smiling, and the parents and kids will love it.

Store

Logistics:

1. Purpose: Enable kids to continue learning after the program ends.
2. Free Items: Each child gets a free item. Additional items can be purchased. You get an additional free item for every \$20 you spend.
3. Commission: Instructor gets 10% commission on collected sales. (E.g. if you sell \$150 worth of items, you earn \$15.)

Time Table:

Activity:	Store Demo. Distribute Store Forms	Collect Completed Store Forms & Payments	Complete Group Store Order Form. Call in Order	Pick up Store Items	Distribute Store Items	Put store forms & payment in env. Take to office.
Camp	Tue	Wed, Thu	Thu after camp	Thu aft or Fri morn	Fri after show	Within 1-3 business days
After School Class	8 wk class: wk 5 6 wk class: wk 3 (4 th wk from end)	8 wk class: wk 6 & 7 6 wk class: wk 4 & 5 (3 rd to last & 2 nd to last classes)	After 2 nd to last class.	Between 2 nd to last & last class	After show	Within 1- 3 business days

Store Demo:

1. Use a store suitcase, which contains each store item.
2. Pass out store forms at the beginning of the demo, so they can associate items they see with pictures on the form.
3. Show each item, setting them on the table. Tout its key features (on store form). Demo 1 trick from each kit. (Don't open the kits. 1 item per kit is provided in the store suitcase.)
 - a. DO NOT reveal secrets to the store magic items.
 - b. Mention pricing after you've demo'd. Or refer them to the sheet.
4. Explain free item. Demo the free items (not mystery item, since these change). Mention that you get an additional free item with each \$20 you spend.
5. Emphasize when store forms (with payment if they purchase anything) are due. Everyone should turn in store form, even if not buying, so we know which free item you want.

Collect store forms & payments: Mark on their form which are paid, & the form of payment.

Complete Group Store Order Form: Call or email it in to the operations manager.

Pick up Store Items at Abra office: It's best to be sure someone is here & that they're ready before coming by.

Distribute Store Items: the last day after the show & award ceremony.

Return Store Forms & Payments to Abra office: within 3 business days after the program ends. Put them in the provided 9x12 envelope, along with roster, evaluations, & mail list forms, & drop in black box.

When To Do/Not Do Store: Always do it except in these instances:

1. Francis Howell District
2. Very short programs. I.e.
 - a. 3 day camps
 - b. Clayton Summer Quest camp (we are just there 1 hr/day)
3. Note: 4 day camps or classes: do it on 2nd day. Just 1 day to turn in order.

What if you get a last minute order the last day? Add to the group store form. Give them the item from your demo kit. Mention this to ops mgr, and replenish the item. Or they can pick up the item at our location; we can ship it (add \$7 to cover shipping); or we can bring it to the program location, provided that we'll be out there again soon, or its near someone who can conveniently drop it off.

What if it's the deadline and some have not yet turned in their store forms?

1. Choose a free item for them.
2. Optionally, give the child your cell or email and ask them to have their parents contact you by _____ if they want to order. They can bring payment to the show. Otherwise, they can always order online.

Mentioning Pricing: One approach is to point out what a great deal the pricing is. E.g.

Super Deluxe Kit: "Remember you get over 100 tricks and a DVD. If each trick was \$1, how much would this set be? (\$100) This set is only \$39. Plus you get a DVD."

Wonderful Mischief Kit: "Remember you get 15 gags plus a book with 50 tricks in it. In just the book, if every trick was \$1, how much would this be? (\$50) This set is only \$15."

E.g. of Emphasizing When Store Forms are Due:

"So when do you need to bring the form back? (Tomorrow!)

And what are you not going to forget? (The Form!)

Do you have to get anything? (No!)

When do you to bring the form back? (tomorrow)"

Post Program Particulars

Packet

1. Put these items in a 9x12 envelope (provided).
 - a. Completed attendance roster
 - b. Evaluations
 - c. Mail list forms
 - d. Store forms & payments
2. On the outside of the packet, put the location, date, & your name.
3. Use a separate envelope for each class.
4. Bring packet to Abra office. Put it in black box.

Suitcase

If finished with it, return to Abra office to incoming suitcase section. Clean out any trash and neaten it please.

Invoicing

1. Invoices are due every other Friday at 5pm. Pay days are every other Friday. For schedule, see dates on invoice form at www.abrakid.com/instructor To get paid, you must submit an invoice.
2. Frequency of invoicing: For camps, you are welcome to invoice every other week (or however often you wish). For classes, we prefer being invoiced at the end of the (6-8 week) class. If you like, you may invoice halfway through.
3. To submit your invoice, complete the excel invoice form at www.abrakid.com/instructor and email as an attachment to jlefton@abrakid.com Put "invoice" in subject line. If you don't have excel, put the info in an email & send it. Be sure to include particulars (date, location, # of kids,...). If questions on filling out the invoice, please ask the operations manager.
4. Checks are at the office on Friday. If you don't pick them up, we will mail them to you, unless other arrangements are made. We are generally at the office until at least 4pm, however, occasionally we get called out. It's best to call to be sure someone will be there.
5. Before invoicing, please turn in packet and, if you are done with the suitcase, your suitcase.
6. Pay guidelines are specified in your performance confirmation (per con), in Abra-Kid-Abra's excel invoice form available on the instructor page of our website. Occasionally we make an error in the amount (sometimes high, sometimes low). If an error occurs, the correct amount will be paid per the established pay rate for the instructor or performer and Abra pay guidelines.

Working With Kids

Safety:

When working with kids safety should be a primary concern. Every kid should be able to enjoy a program without fear or serious risk of injury. But things do happen sometimes and if they do here are the steps to take. After incident is taken care of, fill out an incident report. A sample incident report follows this section.

- If an injury occurs
 - You should have covered what to do with the client during your precall. If not:
 - Notify client asap. They will have protocol for handling.
 - Try to calm the child and class.
 - Notify the client asap.
 - Seek assistance
 - Try to get another adult to help.
 - If you are alone do your best to get an adult to help, avoid using a kid to assist unless absolutely necessary.
 - Serious injury
 - Call 911 immediately.
 - Call the Abra office.
 - Notify parents.
 - Fill out incident report.
 - Minor injury
 - Use the first aid kit in your case.
 - Fill out incident report.
 - Notify parents at pick up.
 - Notify the Abra office.

Never be alone with a child one on one:

- Leave the door open. Parents and school staff are welcome any time.
- If you are one on one, move into the hall or a public space.

Never leave your class alone:

- If you need to leave the room
 - Everyone should go with you.
 - Get another adult who works at the facility to watch the kids.

Discipline:

Expectation leads to behavior. Give the kids a positive, tell them “behave like this” not a negative “don’t do this”. The expectation is ‘you will behave good’, not ‘I expect you will behave badly, so I am going to tell you what not to do before you get a chance to do it’.

- Explain the 4 R’s on the first day.
 - Respect Yourself
 - Take care of yourself. Be careful. Take healthy risks.
 - Respect Each Other
 - Be kind. Share. Always applaud someone else even if its just for trying.
 - Respect The Equipment/Room
 - Take care of the space and our stuff so that we have it to use the next time we meet.
 - Respect The Teacher
 - Listen carefully, follow directions.
- Never physically touch a child in anger. I.e. no hitting, pinching, squeezing, touching a child with a closed hand, etc.

- A good policy would be to never have to touch a student at all, unless you are spotting for a trick.
- Never yell at a child or class.
 - There is very few reasons to ever have to raise your voice in an abra classroom.
 - Sometimes a circus class can get noisy and you have to be loud to get their attention.
 - Sometimes when demo-ing a trick or skit it is necessary to exaggerate a loud voice so that the kids get the idea to project their voices.
- Time Out Progression:
 - 1st offense: verbal warning
 - 2nd offense: sit out 5 mins
 - 3rd offense: sit out rest of module
 - 4th offense: sit out rest of program, notify Abra staff and facility staff. Possibly speak with parents.
- To get them quiet, try these:
 - “Criss cross legs, hands in lap, marshmallow mouth”
 - “If you can hear my voice, clap once. If you can hear my voice, clap two times.”

How to Teach Various Segments

Magic:

1. Instructor performs the trick (with patter).
2. Show the secret.
 - a. Try asking if they know the secret. Praise them if they get it right.
3. Walk through the trick step by step, with patter.
 - a. Have them say the words with you. Repeat this if viable.
 - b. Note: Having learned the secret, they may not be interested in the fine points here. Engage them by saying, “When I give each of you who is sitting down a bag, what do you say?”
4. Hand out the props. Do it all together—teacher & students--a couple times, with talking.
 - a. Don’t hand out the props before now, or some will play with them & not pay attention.
 - b. On more difficult tricks, break the teaching into steps, letting them master a step at a time.
5. Kids pair up and perform for each other—with talking.
 - a. Try pairing young with old. The older ones can help the young ones.
 - b. Invite any who have questions to come up to you, & help them. Then, circulate and coach.
 - c. Be attune to the engagement level of the group. When you sense that some are getting antsy & bored, or when the vast majority are done, move to the next step.
6. If time & attention permits, call some kids up front to perform the trick with talking.

Note about talking: Talking (or “patter”, as magicians call it) is an important part of magic. Don’t let the kids just do the mechanics of the tricks and neglect the talk. The kids can start with your patter. Then they can adapt it to their personality and create their own stories/patter.

Animal Balloons

- Teach 1-balloon animals. (Exception: in balloonatics, we do a couple that are 2 balloons.)
- # of balloons to use: Approx 3/camper in a 30 min session. 1 bag of 250 balloons should generally last ~2 camps. (Balloonatics uses more, of course.)
- First 15 mins, pass out pumps & have kids inflate enough balloons for the class. Some pump, some tie. Put them in middle. When you have enough, put them behind you. Now you can focus on twisting and keep them more together.
- If doing 3 balloons/child in a class, for the first one, have them make something from the previous class (review). The other 2 are new.
- Best done at end of the day to avoid popping, losing, horsing around with, etc.
- Not every day. Make it a treat.

Skits

- Start by reviewing all previous skits. Then teach new ones.
- Each child participates in at least one each class.
- 2 Teaching methods:
 - Kids practice skits in front of the class.
 - Kids get into small groups. Each practices a skit simultaneously.

Puzzles

- There are 20 puzzles. Do approx 5/session. Full day camps generally has 4 sessions, half day camp has 3 (so you won’t get to all in a half day camp).
- Divide the kids into small groups. Give each group a different 1 of the 20 puzzle cards.
 - Each group tries to figure out its puzzle. Assist them at getting the answer.

- Have the groups show each other their puzzles and, after they've worked on it for a little bit, the solutions.
 - You can have the groups pair up. E.g. (preferred method:)
 - Round 1: groups 1,2,3, & 4: work by group on their puzzle.
 - Round 2: 1 & 2, 3 & 4 show each other their puzzles.
 - Round 3: 1 & 3, 2 & 4 show each other puzzles.
 - Round 4: 1 & 4, 2 & 3 show each other puzzles.
 - Each group can present to the whole camp.
 - Campers can pair up individually with ones from other groups—same 4 round schedule as above, but 1 on 1 instead of group.
- If you only have 4-6 kids, you might put them in 2 groups and do 2 rounds, using 4 puzzles. The 5th you can do or the whole group.
- Props: Generally, use some combo of paper clips, coins, paper, pen or pencil, & cups.
- For coins, can sometimes substitute paper clips.
- On cup puzzles that need water, consider sending a camper out to fill ONE cup with water and distributing the water among the other cups. I.e. you often don't need several FULL cups of water.
- Get back the puzzle cards. You'll use these each magic camp. The last day pass out to each child a puzzle sheet with all 20 puzzles & solutions.

Circus

- Nearly each class, you demo new items. Then set them out in different stations, along with everything else you have previously shown, and let the kids practice. Monitor to coach.
- Set 11x17 placards at the different stations so the kids can be reminded of a hierarchy of different tricks to master with the various items.
- These items must always be spotted by the instructor: stilts, rolla bolla, & unicycle. Therefore, only 1 of them can be done by a child at a time, since you must be actively spotting.
 - How to spot:
 - Stilts: walk behind the child. Hold onto the top of the stilts.
 - Rolla bolla: hold back of your hands under child's arm pits.
 - Unicycle: Put chairs on either side of the unicycle that kids can hold onto. Stand behind the child, ready to catch them if they fall back.
 - These 3 items are never put out during open play—only when you are spotting.

Art

- Consider grouping older kids with younger ones, so if the older ones finish quickly, they can help the younger ones.

Instructor Development

To maintain program quality and to help develop our instructors, we periodically observe our instructors in action. Here are the main things we look for.

Abra Representation: Is the teacher giving presenting themselves in a manner that is consitent with Abra's standards?

Curriculum: Does the teacher have a good grasp on the lesson and can they convey it so the kids understand and enjoy?

Classroom Management: Can the teacher control the class in a warm, exciting, friendly and yet firm manner?

Post Class: Did the teacher take care to send off excited and safe kids? How is the classroom?

ABRA-KID-ABRA: TEACHER OBSERVATION REPORT

Teacher's Name:

Date:

Observer:

1 – Below Standard 2 – Needs Improvement 3 – Satisfactory 4 – Good 5 – Perfect

Abra Representatation

Appearance?	1	2	3	4	5
Arrive on time? (<i>15mins before start</i>)	1	2	3	4	5
Prepared for class?	1	2	3	4	5
Notes:	Total _____				

Curriculum

Understanding of curriculum?	1	2	3	4	5
Able to convey curriculum?	1	2	3	4	5
Follows curriculum?	1	2	3	4	5
Notes:	Total _____				

Classroom Management

Keeping kid's interest?	1	2	3	4	5
Discipline?	1	2	3	4	5
Everybody feel a part of the fun?	1	2	3	4	5
Notes:	Total _____				

Post Class

Room tidy?	1	2	3	4	5
Kids excited for next class?	1	2	3	4	5
Paperwork sent home?	1	2	3	4	5
Notes:	Total _____				

Overall Score: _____

12-24: Below Standard; 25-36: Needs Improvement; 37-48 Good; 49-60: Great.

Client Comments:

Overall Comments:

Extra No Prop Tricks—Math Based

Number Soothsayer

Effect: You ask for 3 volunteers. You turn your back, and volunteers A & B each hold out a hand with any number of fingers showing. Volunteer C announces the total—at which point you mind read how many fingers A & B each have showing! This is repeated 2 more times.

Secret: Volunteer B is a confederate. He puts up 3 fingers the first round. In future rounds he puts up however many Volunteer A had the previous round. You, then, are able to know how many fingers each has up. E.g. Round #1 suppose A shows 2 & B 3. C announces 5. You know B has 3, so A must have 2 (5-3). Round #2, B shows 2 & suppose A shows 4. C announces 6. You know that B has 2, so A must have 6-2=4.

Pick 2, Eliminate 1 (in Wonders with Numbers)

Effect: There are 7 different objects on the table. Comb, pencil, key, etc. You and the spectator alternate turns. One of you picks 2 objects, and the other eliminates one of those 2. This is done until only 1 object remains. You reveal a prediction naming that object!

Props/Secret: Gather 7 different items, a pen, and paper. Whenever you choose, you pick 2 that are not the predicted item, so whichever spectator eliminates, it can't be the predicted item. When the spectator chooses 2, you always eliminate 1 that is not the chosen item. Use an odd number of items. You go first.

Presentation: "I'd like to try something with a number of different items. Do you have any different items in your pockets, or near by that you can set in a row on the table. So, we have ____ (name each item. Comment briefly on any that might be funny.) I have a premonition and I'm going to jot it on this paper. (Jot 1 of the items on the paper in big letters, and set it aside, in view.) We'll come back to this later—if this works! If it doesn't work, we'll forget I ever had a premonition.

This game is called pick 2, eliminate 1. I'll pick 2 (point to 2, not pointing to your chosen object). You pick 1 of these to eliminate. Which do you choose? (Set aside the one he picked.) Now it's your turn to pick 2, and I'll eliminate one. (Continue until 1 item is left.) Now we could have picked and eliminated any item, but this is the one that is left. (Pick up the prediction.) Sometimes this trick doesn't quite work. (Pause.) Fortunately, this time it did! (Turn paper around, showing you correctly predicted the item!)

Mind Reading the Difference (in Mathemagic)

Effect: Turn your back as a spectator writes a 3 digit number with the digits all different & descending (e.g. 321). The spectator reverses the number (e.g. 123), writes it beneath the first number, & subtracts to get the difference. Spectator reads the first digit of the difference. You mind read the last 2 digits.

Props: Pencil & paper, or blackboard & chalk.

Secret: The difference will always be 3 numbers. The middle number is always 9. The 1st & last digits always total 9. So to obtain the last digit, just subtract the 1st digit from 9. For example:

Suppose spectator's number is: 621

Reverse it	-126
Difference =	495

Spec says that 1st digit is 4. Magician knows the next 2 are 9 & 5.

The Number Swami (in rabbit in hat camp)

Effect: You introduce your assistant, who has great mental powers. You send her out of the room, and ask someone to name any number 1-10. You call your assistant back in. You sit in a chair facing the audience. Your assistant puts her 2nd and 3rd fingers on your temples, as you concentrate. Then your assistant correctly names the number!

Secret: You clench your teeth the same # of times as the chosen number. With each clench (which is invisible to the audience), your assistant feels a pulse of your temples. She counts the pulses & know the number! (Try it yourself to know what I'm talking about.)

Extra No Prop Tricks—Reading Based

Amazing Book Test

Effect: Showing 2 books, you flip through the pages of 1, asking someone to say stop. You call out the page she stopped you at, ask her to open her book to that page & remember the first few words. You then tell her what they are!

Props/Secret: You need 2 books of roughly similar page lengths. Beforehand, open book #1 to a page in the middle & remember the page # and the first few words. The spectator gets this book. Suppose the page # is 125. When you ask the spectator to say stop, call out “page 125”, no matter where she stops you!

Mind Reader

Ask a spectator to jot a word on a slip of paper so you cannot see it, and put her hand on top of it. Ask if she would be amazed if you can tell her what is on the paper. You then say: “Your hand!”

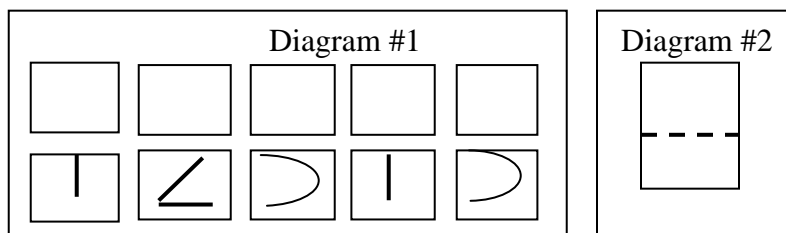
Will The Cards Match? (from Disappearing Ink)

Effect: You number 5 slips of paper 1,2,3,4, & 5—in big numbers. A spectator shuffles the slips, you tear the stack in half, then turn 1 of the halves upside down. “The question is”, you explain, “Will the cards match?” Spectator points to either (the face up or face down) pile. You pick it up and spell the 1st word in the question, “Will”. As you say each letter, you move 1 slip from top to bottom. When you get to the end of the word, you take the top slip from each pile and set them side by side on the table. You repeat this procedure for each word, until you have 5 pairs of slips, each with 1 face up & a face down slip (see diagram #1). Spectator then turns over each face down slip and all the pairs match!

Props: 5 slips of paper, notepad size, and a pen or pencil.

Secret: It’s self-working. .

Mechanics:



1. Number the 5 slips 1-5. Write the number big so it fills the slip.
2. Let spectator mix them up.
3. Square up the pile and tear the pile (all 5 slips) in half. (See diagram #2.)
4. Turn 1 of the halves face down.
5. Ask spectator to pick either pile. Pick that pile up and spell the first word in “will the cards match”, “will”. For each letter, move 1 slip from the top to the bottom. Then take the top slip from each pile and set them side by side on the table.
6. Repeat step 5 for each of the other words, “the cards match”. You’ll be left with 2 slips—1 from each pile, which go together without having to spell anything.
7. Turn over the face down slip in each pair and all pairs should match—i.e. be from the same number.

Name That Pet (in rabbit in hat camp)

Effect: Ask audience members to call out 6-8 pet names (e.g. dog, cat,...). You jot each on a slip of paper, wad it in a ball, & set the balls on the table. You write a prediction and set it aside. Have a spectator point to any 1 of the balls on the table, open it, & read it out loud. It matches your prediction!

Props: Slips of paper, and a pen or pencil.

Secret: Although the spectators call out a variety of animals, you write the same one on each slip! You jot the first spectator’s animal on the 1st slip, and repeat that animal on all the others! When the spectator selects a paper ball, put the others away so she can’t look at them later and discover the secret!

ABRA-KID-ABRA CLASS ROSTER

Location:

Onsite Contact:

Phn:

Teacher:

Start Date:

End Date:

Which Program:

Child's Name/Phn/Grade

Attended class/camp (Circle)

- | Child's Name/Phn/Grade | Attended class/camp (Circle) |
|------------------------|------------------------------|
| 1) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 2) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 3) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 4) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 5) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 6) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 7) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 8) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 9) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 10) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 11) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 12) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 13) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 14) _____ | 1 2 3 4 5 6 7 8 9 10 |
| 15) _____ | 1 2 3 4 5 6 7 8 9 10 |

Group Store Form

Location: _____ End Date: _____ Instructor: _____

[illegible]

Incident Report

Report Date/Time:

Point Of Contact (POC) Information

Name:

Title:

Telephone:

Fax:

E-mail:

Summary:

Specific Details Of The Incident

Who

What

Where

When

Who Was Notified:

Action Taken:

Conclusion:

Quiz—Abra General Procedures

1. What are the main goals of our teaching programs?

Develop presentation skills & confidence, learn skills, & have fun

2. What do you do the week before camp starts each week? Why? What do you ask?

Precall. Be sure you are in sync re key details, create rapport. Some questions to ask: location/directions; # of kids; what do you do at end?; Drive by-good too.

3. What time should you arrive onsite? When do you leave?

Arrive 15 mins before scheduled to start. Leave when all kids have been picked up or safely released to the location staff if that is their policy.

4. What does a completed paperwork packet contain? When do you turn it in?

Evaluations, newsletter forms, attendance roster (filled in), store forms, store payments

5. What if you are late or cannot make it one day?

Carry phone of location, Abra office, & April phone with you. Call if will be late. If can't make it, serious issue. Best to line up a sub. Don't just email or voicemail. Reach someone.

6. Attire?

Abra shirt first & last day. Collared shirt, pants-not faded or torn.

7. Who are the 4 clients an instructor serves?

Kids, parents, location staff, Abra-Kid-Abra

8. Given today's environment, what are procedures for being with kids?

Never be alone with a child in a room. If you are 1 on 1 with them, go in a public space. Also, keep door open, generally (unless, e.g. noise is prohibitive).

9. How should you handle a child who misbehaves?

Try to engage; co-opt as your helper; never hit or yell at. Discipline: time out; contact Abra staff.

Quiz--Abra Methodologies

1. Review—what are 2 methods? Why is this important?

Kids perform in front of the class, or in small groups. Provides opportunity to practice presentation skills.

2. When kids review by performing in front of the group, what is a technique to double the number who participate? Have each performer be introduced by another child.
3. What is the teaching methodology for magic?
Instructor performs trick; explain or kids guess secret; show how to do the trick step by step; pass out props—kids try; kids pair up and try on each other; call up 1-2 to perform in front of the group (sometimes)
4. How do you teach circus?
Demo new items each class session. Kids have open play at stations with all items they've been shown so far, practicing on their own, with instructor facilitating.
5. What circus items must be spotted at all times? How do you spot?
Stilts, rolla bolla, unicycle
6. How do you teach animal balloons & why?

Kids inflate & tie balloons needed for today's lesson. You set them aside, passing out as needed. This keeps the kids together learning twisting.

7. True or false?
In animal balloons, each class consists of learning 3 new balloons.
In circus open play, you play only with the new items demonstrated that day.
In skits, you learn 3 new skits each day.

All false. You review previous learnings. Then learn (usually 2 new balloons, 1 new skit). In circus, all the elements are available for open play you've learned so far.

8. Puzzles: How do you conduct this activity? Why?

Get kids in 2 or 4 groups. Each group gets a different puzzle card that they solve in their group, with your help if necessary. Then groups mingle, showing/teaching each other their puzzle. Do 1 last puzzle for the whole group. Why in groups? Provides presentation skill opportunities, and if you do it for the whole group, you might be done in 5 mins.

9. How do you teach jokes?
10. What should generally be the maximum length of an activity? Why?

~30 mins. Kids have short attention spans.

Quiz--Show/Rehearsal/Show Planning

1. Draw how a room should be set up for a show. Explain key elements.

Table up front for those who need it.
Prop table for larger items
Illusion space—figured in (for camps, not classes)
Back table holds paperwork to pass out.
Kids sit in front or along side wall
—in order of performance.
Emcee stands at side between acts.
Audience is more side to side than deep.

2. What are key things to coach a child on re their performance?

Speak up; have any assistants face the audience (3/4 for both of you); cleanly end each act with a bow, a thank you, etc.

3. What are some guidelines for how many acts each child is in?

Roughly equal for each child; for camp, each child in at least 3, ideally: skit (small group), animal balloons (whole group), and an individual act. (If small group, each child may do 2-3 individual acts.)

4. If a child does 2 solo tricks in the show, should these be done together or separately, and why?

Separately. Show ends too quickly otherwise, and separate times gives the parent 2 acts to look forward to (and also entices them not to leave early).

5. What papers get passed out when on show day?

Kids set on chairs before show: evals & newsletter forms.
Pass out at back table afterward: big bills, birthday fliers, where go from here, & camp or next class flier.

6. What do you do before the show? After the show? Where after the show?

Before: Props are all ready; posters-up; all is ready so you can greet parents
After: Go to back table. Thank kids & parents, pass out store items, collect evals & newsletter forms, distribute various papers as mentioned above.

7. Who starts off the show?

Instructor welcomes the audience. Then turns it over to emcees, or emcees herself.

Employee Agreement

I have read and understand the guidelines and procedures expected of ABRA-KID-ABRA employees. I agree to follow these guidelines to the best of my ability.

Signed: _____

Printed Name: _____

Date: _____

Witnessed: _____

Printed Name: _____

Last Rev 12/14/14