

Abra-Kid-Abra Camp Manual 2014



Bringing out the *STAR* in kids!

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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!

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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. Learn skills. Can present with talking (the talk is often an important part of the trick).

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 on showtimes/day that 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 mins 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 arrive 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 shirt to the first & last class and, if possible, 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 her, 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.

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 Qs 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?

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 showtime. (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 20-30 mins early the first day and make sure you can find your room. Sometimes the client may have some 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

Every Day 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: A lot 5 mins 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? 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.

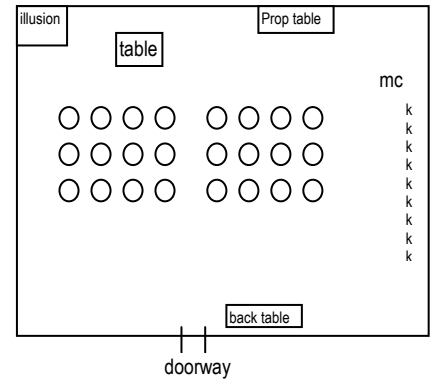
Conducting the Activity:

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.
 - 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.

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.
 - 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 kids sit in front (chairs or floor) or along the side wall (see "k"s in diagram. In order of appearance is good. (Kids like to watch the show if possible. If, e.g. 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).
3. Tell the kids where to go after they are done performing (e.g. back to their seat).
4. Is anyone missing? If so, adjust. Skip their act if it's solo. If they're with others, get a sub if necessary.
5. Inflate animal balloons prior to the rehearsal so they are all ready to go. Put on prop table.
6. Position any large items—e.g. illusions, chairs for Is it Time Yet Skit, etc.
7. Show List—You and any child emcees should each have a copy.

Show Vs. Rehearsal Order: In the show, if each student does 2 tricks, separate them. E.g. Have kids 1-6 each perform their first their first trick, then 1-6 each perform their second. In the rehearsal, if you like to save time, have each kid perform both tricks 1 after the other.

Keys to Point Out 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 and put things in a positive, constructive light. 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. Then there's less chance of the audience 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 is ready.
4. Help position props and the table for the acts as needed.

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.

Before show begins:

1. Room setup: Enough chairs for families and, if possible, the students. Performance area-clean, no debris.
2. Evaluation & newsletter forms--have students set these on the chairs
3. Be sure posters are up.
4. Put at back table: big bills, where go from here sheets, camp (or next class) flyers, & birthday fliers. Under the table put the bag with store items and your store group sheet.
5. 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?
6. Greet parents as they arrive.
7. 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.

The Show

1. Welcome everyone. Introduce yourself.
2. Mention that you'd like to get the evaluations & newsletter forms filled out before they leave. Show a large dollar bill their child receives upon turning their evaluation in. Show sample newsletter they'll get.
3. Turn it over to the emcee.
4. 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.

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—na

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. Flyer on our future camps/classes
 - d. Birthday Party flyer with \$25 off coupon
 - e.

Stand by door—Thank You's

1. Individually congratulate each student (shake their hands, compliment their performance) & the parents.
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

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 Qs 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.

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!”

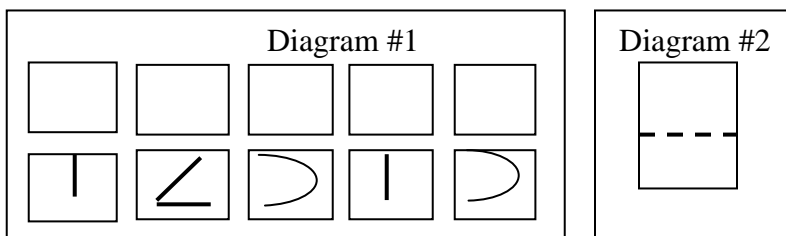
Will The Cards Match? (from Disappearing Ink)

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

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:

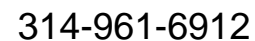
End Date:

Which Program:

Child's Name / Phone / Grade

Attended class/camp (Circle)

- | Child's Name / Phone / 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 |

Employee 22

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 camp?

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 Qs to ask: location/directions; # of kids; what do you do at end?; Driveby-good too.

3. What time should you arrive at camp? When do you leave?

Arrive 15 mins before camp starting. 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?

Evals, 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. 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)

3. 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.

4. What circus items must be spotted at all times? How do you spot?

Stilts, rolla bolla, unicycle

5. 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.

6. 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.

7. 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.

8. How do you teach jokes?

9. 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.
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.

Last Rev 5/23/10

Full Day Magic Camp Schedule

Pulling Rabbits out of Hats & Other Animal Tricks

	Time	Activity	Items to Teach	Time
Day 1	9:00 AM	Intro	Get to Know Each Other Games	0:35
	9:35 AM	Magic-General	3 rules; Goat to Chicken Pick an Animal Monkey Business, Orange Mind Reading (extra)	0:40
	10:15 AM	Break		0:10
	10:25 AM	Art	Briefcases	0:30
	10:55 AM	Puzzles		0:30
	11:25 AM	Clown Skits	Super Sleuth	0:35
	12:00 PM	Lunch		0:35
	12:35 PM	Team Bldg		0:30
	1:05 PM	Magic-Animal Card Tricks	Animal Telepathy Vanishing Elephant Hat Cards (out to lunch)	0:35
	1:40 PM	Break		0:10
	1:50 PM	Animal Balloons	Fish, butterfly, hat	0:35
	2:25 PM	Review Activity	Coin Toss Game	0:30
	2:55 PM	Clean up		0:05
		Reminders to kids:	Bring items for talent show!	
		Pass out:	Show flyer	
Day 2	9:00 AM	Review		0:10
	9:10 AM	Talent Show		0:40
	9:50 AM	Magic-Sponge	Sponge Rabbits 10 Count (extra)	0:40
	10:30 AM	Break		0:10
	10:40 AM	Puzzles		0:30
	11:10 AM	Clown Skits	Shady Lane	0:35
	11:45 AM	Lunch		0:35
	12:20 PM	Team Bldg		0:25
	12:45 PM	Art	Card in Paper	0:35
	1:20 PM	Break		0:10
	1:30 PM	Magic-Card Tricks	Slap Revelation Dog Finds Card Jumbo Card Prediction	0:40
	2:10 PM	Review Activity	Fortune Tellers	0:20
	2:30 PM	Store Demo		0:25
	2:55 PM	Clean up		0:05
Day 3	9:00 AM	Review, collect store forms		0:10
	9:10 AM	Magic-Thumb Tip & Paddle	Rabbit from Bill Hat Pet Sit Rabbit Paddle	0:40
	9:50 AM	Puzzles		0:30
	10:20 AM	Break		0:10
	10:30 AM	Clown Skits	Smart Gum	0:40
	11:10 AM	Art	Newspaper Tree	0:35
	11:45 AM	Lunch		0:35
	12:20 PM	Team Bldg		0:30
	12:50 PM	Magic-Illusion	Magi-Screen Gift of the Magi	0:45
	1:35 PM	Break		0:10
	1:45 PM	Perform for each other	Do show for ea other. Everyone does at least 1 trick.	0:35
	2:20 PM	Animal Balloons	Sword, alligator	0:35
	2:55 PM	Clean up		0:05

Full Day Magic Camp Schedule (Continued)

	Time	Activity	Items to Teach	Time
Day 4	9:00 AM	Review, collect store forms		0:10
	9:10 AM	Magic-Animal Tricks	Finger Spies Invisible Mouse Elbow Catch Mouse Across	0:40
	9:50 AM	Art	Rupert (envelope)	0:30
	10:20 AM	Break		0:10
	10:30 AM	Clown Skits	Water in the Hat	0:20
	10:50 AM	Art II	Posters	0:30
	11:20 AM	Review What We've Learned	Go down list of tricks & have 1 person demo.	0:40
	12:00 PM	Lunch		0:35
	12:35 PM	Plan Show	Assign tricks & show order.	0:25
	1:00 PM	Rehearse Show	Note who needs coaching. Coach during teambldg.	0:45
	1:45 PM	Break		0:10
	1:55 PM	TeamBldg/Coach as needed		0:25
	2:20 PM	Animal Balloons	Dog, giraffe	0:35
	2:55 PM	Clean up		0:05
		Reminders for tomorrow:	Family come to show, 2pm.	
Day 5	9:00 AM	Review		0:10
	9:10 AM	Rehearse		0:50
	10:00 AM	Break		0:10
	10:10 AM	Puzzles/Coaching as needed		0:30
	10:40 AM	Magic-Dinner Table	Napkin Ball Napkin Rose Nose Spoon Mind Reading at Dinner Table (extra)	0:35
	11:15 AM	Art-T-shirt trick	Color T-shirts. Teach prediction trick. Wear for show.	0:30
	11:45 AM	Lunch		0:35
	12:20 PM	Team Bldg		0:30
	12:50 PM	Awards		0:15
	1:05 PM	Game Show		0:40
	1:45 PM	Break/Set up for show		0:20
	2:05 PM	Show	At beginning, pass out evals, mail list forms, pens.	0:40
	2:45 PM	Wand Ceremony	Pass out wands	0:05
	2:50 PM	Store		0:10

Summary—Full Day Schedule Magic Camp

Activity	Mon	Tue	Wed	Thurs	Fri	Total
Magic	General, Animal Card Tricks	Sponge, Card Tricks	Thumb Tip & Paddle, Illusion	Animal Tricks	Dinner Table	8
Art	Briefcases	Card in Paper	Newspaper Tree	Rupert (env), posters	T-shirt Prediction	6
Anim Ball	Yes		Yes	Yes		3
Skits	Super Sleuth	Shady Lane	Smart Gum	Water in the Hat		4
Puzzles	Yes	Yes	Yes		Yes	4
Team Bldg	Intro, tb	Yes	Yes	Yes	Yes, awards	7
Perform	review activity	Talent show, store, review activity	Each does 1 trick	Plan, rehearse	Rehearse, show	9
Total	9	9	8	8	7	41

Half Day Magic Camp Schedule

	Time	Activity	Items to Teach	Mins
Mon	9:00 AM	Intro	Get to Know Each Other Games	0:25
	9:25 AM	Magic-General	3 rules; Goat-Chick, Pick an Animal, Monkey Business, Orange Mind Reading (extra)	:30
	9:55 AM	Art	Briefcases	0:25
	10:20 AM	Break		0:10
	10:30 AM	Puzzles		0:25
	10:55 AM	Clown Skits	Super Sleuth	0:30
	11:25 AM	Animal Balloons	Fish, butterfly, hat	0:30
	11:55 AM	Clean up		0:05
		Reminders to kids:	Bring items for talent show!	
		Pass out:	Show flyer	
Tue	9:00 AM	Review		0:10
	9:10 AM	Talent Show		0:30
	9:40 AM	Magic-Animal Tricks	Finger Spies Invisible Mouse Elbow Catch Mouse Across	0:30
	10:10 AM	Break		0:10
	10:20 AM	Puzzles		0:25
	10:45 AM	Art	Card in Paper	0:30
	11:15 AM	Clown Skits	Shady Lane	0:20
	11:35 AM	Demo Store Items		0:20
	11:55 AM	Clean up		0:05
		Pass out:	Store letter	
Wed	9:00 AM	Review		0:10
	9:10 AM	Magic-Sponge	Sponge Rabbits	0:35
	9:45 AM	Art	Newspaper Tree	0:30
	10:15 AM	Clown Skits	Water in the Hat	0:25
	10:40 AM	Break		0:10
	10:50 AM	Magic-Illusions	Magi-Screen, Gift of the Magi	0:30
	11:20 AM	Animal Balloons	Sword, alligator	0:30
	11:50 AM	Clean up		0:10
Thu	9:00 AM	Review		0:10
	9:10 AM	Magic-Card Tricks	Hyrum the Flea; Slap Revelation; Dog Finds Card; Jumbo Card Prediction	0:30
	9:40 AM	Puzzles		0:30
	10:10 AM	Art	Rupert (envelope)	0:30
	10:40 AM	Break		0:10
	10:50 AM	Review		0:40
	11:30 AM	Plan Show		0:25
	11:55 AM	Clean up		0:05
		Reminders for tomorrow	Family come to show. If want, bring \$ for store.	
		Pass out:	Show flyer	
Fri	9:00 AM	Review		0:10
	9:10 AM	Rehearse Show		0:50
	10:00 AM	Break		0:10
	10:10 AM	Art/coaching	T-shirt prediction. Coach during coloring. Kids wear shirts for show.	0:25
	10:35 AM	Set up for Show		0:10
	10:45 AM	Awards		0:10
	10:55 AM	Magic-Dinner Table	Napkin Ball, Napkin Rose, Nose Spoon, Mind Reading (extra)	0:20
	11:15 AM	Show	At beginning, pass out evaluations, mail list forms, pens	0:30
	11:45 AM	Wand Ceremony	Pass out wands	0:05
	11:50 AM	Store		0:10
	12:00 PM	End		

Summary—Half Day Magic Camp Schedule

Activity	Mon	Tue	Wed	Thurs	Fri	Total	Omit
Magic	General	Card Tricks	Sponge, Illusion	Animal cards	Dinner Table	6	Animal card tricks, thumb tip & paddle
Art	Briefcases	Card in Paper	Newspaper Tree	Rupert (env)	T-shirt Prediction	5	Posters
Animal Ball	Yes		Yes			2	
Clown Skits	Super Sleuth	Shady Lane	Water in the Hat			3	smart gum
Puzzles	Yes	Yes		Yes		3	1
Team Bldg	Intro games				Awards	2	
Performance		Talent show, store		review, plan	Rehearse, show	6	
Total	6	6	5	5	5	27	

8 Hour Magic Camp Schedule (8 days, 1 hr/day)				
Day	Mins	Activity	Details	Notes
1	5	Intro, Know Magic Already?	3 rules of magic; Anyone know any tricks already?	Wear Abra Shirt
1	30	General Magic	Goat-Chick, Pick an Animal, Monkey Business, Orange Mind Reading (extra)	
1	20	Art--magic suitcases		
1	5	Clean up		Send home parent letters
2	10	Review	Kids perform. Alternate days: before group, in small groups.	
2	25	Magic-Animal Tricks	Finger Spies Invisible Mouse Elbow Catch Mouse Across	
2	22	Animal Balloons	Fish, butterfly, hat	
2	3	Clean up		
3	10	Review	Kids perform. Alternate days: before group, in small groups.	
3	25	Magic-Sponge	Sponge Rabbits	
3	22	Skits	Super Sleuth. If time, Water in Hat	
3	3	Clean up		
4	10	Review	Kids perform. Alternate days: before group, in small groups.	
4	25	Magic-Cards	Hyrum the Flea; Slap Revelation; Dog Finds Card; Jumbo Card Prediction	
4	22	Art	Newspaper Tree	Advertised that they'll learn.
4	3	Clean up		Send home show fliers
5	10	Review	Kids perform. Alternate days: before group, in small groups.	
5	25	Magic-Illusion	Magi Screen. If time, Gift of the Magi	Be sure to do magi screen. We advertise they'll learn.
5	22	Store Demo		
5	3	Clean up		Send home store fliers
6	30	Magic-Animal Cards	Animal Telepathy, Vanishing Elephant, Hat Cards	Be sure to do van eleph. We advertise they'll learn.
6	22	Review/Plan Show		
6	3	Clean up		Collect store forms. Tomorrow-final deadline.
7	45	Rehearse		
7	10	Show Posters/Coaching (if time)	Some draw show posters to be hung for show. Coach others as needed.	
7	5	Quick Trick	Mind Reading at Dinner Table (or napkin rose or napkin ball)	
8	30	Prep for Show	If extra time, some draw backdrop letters to spell "MAGIC". Fold top 2" back to hang on rope. Tape to wall as backdrop. Others-coach as needed.	
8	25	Show		Family comes for show tomorrow 30 mins before class ends.
8	5	Award Ceremony, Give out store items, Thank Each Child & Parent	Pass out wands	

Day #1 Magic Introduction Activity

Spend 5-10 minutes on the introduction maximum. The kids don't want to talk; they want to get into the tricks! If you have a good trick to show them, that might be a good way to start too.

Props: Laminated Wand Ladder sheet

- Take attendance. (1-4 minutes)
If you like, when they say "here", you can also ask them to say what grade they're in, what grade they're in; what magic they already know (if any); and why they came here/what they want to learn.
- Go over the schedule & try to excite them. (~1 minute)
 - What we'll learn each class (e.g. rope tricks, coin tricks,...)
 - Show at the end
 - Each night, show at least 1-2 tricks to their families. They get tricks to keep each class!
- 3 Rules of Magic (5 mins maximum)
 - Ask if anyone knows these. Let them answer. Augment their answers as need be.
 - The rules:
 - Never reveal a secret. (Why not? It spoils the mystique.)
Have everyone raise their right hand & repeat the magician's oath after you: "I promise... never to reveal... these secrets... to anyone... not my family... my friends... or my pets."
 - Never repeat a trick before the same audience (Why not? Because they'll know what's coming, and are more likely to figure it out the 2nd time.)
 - Practice. (Where's a good place to practice in front of? A Mirror, so you can see what it looks like to the audience.)
 - Additional Rules (For Instructor's info. Perhaps mention in a later class if appropriate.)
 - Don't tell what's going to happen, or audience will know what to look for & have a better chance of catching you. E.g. instead of saying "I will make this coin disappear", try something like "This is a magic coin. If I put it in my hand, it disappears!"
 - Additional questions you might ask, time and interest permitting:
 - Why, if magicians never reveal their secrets, are we teaching you the secrets?
 - It's ok to reveal secrets when you are teaching people to perform magic. It's not ok to reveal secrets to satisfy someone's curiosity—when they ask "How'd you do that?"
 - If you show your family these tricks & they want to know how you did them, what will you say? Some possible answers:
 - Magic.
 - Camera tricks
 - If I tell, lightning will strike
- Wand Ladder—Explain.
 - Show the laminated wand ladder sheet, and hold up each different wand.
 - Demonstrate the appearing wand. (See Instructions on next page.)

Wand Ladder



5 Classes or Camps



4 Classes or Camps



3 Classes or Camps



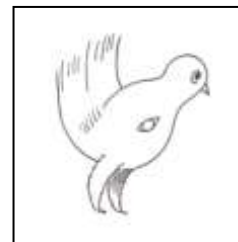
2 Classes or Camps



1 Class or Camp

Goat to Chicken

Effect: Magician shows a picture of a goat, and places it on a spectator's hand. Spectator says Abra-Kid-Abra, and it changes to a picture of a chicken.



Props: 1 card (business card size) with goat/chicken per person.

Secret: To change the goat to a chicken, or vice versa, simply turn it upside down!

Preparation: Put a small pencil or pen dot on the back of the card near the top of the goat. Then when the card is face down, you will know whether the goat or chicken is up.

Handling:

1. Show the goat. Set it on your or spectator's hand, as in photo #1 below.
2. Lay the card face down on the hand. As in photo #2, top of the card falls toward the heel of the hand.
3. Have the spectator say some magic words.
4. Lift the card up, lifting from the side near the fingers (photo #3).
5. Swivel it around (like a revolving door) to show it has changed to a chicken!

This handling turns the card around subtly so that, hopefully, the spectator does not realize it's been turned upside down!

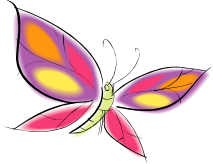

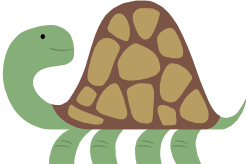


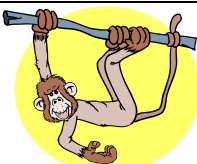
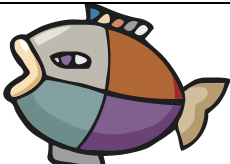




Pick An Animal

Effect: Magician introduces her assistant, a Swami, who is all knowing. She sends the Swami out of the room, and asks someone from the audience to point to any of 9 animals shown in a 3x3 matrix on a sheet of paper. She calls Swami back in, and points to each animal, saying “Was it this one, this one, this one...?” Swami correctly names the selected animal!

Props: Pick An Animal Sheet for each student (1/4 page); and a blown up, laminated version for the show.

Secret: Where in the middle square the magician points tells the Swami which square was chosen. E.g. if Swami points to the upper right corner of the middle square, the animal chosen was the one in the upper right corner of the matrix (the swan). If the magician points to the lower middle, it was the lower middle square of the matrix—the horse. Etc. (See grid on middle animal below.)

Pick an Animal		
 Butterfly	 Elephant	 Turtle
 Chicken	 Rabbit	 Monkey
 Fish	 Penguin	 Walrus

Presentation: “This is my Swami. He has great mental powers. I will ask one of you to touch any animal on this page while Swami is not looking, and Swami will know which you picked. Do you think he can do that?

Swami, please leave the room. Who would like to come up here and touch an animal. You! Which one will you touch? Does everyone see it? Only the greatest of Swamis can get that one. We’ll see if ours is up to the task. Swami! (Swami comes back in.) A round of applause for the great Swami, ladies & gentleman.

Swami, this person chose an animal. Was it (pointing to each animal, in turn) this one, this one, this one,...or this one? (Swami ponders for a moment, then names the animal.) Was he right? He was! A round of applause for the Great Swami!”

Tips:

- Put the kids in groups of 3 and try it 3 times, with them rotating roles of magician, Swami, & audience.
- Be sure everyone in the audience sees which animal was selected.
- In the show, use the blown up, laminated sheet. Hold it so the audience and the Swami can see it.

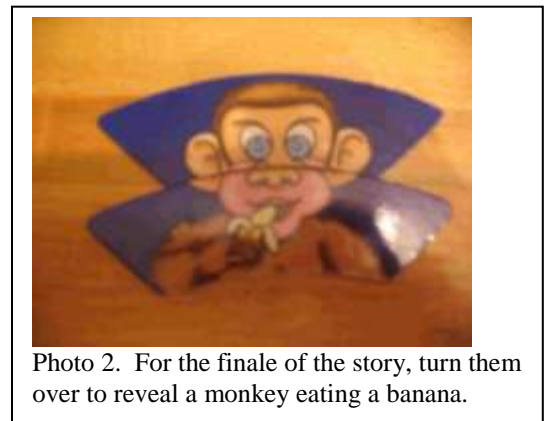
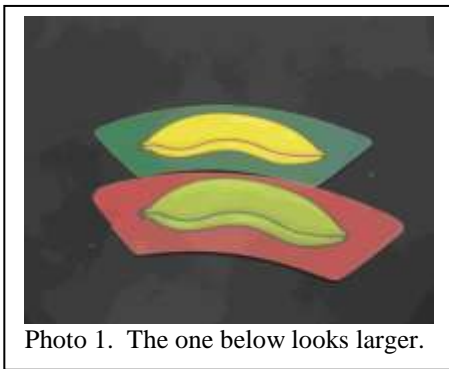
Monkey Business

Effect: The magician shows 2 paper bananas that are the same size. Then 1 becomes bigger than the other, and vice versa. Finally, they are turned over to show a eating a banana.

Props: 2 cardboard boomerangs with bananas per person (Photo #1).

Secret: When you put 1 piece below the other, there is an optical illusion that the lower piece is larger.

Presentation: “My mom sent me to the grocery store the other day to pick up a couple bananas. When I brought them home, she asked, ‘Why is the red one bigger?’ ‘No problem’, I said. ‘I’m a magician, you know.’ So I stretched the green one and now IT was the bigger banana. (Place it beneath the red one so the green one looks bigger.) ‘That’s not good’, cried Mom. ‘Now the green one is bigger.’ So I stretched the red one and made it bigger. She didn’t seem pleased with that either. So I said, ‘Mom, I’m going to get rid of these bananas. So I gave them to my pet monkey.’” (Turn both over, and position them to show the monkey eating the banana—photo #2.)



Tips:

Line the heads up (i.e. the left edges up) of the 2 boomerangs. This makes their apparent difference in size look more pronounced.

Orange Mind Reading (extra)

Effect:

- 1) Ask a grown-up to think of a country that starts with “D”. Don’t tell me what it is. Got it?
- 2) Whatever the last letter is of the country she is thinking of, think of an animal that starts with that letter.
- 3) Finally, whatever the last letter is of the animal, think of a fruit that starts with that letter.

You mind read the fruit she is thinking of!

Props: None.

Secret: The spectator thinks of “orange” the vast majority of the time! Country with D—usually Denmark. Animal starting with the last letter? Usually “kangaroo”. Fruit starting with last letter? Usually “orange”.

Tips:

If you do this in the show, you can either call one assistant up from the audience to use. Or you can have everyone think of these things as you name them and read the whole audience’s mind. In this case you’d ask at the end, “I’m getting an impression of an orange. If you were thinking of an orange, please stand up. (Most should stand.) Thank you.”

This works best on adults, as many kids haven’t heard of Denmark.

Animal Telepathy

Effect: Magician shows a packet of 12 different animal cards. Spectator shuffles them, and magician puts the cards behind his back, then brings them out with the face of the packet facing the audience. (Photo #1) Even though the magician doesn't see the face of the packet, he is repeatedly able to name the animal on the face of the packet!

Props: Packet of 12 animal cards (business card size) per person.

Secret: After the cards are shuffled, put the packet behind your back & reverse the top 3 cards. (Photo #2) Bring out the packet, face toward the audience. The first time is (from the audience's view) the dry run. You explain that you'll show them the card on the face of the packet (it's obvious that you cannot see it) and you'll try to tell what it is. As you explain this, you memorize the card staring at you atop the packet. (Photo #3)

Put the packet back behind your back. (Careful not to flash the reversed top card on top.) Pull the top card around to the face of the packet, turning it face down. This is the 1 move in the trick, which you'll repeat each round. Bring the packet out from behind your back. Mind read the card facing the audience. Then memorize the one facing you. Do this 3x. Each time, you are one ahead!

Teaching: Have the kids do these moves, all together:

1. First, do the moves with the deck in front of them, so they can see & understand the moves.
 - a. Turn top 3 cards of their deck face up (all together).
 - b. Turn top card face down & put on bottom of deck.
 - c. Repeat two times.
2. Now do all of this behind with cards behind your back.
3. When you can do that, then try the trick with the talking.

Presentation: "This is my zoo. I have a walrus, snail, chicken, turtle, etc. Would you shuffle the cards. (As spec starts) But don't disturb the order. Just joking. Shuffle them well. I'm going to put the packet behind my back, then I'll bring them out and show you the card on the face. Using my vast mental powers, I will attempt to tell what the card is. Do you think I can do that?"

I'll put the packet behind my back. This requires a great deal of concentration, of course. Do you see the card on the face? It's...the lion!

It was probably just lucky. Let me try it again..."

Tips:

- Pretend like you are concentrating and that it takes lots of effort to get it.



Photo 1. Audience view



Photo 2. Behind your back, turn over 3 cards on top of the deck.



Photo 3. As magician shows card on the face to the spectator, secretly magician glimpses the top card.

Vanishing Elephant

Effect: Magician shows a vertical cascade of 3 cards. The top & bottom one have a picture of a curtain, and the middle one, an elephant. (Photo #1) The magician squares the cards, and puts each down on the table face down, with the elephant going in the middle. The magician mixes the cards a little and asks the spectator to place a marker on top of the one he thinks is the elephant. Magician turns the 2 curtain cards over, then the elephant card—but it says “Gone!” The magician pulls the elephant card from her pocket!

Props: 5 cards (business card size) per person: 2 elephant cards, 2 curtain cards, & a gone card. (Also a marker of some sort—e.g. a sponge rabbit or coin from another trick.)

Secret/Preparation: Fold 1 elephant card in crisply in half, so the elephant is on the **outside** of 1 of the folded halves. Place this folded card over the gone card. (photo #2) Put a curtain card in front and in back, and it looks like you have 2 curtain cards & 1 elephant card. (Photo #1) Place the other elephant card in your pocket (the shirt pocket works well—or in your case). Place the marker in your left pants pocket, or case. You are ready to begin!

Note: Place the 3 cards in a cascade such that the audience cannot see the bottom edge of the elephant card, or they’ll see it’s a fake!



Photo 1. Show a cascade of 3 cards--elephant surrounded by the 2 curtain cards.



Photo 2. The gimmick: the elephant card is actually folded & sits atop the gone card.



Photo 3. Hold the stack of cards in your left fist—with folded card in your fist.



Photo 4. Set the 3 cards in a row on the table. Elephant card (actually gone card) is in the middle.

Mechanics: Show the 3 cards in a cascade—2 curtains with elephant in between. Square the cards up. Put the end of the cards with the folded card in your left hand, with the other end sticking out. (Photo #3) Right hand pulls out the 3 cards 1 at a time—top, middle, then bottom--laying them in a row on the table, so the “elephant card” (actually the gone card) goes in the center. (Photo #4) Left hand is left with the folded card in its palm. Left hand then goes into pocket or case, ditches the tent card, & comes out with the marker, which you ask the spectator to set on top of the elephant. (Or the left hand can pick up something. E.g. you can pull out some money & talk about that if you were a betting person, you might put some money on it. Holding an object gives the hand a reason to be closed, hiding the folded card.) Do not just leave your left hand cupped or in a fist on the table hiding the folded card, without holding anything, as this may arouse suspicion!

Presentation: “I am going to perform a classic of magic. I am going to vanish an elephant! Does anyone have an elephant I can borrow? (No) Well, that’s ok, we can use this picture of an elephant instead. (Show cascade of 3 cards with elephant in the middle.) We will close the curtains around the elephant surrounding it on all sides. (Square up the cards.) Sir, let me ask you a question. If I were to place these 3 cards on the table, could you put a marker (get it out of your pocket) on top of the elephant? Hmm. I didn’t realize you were watching that closely. We say Abra-Kid-Abra! Here is the first curtain. Here is the 2nd. Would you turn over the elephant card? The elephant has disappeared! And...she has reappeared in my pocket! Thank you.”

Hat Cards (out to lunch)

Effect: Magician shows a rubber banded packet of cards with a picture of a hat. (Photo #1) Spectator initials the hat. Magician puts this card face down on the spectator's palm. She asks the spectator what magicians pull out of hats. Rabbits. The spectator turns over the card, & a rabbit is coming out of the hat with spectator's initials!

Props: 12 rabbit in hat cards (business card size), thick rubber band, & blank half card per person; 1 or 2 rolls of scotch tape for the group.

Secret: All the cards have rabbits coming out of the hat. A blank half card tucked under the rubber band prevents people from seeing the rabbit!

Preparation: Lay a rabbit card on the table. Set the blank card next to it, above the rabbit. Tape the blank card to the rabbit card, forming a tape hinge, so the blank card can swing back & forth. (Photo #2)

Place 1 rabbit card in between the blank half card & the card it's taped to. Put the rest of the cards in a stack beneath this. Put a rubber band around the middle of the stack so it covers the edge of the hinged blank half card. It should look like a rubber banded stack of cards with hats.

Mechanics: Have spectator place his initials in the hat. Tilt the end of the stack with his initials up at a 45 degree angle, so he can't see the card well. Grab the initialed card near the end he initialed it, pull it out of the rubber banded stack (photo #3), casually turn it upside down and set it on the spectator's palm. Have the spectator put his other hand on top of the card (to help prevent peeking prematurely!) Ditch the stack of cards in your pocket, so the spectator doesn't grab them at the end.

Presentation: "Being a magician, I, of course, have a top hat. Here is a picture of it. Would you mind writing your initials on the hat. Thank you. Can you hold out your hand. (Demonstrate by holding your left hand palm up. As spectator holds out his hand, you casually pull out the initialed card.) Place your other hand on top so you don't lose it. This is a very valuable hat! Do you know what magicians pull out of their hats? (A rabbit) Right! Can you say Abra-Kid-Abra. Turn over the card. There is the rabbit!"

Teaching Tips:

1. Practice pulling the card out of the stack naturally, so you don't arouse suspicion.
2. It's important to ask the spectator to hold out their hand, demonstrating how you want them to do so with your palm up left hand. While spectator is doing this, this provides a moment of misdirection for you to pull out the card—as the spectator is focusing on holding out his hand.
3. Pulling initialed card from the stack: There are 2 ways to do this. A) Flip it upside down & set it on spectator's palm. B) Turn the whole packet upside down, slide spectator's card out (already upside down—photo #4), & set the upside down card on spectator's palm.



Photo 1. Rubber band make it look like the hat is empty.



Photo 2. The blank half card is taped on the inside to the rabbit in hat card.

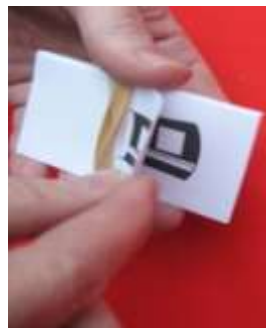


Photo 3. Separate the card the spectator initialed from the stack.



Photo 4. You can turn the deck face down and pull out spectator's card.

Finger Spies

Effect: Magician claims that her puppet can read minds. She asks a spectator hold up any number of fingers, 1-10. He holds up, e.g., 6. The puppet (photo #1) whispers to the magician's ear, and the magician conveys what she whispered: 6! She got it right! The spectators are not impressed. The magician says "I know what you're thinking, she saw." So this time she covers up the puppet's eyes. Spectator again flashes a number and, again, the puppet whispers it in the magician's ear, & the magician again announces it—again, the puppet got it right! The audience is still unimpressed. The last time, the magician says that she AND her puppet will leave the room. She wants someone from the audience to name a number, 1-10. Then they'll come back in & try to get it. The number is picked, the magician & puppet come back in. Someone from the audience sits in chair, facing the audience. The magician stands behind him, and places both hands (and the puppet) on his temples. (Photo #2) After a moment the puppet whispers to the magician the number, and he's right!

Props: 1 Finger spy (a plastic piece with 2 eyes that goes on a finger, making your hand look like a critter of some sort) per person.

Secret: The 1st 2 times are a joke. The 3rd time is the trick. The person who sits in the chair has been prepped to clench his teeth the same # of times as the chosen number. When the magician puts her hands on his temples (see photo), he can feel them pulse with each clench. So she just counts the pulses & knows the number!

Presentation: This trick has 3 parts:

1. "This is my assistant, Max. I have trained Max to read minds. Would you like to see? OK. Can you think of any number between 1-10, and hold up that many fingers, so people can see it. OK. Max, which number did he choose? (Max whispers in your ear.) 6, is that correct? (Yes) Ladies and gentleman, the amazing Max!
2. You don't look very impressed. I know, you think that Max saw the number. Let's try it with a different number, but this time I will blindfold Max (cover his eyes with your other hand) so he cannot see. Hold up your fingers to show any number 1-10. Does everyone see his number? Alright, Max, can you concentrate and tell me, what was his number? (Max whispers in your ear.) He says it was 3, is that right? Yes, ladies & gentleman, the Amazing Max!
3. You still don't seem very impressed. So I'll tell you what. Max and I will go out of the room this time. When we're out, I'd like you, sir, to hold up any number of fingers, 1-10, so everyone knows the number. Then call us back in when you're done. (When you come back in) Does everyone know the number? I will put Max next to your head and we'll see if he can pick up your brainwaves & get the number. Sometimes he doesn't get it on the first try. In fact, it may take him 9 or 10 tries, but eventually, he'll get it. Max is concentrating. (Feel the temple throbs. Max whispers in your ear.) Was it...7? Ladies and gentleman, a round of applause for the Amazing Max!"

Teaching Tips:

- Have the students pair up and practice signaling the number to each other. One sits & secretly clenches his jaw; the other stands behind with hands on the sitter's temples, receiving the pulsations. See if they can get it correctly 3x in a row with #1 sitting & #2 standing behind, then 3x with #2 sitting & #1 standing behind. The sitting person, in this case, thinks of the number, & tries to convey it to the person standing behind him.



Photo 1. Finger spies



Photo 2. Put fingers on her temples. When she clenches her teeth, you can feel her temples

Invisible Mouse

Effect: Magician says that she has an invisible mouse (photo #1) and has it do some tricks. The mouse then peeks out of the magician's hand a couple times (photo #2), which the audience sees, but the magician does not. Finally the mouse disappears again (photo #3)!

Props: 1 mouse finger puppet per person.

Secret: Finger puppet is worn on the right 3rd finger (next to pinky--photo #4). The magician's hand movements hide the mouse.

Mechanics:

1. To start, mouse is on right 3rd finger. (See photo #4)
2. Right 1st finger & thumb hold (supposedly) the invisible mouse, as hand is held as in photo #1. This subtly showing the R hand empty. Tell it to sit! Stand! Roll over! As you do these commands, you can point to the invisible mouse with your right 1st finger.
3. Cup the hands, with right 3rd finger & mouse curled inside the cupped hands. Extend the R 3rd finger & pull it back a few times, to make the mouse come in & out of your cupped hands (photo #2).
4. To make the mouse vanish, open both hands, palms toward spectator (see photo #3). Right fingers go behind the left hand, so left hand hides the puppet, as you show your hands empty. Clap right fingers against the back of the left hand, as thought to say "Hup! It's gone!"
5. Hands both turn down, as you're done. Simultaneously left hand turns back of hand up, and right hand drops to your side, 3rd finger curling in to hide the puppet (photo #5). Right hand should go into your pocket or case to bring out another trick, ditching the puppet.

Presentation: "Have you ever seen an invisible mouse? They're kind of hard to find. This is my pet invisible mouse, Marvin. I have trained him to do some tricks. Would you like to see them? Sit! Stand! Roll over! Flip! (Toss Marvin in the air, move your face as though you are watching him to a 360 degree circle, then watch him land back on your left palm.) Pretty impressive, eh? Sometimes people tell me they see Marvin the Mouse. You don't see him, do you? (he sticks pops out a few times from your cupped hands. Audience yells yes, we see him) No, you can't see him, he's invisible. You must be mistaken. Anyway, for my next trick (have the mouse pop out again, egging the audience on to start yelling)-- What's that? You see him again? No, you don't see him, he's invisible (you look & see him) Wait a minute, there is a mouse there. Why didn't you say so before? Hup! He became invisible again (do the above moves to show him gone). Let's give Marvin the Mouse a round of applause!"



Photo 1. Show the invisible mouse. This subtly shows your hand empty.



Photo 2. Cup your hands. Make the mouse peek in & out.



Photo 3. Show the mouse has vanished! Hide it behind your left hand.



Photo 4. To start, put the mouse on your 3rd finger.



Photo 5. After mouse vanishes, hands drop to your side naturally. (Mouse is still on R 3rd finger.)

Elbow Catch

Effect: You balance the mouse finger puppet (or a coin) on your elbow (photo 1) , swing your hand forward, & catch it. (photo 2) This is a feat of dexterity rather than a trick.

Props: 1 mouse finger puppet (or a coin). (Finger puppet can be from appearing mouse trick above.)

Presentation:

Balance the mouse finger puppet on the inside of your right forearm, near your elbow, with your hand held back near your ear. Swing hand forward, winding up at your side, where your hand rests when your arm naturally hangs down. See if you can catch the mouse as your hand swings forward. Practice until you can do this at least 3x in a row.

Teaching Points:

- Try to practice this in a corner, near a wall, over a bed at home, etc. so you don't have to keep chasing the mouse finger puppet.
- Encourage them to be able to do it 3x in a row.
- Use a natural, arm swinging motion.
- Challenge Version: You can add additional puppets (or coins)—either in a stack (photo 3), or lined up down your arm (photo 4). If you can master several, all the more impressive!

Mouse Across

Effect: The mouse finger puppet (or a coin) magically jumps from one hand to the other.

Props: 1 finger puppet (or coin) per person (from above tricks).

Presentation: “This is a magic mouse. If you rub it here (against your stomach), it disappears and comes out over there (in your other hand, which is also rubbing against your stomach on the other side).”

Mechanics:

- The mouse rests on the middle 2 fingers of the right hand, near the tips. (photo 1 shown with a coin)
- As the hands come up to rub your stomach, they cross for an instant. (I.e. one hand comes in front of the other.) That instant is when you gently toss the mouse to the other hand. (photo 2)
- The hands wind up on your belly, ~6 inches apart. (photo 3) Rub both hands on your belly. Lift up right hand showing it is gone. Then lift left to show it travelled over there!

Teaching Points:

- Explain that this takes lots of practice. It may take 15-20x before they get it, so don't get frustrated if you don't get it the first few times.
- Hands apart on the belly: Some kids put their hands right next to each other. Be sure they are ~6 inches apart, otherwise it seems like you just slid the object from 1 hand into the neighboring other.
- The Toss: This takes practice to get the knack. Some will toss the object up, which is quite visible. When done correctly, the toss should not be visible.
- Be sure the kids talk when they perform this, & don't just come up & do the hand motions without saying anything.
- Sometimes it helps if you stand behind the child and guide their hands to make the object switch hands. It is fine to do this with boys. Male instructors should not do this with girls, as we don't want anyone alleging that you touched (or came anywhere near) their chest. Female instructors can do this with girls, but please be careful you don't come anywhere near the girl's chest. Keep the girl's hands on her stomach. All instructors: Let go of their hands once they touch their stomach. Let them rub their hands themselves.



Rabbit from Paper Hat

Effect: Magician announces that he will pull a rabbit out of a hat. No one has a hat, so he shows a dollar bill (photo #1) and rolls it into a tube (photo #2), which he says is his hat. He reaches in and pulls out—a handkerchief. (photo #3) Oh well, he says. I guess I need a little more practice on that one.

Props: play bill, thumb tip, and silk handkerchief per person.

Secret: Unknown to the audience, the magician has on his thumb, a plastic thumb tip. Stuffed inside it is a handkerchief.

Handling: Rule of thumb for thumb tips: you can point the thumb tip straight out at the audience for a moment (photo #4); but never show it full on as in photo #5 or they are likely to notice it. Another good way of handling it is to keep it behind something—e.g. a play bill.

1. Thumb tip with silk stuffed inside is on your R thumb.
2. Hold the bill between both hands. (photo #1) If you can, flip the bill around, showing the other side. The thumbs stay behind the bill as you flip it over, so the tip remains hidden.
3. Roll the bill into a tube around your thumb tip. (Photo #2) Pull right thumb out, leaving tip with silk secretly in the tube.
4. Wiggle right fingers over the tube. Reach in with R first finger & thumb & pull out handkerchief. Display it and set it on table or on your left forearm to get it out of the way.
5. Now you show the bill empty as follows. L hand holds the tube. R thumb goes down into the tip as you use your R thumb to unroll the tube between your hands. Show both sides of the bill. Tip is hidden behind the bill as you do this.
6. Hold bill in right hand, tip behind, bill hiding the tip, and take a bow.

Presentation: “I will now perform a classic of magic—pulling a rabbit out of a hat. Does anyone have a hat that I can borrow? No? That’s alright, I’ll use this dollar bill instead and roll it into a hat. It’s a little small for me, but it should do the trick. I will say the magic words, Abra-Kid-Abra. (Wiggle your fingers over the tube.) And...wa lah! (Pull out hank.) Whoops. I got a handkerchief instead of a rabbit. Do you see a rabbit in there anywhere? (Say this as you unroll the tube, then show both sides of the bill.) I guess I need a little more practice on that one!”



Photo 1. Show the bill.
Tip is hidden behind the bill.



Photo 2. Roll bill into a tube around the thumb tip.



Photo 3. Pull out the hank!



Photo 4. You can point a tip straight at the audience—to gesture or show your hand empty—for a moment. Or hold it behind something—like a bill.



Photo 5. Never show a tip like this or they may see it.

Tip: After producing the hank, pull out a sponge rabbit. A small one should fit with the handkerchief.

Pet Sit

Effect: Magician shows a picture of his pet dog (photo #1). He says “sit” and it sits up on the back of his hand, with no visible means of support! (Photo #2)

Props: Animal card (from Animal Telepathy trick) and thumb tip (from rabbit from paper hat trick above).

Secret: Card leans against a thumb tip, which secretly sets on the back of your hand, behind the card (photo #3).

Handling:

1. Thumb tip is on your R thumb.
2. R hand shows the animal card. (Photo #1) Note that it holds the card on the bottom, with card hiding the thumb tip, which is behind the card. (photo #4)
3. Left hand grasps card on left side. Left thumb, behind the card, goes on top of the thumb tip, holding it in place against the card (photo #5).
4. R hand slips out of thumb tip & turns so back of the hand is facing up.
5. L hand sets card (with tip secretly behind the card) on the back of the right hand. Steady the card for a moment, then let go (photo #3). The card stays standing up—seemingly with no support.
6. To end the trick, reverse the above.
 - a. Left hand picks up card off the right hand, with L thumb holding thumb tip against the card (photo #5).
 - b. Right hand grasps bottom of the card as R thumb slips into tip.
 - c. The card is now held at its ends between your hands. Turn the card over between your hands, keeping the tip hidden behind the card, to show the card.
7. Hold the card in the right hand, tip behind the card, and put the card (and tip) away.

Presentation: “This is my pet, Spot. Today he is going to show you one of his favorite tricks. Spot, sit! (Hold the card in your hand, showing a picture of him sitting. Or you can say “Stay” if he is standing in the picture.) You don’t look very impressed. (Set it on the back of your R hand & have it really sit, as described above.) Alright, let’s see if he can really sit. Sit! (Let go & show he sits. Hold this for a moment. Then pick it up, slipping tip back on.) Good boy, Spot!”

Tips:

- Easier way: balance the card on the table. Removes having to steady the hand.
- Remember to keep the thumb tip hidden by the card. If necessary, you can flash the tip of the tip directly at the audience. But never expose the tip full on.



Photo 1. To start, show pet. Tip is hidden behind the card.



Photo 2. Audience view of pet sitting all by itself!



Photo 3. Magician's view



Photo 4. Magician's view



Photo 5. Left hand holds card (and tip) as right hand turns back up.

Rabbit in the Hat Paddles

Effect: Magician shows a paddle with a hat on both sides. He says Abra-Kid-Abra and both hats now have a rabbit!

Props: 1 Rabbit in the Hat Paddle per person.

Secret: The paddle has a hat on 1 side & a rabbit in the hat on the other. You show the same side twice, although it appears that you are showing each side!

Secret/Mechanics: Utilizing the “paddle move”, you can apparently show both sides of the paddle blank, when actually 1 side has a coin. To teach it, break it into steps:

1. Hold paddle between thumb & 1st finger. Practice twiddling---rubbing thumb & 1st finger together, causing paddle to flip sides. Go back & forth 10x til it's natural.
2. Hold paddle with palm up. Turn wrist over, as though looking at your watch, showing the other side of the paddle. Then turn wrist back. Practice this 10x until looks like a natural—not awkward--way to show both sides of the paddle.
3. Combine the 2. Show 1 side of the paddle blank. Turn your wrist over to show the other side & as you do, twiddle it, showing the other side blank. Turn your wrist back, showing other side (blank) again. Practice this until it's natural.



Presentation: “Do you know what this is? (Show paddle with hat.) It's a picture of my hat, and Oscar, my pet rabbit. What's that? You don't see Oscar? Let me see. Oh, I'm sorry. Oscar is a little shy & he's hiding in the hat. Maybe you can see him better with the hat on the other side. No, he's hiding there too. I have an idea. Can you say “Come out, Oscar?” You did it! You made Oscar come out of the hats! Good work!”

Tips:

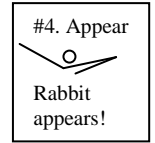
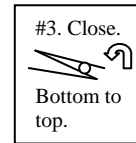
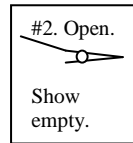
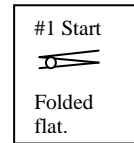
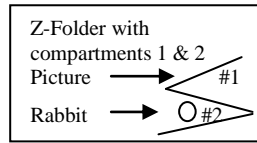
- Practice the paddle move a bunch of times until it looks natural.
- In performance, just show each side once with the hat, then show each side once with the rabbit in the hat. More than this is unnatural and can arouse suspicion.

Sponge Rabbits

Effect: 1) A rabbit appears from an empty paper folder. 2) Spectator holds the rabbit & it turns into 2! 3) Spectator holds 2 rabbits & says some magic words. When she opens her hand, they've had babies!

Props: A set of sponge rabbits: 2 bigger ones & 5 smaller ones, and a paper folder per person.

Secret/Handling:



1. **Set up.** Before the trick starts, put the little rabbits in your right pants pocket & 1 big rabbit in your back pocket. If you don't have pockets, put them in your magic box, or lap if you're sitting at a table. Place the other big rabbit in the compartment #2 (bottom one) in the z-shaped folder (see diagram above).
2. **1st Rabbit Appears in Folder** (See diagrams above)
 - a. Open compartment #1. Show it empty (don't say "it's empty", just open it & show it).
 - b. Close it, bringing bottom compartment to top. (#3 above)
 - c. Open folder, showing rabbit has appeared! (diagram #4 above, & photo #2 below)
 - d. Hand rabbit to spectator to look at. Right hand puts folder away and finger palms 2nd big rabbit. (photo 4 below shows the finger palm. Rabbit is held at the base of the 2nd & 3rd fingers. Hand is cupped naturally.)
3. **2nd Rabbit Appears in Spectator's Hand**
 - a. Right hand (RH) picks up spectator's rabbit. Pinch it between thumb & 1st finger. (photo 3 below)
 - b. Ask spectator to hold out her hand palm up. Gesture with your left hand (LH), showing how spectator should hold her hand. (photo 4 below) As you do this, right hand presses its 2 rabbits together.
 - c. RH puts rabbit(s) in spectator's palm, closes it into a fist, & turns it over (back up) so she can't peek.
 - d. Put hands in your front pockets, searching for a magic wand. Right hand secretly finger palms the babies. Pretend you cannot find the wand. Oh well. Right hand points to spectator's hand, asking her to open. Drop right hand back to side. Spectator opens, revealing 2 rabbits!
4. **Baby Rabbits Appear!**
 - a. Grab 1 rabbit in each of your hands, pinching each between thumb & 1st finger (see photo 6 below).
 - b. You're going to put both rabbits (and secretly the babies too) in spectator's palm. A good way is to create a little confusion.
 - i. Left hand starts to put its rabbit in spectator's palm.
 - ii. Change your mind. LH puts its rabbit in your R fist, smushing both rabbits & babies into 1 pile.
 - iii. Change your mind again and put both rabbits (and babies) into spectator's palm. As before, close it into a fist & turn it over, back of her hand up.
 - c. Have spectator open her hand. Now there is a whole family of rabbits!

Presentation: "Do you know what a rabbit hutch is? (Show folder empty.) It's a hole in the ground where rabbits live. Can you say Abra-Kid-Abra? Now we have a rabbit! Would you look it over. Make sure there are no trap doors, wires, or mirrors. Can you hold onto it—tight, so I can't sneak it out. I'm going to grab my magic wand. Where'd I put it? Oh well. Can you tap your hand (point to it with RH). Open up your hand. (2 pop out) You hold this one—No, I better take them both. No, you take them both. Shake them up. Uh oh. I didn't realize you were going to shake them that well! Let me check on them. Can you open your hand?" (Now there are 7!)

Teaching Tips: If you have more than 1 spectator, use 2 different people—1 for each part of the trick. It works with one, but 2 are less likely to feel the difference when a bunch of rabbits are in there.

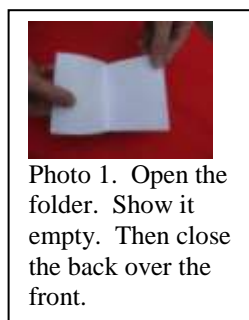


Photo 1. Open the folder. Show it empty. Then close the back over the front.

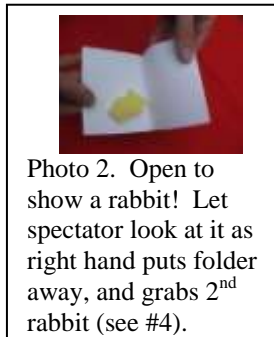


Photo 2. Open to show a rabbit! Let spectator look at it as right hand puts folder away, and grabs 2nd rabbit (see #4).

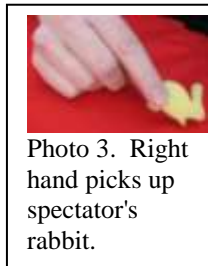


Photo 3. Right hand picks up spectator's rabbit.

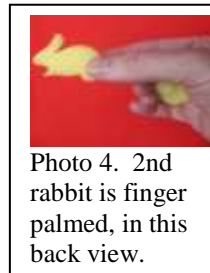


Photo 4. 2nd rabbit is finger palmed, in this back view.



Photo 5. Ask spectator to hold out her hand. Your left hand demos this, as right hand pushes the 2 rabbits together.



Photo 6. When spectator opens hand to find 2, pick up 1 in each hand.

10 Count (extra)

Effect: A rabbit jumps from 1 hand to the other to a 10-count. With each count, the magician does a certain hand movement. The overall thrust of the movements is to put 1 rabbit in his left hand, and 1 in his right. At the end, when he opens his hands, 1 hand is empty and the other hand holds both!

Props: 2 sponge rabbits (the adult ones from sponge rabbit trick above--they are easier to see).

Secret: You pretend to put it in the left hand, but actually retain it in the right.

Presentation: "I'm going to show you something unusual." Count out loud as you do these moves.

1. Right hand turns palm up, fingers touching rabbit on your right.
2. Left hand turns palm up, fingers touching rabbit on your LEFT.
3. Turn right hand over and pick up rabbit on your right.
4. Lift up right hand and show rabbit, gesturing with it to show it. Hand turns so back of hand faces audience as you show it.
5. Left hand turns palm up, showing itself empty, & ready to receive the rabbit.
6. Right hand pretends to put it in left hand.
7. Left hand closes in a fist, supposedly with the rabbit. Simultaneously, right hand lands below on the table, on top of the rabbit on your left, adding the secret rabbit on top of it as it crunches them together, preparing to pick it (them) up.
8. Gesture with both fists, bringing them each forward a few inches.
9. Open left hand, showing it's rabbit is gone.
10. Open right hand, showing both rabbits.

Teaching Tips:

4. The "move" comes in at step 5 & 6. Right hand holds the rabbit at the fingertips between thumb & 2nd & 3rd fingers. It doesn't move between steps 5 & 6. I.e. don't try to sneak it into your right palm—it'll look suspicious & create unnecessary movement. Keep it in the same position and just land right on top of the other rabbit & grab it (i.e. both rabbits as one).

Sawing A Rabbit in Half (extra)

Effect: Magician saws a rabbit in half with her finger, splitting it into 2 rabbits.

Props: 2 sponge rabbits per person (from sponge rabbit trick above).

Secret: The 2nd rabbit is hidden in the right palm, & secretly added to the first.

Mechanics:

1. Start with 1 rabbit in the right finger palm (at the base of the 2nd & 3rd fingers. Right hand displays the other rabbit between thumb & 1st finger. This naturally hides the finger palmed rabbit.
2. Offer the rabbit to the spectator to examine. As spectator reaches for it, pull it back, saying “Thank you very much”. This creates a little misdirection for you to do the following.
3. Set your right hand palm down on the table, with 1 rabbit going on top of the other beneath your hand.
4. Slide your right hand along the table, back toward you, putting your first finger on top of the rabbit(s).
5. Close right hand into a fist, with 1st finger protruding, on top of the rabbit(s). 1st finger saws back and forth 2-4x. This should work 1 rabbit to each side of your finger. Lift up finger, & show that you have sawed it in half, and it is now 2 rabbits!

Presentation: “I was going to saw my assistant in half. But since she could not be here today, I’ll use my rabbit instead. Would you like to examine it? Thank you very much. I will saw it in half using my razor sharp finger. We just saw like this, and sure enough, it saws right in half!”

Gift of the Magi

Effect: Magician asks spectator to wheel over a little, red invisible table. Magician hands spec an invisible deck of cards, asking spec to shuffle them, set them on the table, and cut them. Magician spreads the invisible cards out between his hands, asking spec to think of a card, then to name it. The magician pulls out a jumbo card which matches the card spec named.

Props: thumb tip, jumbo card, & round sticker (blank, on a sheet with many) per person. A couple sharpees for the group.

Secret: In advance, you write the name of a card on a sticker that matches your jumbo card. Affix this to the nail of a thumb tip. When you spread the invisible deck in your hands, asking spec to remember any card she sees, you wiggle the thumb tip which has 3♥ on it. Only the spec you've called up sees this.

Presentation: To start, thumb tip is in your right pants pocket (or case, if you don't have a pocket). "I need to borrow a victim—I mean an assistant—from the audience. Can you do me a favor. Over there (point to side of the stage) is a little red invisible table. Would you wheel it over here, please. Very good. In my pocket I always carry an invisible deck of cards. (Pull out an imaginary deck.) Have you ever seen an invisible deck before? Would you take the cards & give them a few shuffles. (As spec starts shuffling, say) Oh, wait a minute, I forgot to ask you to take the cards out of the box. Sorry about that. Set the box on the table. Go ahead & mix up the cards. (Put hands in your pocket & put your right thumb into the tip.) Good. Would you set the deck on the table, cut the cards, & complete the cut.

I'll spread out the cards. Can you remember any card that you see. (Wiggle tip with 3♥ on it, hidden from the audience by your fingers which are holding the invisible cards spread out.) Got one? Good. (Close up the invisible cards.) Would you take the cards & put them back in the box. And set them on the table. Very well done. Now before you came up here, I made a prediction. (Bring out jumbo card, back facing audience. Ditch the tip as you grab the card.) For the first time, which card did you think of? (3♥) Good, because that's exactly the one I have here! (Show it to audience.) Thanks for helping. By the way, as a token of my appreciation, you may keep the invisible table."

Tips:

What if they don't choose the card on your tip? (This happens rarely.) Say as you show the card to the audience, "Well, had you selected the 3♥, I'd have had a great trick! Let's give our assistant a round of applause."

Don't belittle your assistant re the invisible cards & table. Have fun together. If your assistant feels shown up, he will be more apt to not cooperate & name a different card.



As you spread the invisible cards in a fan, you wiggle your thumb with the name of the card you want spectator to choose. Spectator sees this, but audience just sees back of your hands.

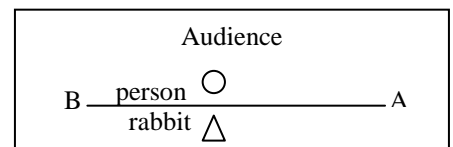
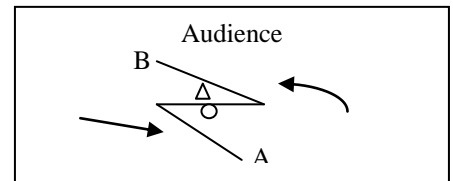
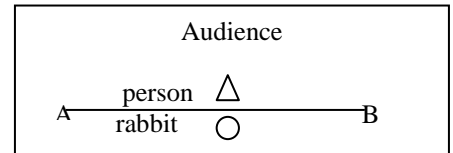
Magi Screen

Effect: A camper is folded up in a 3-fold screen. When it is unfolded, the camper has changed into a rabbit!
(another person in a rabbit costume)

Props: For the group: Magi-screen in bag with 4 tent poles; rabbit costume: tail, ears headband, & nose. Note: Students don't keep anything or get anything individually with this one.

Mechanics:

1. This trick uses 5 people: magician, 2 assistants each holding an end of the cloth, a person you are transforming, and a rabbit (person in rabbit costume) you are changing the person into. To start, person is in front of cloth, rabbit hidden behind. (Diagram #1) Each assistant holds their end of the cloth. Magician is near middle.
2. Magician has assistants Z fold the cloth (diagram #2). Say some magic words or clap.
3. Assistants continue pulling their ends in the same direction, showing the person has changed to a rabbit! (Now the person is behind the cloth & the rabbit in front. Diagram 3.) Note that in the course of this, the ends of the cloth have switched from what they were at the beginning.



Considerations:

1. How do you get the rabbit behind the screen without the audience seeing? Ideas: 1) The 2 assts walk on with the screen. The rabbit is behind & walks with it. 2) The asst is hiding somewhere & can slip behind the screen unseen.
2. At the end, the person is behind the screen. How do you get him out? Ideally, you drop the screen or fold it up, casually showing that the person has disappeared. Ideas: 1) Is there an exit the person can slip out without being seen? 2) Walk the screen out the door, with person behind.

How you answer these questions may determine where in the show you put this trick—Opening? Closing? Middle?

Hyrum the Amazing Flea!

Effect: Spectator picks a card. Hyrum, the Amazing Flea finds it!

Props: 1 deck of cards per person.

Secret: Before the trick starts, place 4 aces face down on the table. On top of them, put any one of the 5's face up. On top of this stack, put the face down deck. So this stack of 5 cards is at the bottom.

Presentation: Spread the cards between your hands, asking the spectator to pick a card. Be carefully not to spread so far that the spectator sees the face up 5. Have the spectator show his card to the audience while you square up the deck & set it face down on the table. Have the spectator place his card on top (face down), cut the deck, & complete the cut so his card is buried in the center.

Now reach in your pocket and pull out Hyrum, your (imaginary) pet flea. Set him on top of the deck. Announce that Hyrum will look through the cards, pull your card out of the deck, turn it upside down, & put it back in, quicker than the human eye can see. Do you believe that?

As he does so, follow him with your eyes, as he flips the card over in mid air. Announce that he is done. Spread the cards, show the 5 face up, and cut it to the top. Proudly ask if that is spectator's card. Spectator says no. Act disappointed. Then Hyrum whispers that it is an indicator card. Oh. The 5 indicates where the card can be found. Count 5 more cards (starting with the one after the 5). Hold the 5th one face down in your hand. Ask the spectator what was his card. When he names it, show that Hyrum got it! Not only that, but ask the spectator to turn over the 4 cards you dealt. He turns over the 4 aces. "Hyrum wanted you to have a good hand to go with your card!"

Slap Revelation

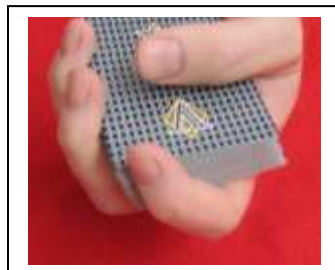
Effect: Spectator selects a card & returns it to the deck. Magician counts off several cards and asks spectator to make a fist and hold the cards in his knuckles. Magician slaps the cards, causing all to fall out except one—the spectator's card!

Props/Secret: 1 Deck of cards per person (from above trick). As spectator shows the card around, magician counts off 4 cards from the top of the deck, holding them as a block. She lifts the block, inviting spectator to return his card, then slaps the block on top. The card is now 5th from the top. Magician counts 5 cards, not reversing their order, so the chose card is the bottom card of the packet.

The spectator holds the packet of cards in his knuckle. Slap them lightly at first, then harder and harder until cards start falling out. Slap until 1 card remains. It will be the spectator's card (the bottom one). Don't start by slapping too hard, or all of the cards may fall out. Slap increasingly harder.

Note on counting off 4 cards so spectator's winds up 5th: The deck is held in the left hand in dealing position. Quietly count 4 cards from the top. Put them back on top but insert the flesh of the pinky between the 4 card packet and the deck. This should not be visible from the front. Then, when it is time to put the spectator's card back, it is an easy matter to cut the cards there for spectator to return his card to the top of the lower portion in your left hand. Try not to let the audience see that you only have a few cards in your right hand. Your hand covers the packet, and your left hand comes forward inviting spectator to return his card, focusing attention on it. Then slap the right hand's packet onto the deck so it sounds like you have a bunch of cards.

Presentation: When is comes time to slap the cards, ask if the spectator realized that you are a black belt in karate, jujitsu, and several other Japanese words? Act like you are concentrating. Say Hiiii-Yah! as you karate chop the cards, causing all but 1 to remain in the spectator's hand.



Card in Animal Balloon

Effect: Same beginning, same method, but different ending. Spectator picks a card, returns it to the deck, and magician tries unsuccessfully to find it. She says that instead of her finding it, she'll see if her pet dog can find it. She brings out an animal balloon & puts a packet of cards in its mouth. Magician slaps the cards, all of which fall out of the dog's mouth except for one—the chosen card!

Props: 1 deck of cards (from above tricks), & 1 animal balloon per person. A few balloon pumps for the group to use.

Secret: Same as above, but instead of putting the packet of 5 cards in spectator's fist, you put it in the animal balloon dog's mouth (actually in between the dog's face & neck). Important: push the bottom card in a little farther than the rest. This helps it stay.

To get the card wrong a couple times before bringing out the dog, you might cut the deck a couple times and show and call out the card you cut to. Just be sure well more than 5 cards into the deck.

Note: If you don't have an animal balloon, the slap trick is a good one. If you have an animal balloon, it makes for a cute trick as well.

Jumbo Card Prediction

Effect: Magician deals the cards into a pile, asking spectator to say stop any time. Magician then tosses a jumbo card face down onto the pile. It matches the card at which the spectator stopped!

Props: 1 Deck of cards & a jumbo card (both from above tricks) per person. Note: Each person can have a different jumbo card—which one doesn't matter.

Secret: When magician pulls out the jumbo card from his case, the matching card from the regular deck is hidden beneath it. As the jumbo card is tossed onto the pile, the matching regular card becomes the top card in the deck.



Photo 1. Jumbo card's corner protrudes over table edge. Beneath it is the matching card from the deck.

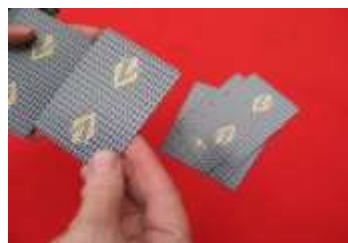


Photo 1. After you have dealt a few cards sloppily into a pile, ask spectator to tell you when to stop.

Set up: Find card in the deck that is the same as the jumbo card. Hide card beneath jumbo card. Set jumbo card so it (and the regular card beneath it) protrudes a little over the table edge. (Photo #1) This enables you—without fumbling—to pick up the jumbo card with the regular card hidden beneath it.

Presentation: Take the cards out of the case. “Do you play cards? What games do you play? Very well. I’m going to deal some cards into a pile. Can you say stop whenever you like. (Deal them sloppily into a face down pile. (Photo #2) Make sure you’ve dealt at least 3-4 while you’re talking before the spectator can say stop. You don’t want a pile with just 1-2 cards.)

Are you happy stopping there, or do you want me to deal some more? Very well. You may have noticed that I brought with me a large card. (Toss it, with the matching card beneath it, onto the pile.) Is there any particular reason you stopped me at that point? The reason I was asking—you notice that my big card is a 6♥. (Show jumbo card.) What I can’t figure out is how you knew to stop me at that exact card in the deck! (Show top card in deck to also be 6♥!”

Tip:

- It’s important that you deal the cards sloppily into a pile. When you toss the jumbo card on top, the extra card won’t look out of place, no matter how it lands.

2 Napkin Tricks

Who Can Squeeze Their Napkin Into the Smallest Ball?

Effect: Magician & spectator each squeeze a paper napkin into as small a ball as they can. When they set their balls on the table, the magician's is teeny weeny—much smaller than the spectator's.

Props: 2 paper napkins (cocktail size is fine).

Secret: Magician secretly tears off a corner of the napkin as he is crumpling and squeezing, and rolls the corner into a small ball, which he sets on the table. The rest of the napkin is balled up & palmed. (Photos #1 & 2)

Presentation: “Let’s see who can roll their napkin into the smallest ball. Ready? We’ll each squeeze our napkins real tight. Uh oh, I didn’t know you could squeeze that well, this isn’t going to be easy. On the count of 3, we’ll each set our napkin balls on the table. Ready? 1-2-3.”

Teaching Points:

- Palm the big piece of napkin in the same hand that sets the little ball out on the table.



Photo 1. Small ball is between thumb & 1st finger. Big all is in finger palm.



Photo 2. Audience view

Paper Rose

Effect: Magician folds a paper napkin into a rose with a stem (photo #3) and gives it to spectator to keep.

Props: 1 paper napkin (cocktail size is good) per person (this is in addition to ones from above trick).

Mechanics:

- Cocktail size napkins work nicely.
- Wrap napkin in a tube around your first & second fingers. (Photo #4) Wrap it around approximately 2 inches of your fingers.
- Pull out your fingers. Twist napkin at the base of the tube, forming the bulb of the flower. (photo#5)
- Keep twisting down the napkin to form the stem.
- Toward the end, tear off a leaf. (Photo #6) Keep twisting stem below the leaf.

Teaching Points: This isn’t really a magic trick. It is something entertaining you can do at the dinner table. Ladies love getting these flowers. Give one to your mom!



Photo 3. Finished napkin rose.



Photo 4. To start, fashion a tube around 1st & 2nd fingers.



Photo 5. Pinch at Base of flower and Start twisting the stem.



Photo 6. On the stem, Pull out a leaf. Then keep twisting the stem.

Spoon on Nose

Effect: You hang a spoon on your nose! (see photo).

Props: plastic spoon—1 per child.



Secret: As you move the spoon up to your nose, it passes your mouth. Breathe on the bowl of the spoon. The moisture helps it stick to your nose. To make it balance on your nose takes practice to get it to stay there. Lean your head back. Set the bowl of the spoon on the tip of your nose. Then lean your head forward toward its natural, upright position. The handle of the spoon hangs down toward your chin.

It may take 10 times or more of practice before you can get it to balance. Keep at it!

Mind Reading at the Dinner Table (extra)

Effect: You introduce your assistant who knows all, and send her out of the room. A spectator touches any of 6 different objects you have lined up on the table. You call your assistant in and she correctly names the chosen item!

Props: None. Uses any 6 objects found in the room or in their magic case.

Secret: The number of words you use to summon your assistant tells her which object was chosen. E.g.

<u>Word(s) Used</u>	<u>Object #</u>
Swami!	1
Come in	2
Come in, Swami	3
Swami, come in now	4
Come on in now, Swami	5
Swami, you can come back in	6

Tips:

- Before beginning, decide with Swami which end you'll start counting from (i.e. which is #1, #2, etc.)
- You can use objects from your magic box, or dinner table items if doing this at mealtime.

Magic Cases (Art Project)

Activity: Have the students make & decorate their magic case. The case is used to carry their tricks, and to perform out of by opening it.

Props: For each student: 1 corrugated case, 1 plastic white handle. For every 2-4 students: box of crayons, For the class: 1 laminated sheet listing (and spelling) a sampling of magic names, and a pencil (or pen).

Conducting the Activity:

- Ask each person to think of a magic name. Show a sheet with some examples and commonly spelled magic name words. They'll write their names on their boxes.
- Explain that each magician will make a box that'll be used for 2 things:
 - Storing the tricks they get each day
 - Performing out of. When you open it, it makes a nice little "stage" with your props kept behind the wall (i.e. the box top), which says your name.
- Before passing out supplies, show them how to assemble the box, put on a handle, and where to draw their magic name so it is face up when they open their lid (not upside down).
 - To be sure they don't draw their name so it's upside down when they open their box, write a small "T" at the top of the side they'll draw on, so they know which is the top.
- Distribute crayons at each table.
- Pass out to each person a corrugated box and handle.
- Let them assemble their boxes, draw their magic name, & decorate their box. Circulate, helping as needed.
- Encourage them to bring their boxes to class each day.

If They Mess Up Their Drawing: Give them a piece of paper to start over, and glue stick the paper to their box.

Tip on Getting the Plastic Handle into the 2 Holes:

The handle looks like diagram A. With you thumb, push 1 end of the T down so the end is straight, rather than perpendicular (diagram B). Slide it in the hole. The end will pop back in place, perpendicular, keeping it in the hole.

Diagram A:

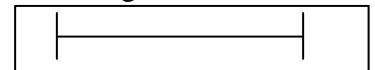
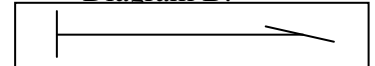


Diagram B:



Start with flat piece of cardboard.



First get 1 side of the box done. Fold back & front piece in, facing each other. Then fold side piece over them and lock in place. Then the other side. Then fold the top.



Put in plastic handle. Your case is now assembled! Have the child write their magic name on the front.

Card in Paper (art project)

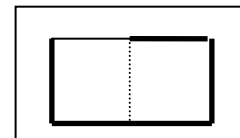
Effect: You invite up an assistant. You show the audience a jumbo prediction card in a folded sheet of paper, not letting your assistant see it. Your assistant selects a card and names it, naming a card other than the prediction you showed the audience. You think he made a mistake, but you look and he didn't. You remove your prediction from the paper and lo and behold, it matches the assistant's selected card!

Props: For each person: 2 sheets of green 8.5x11 paper, 2 contrasting jumbo cards (e.g. 2♥ & 9♠, 1 from above tricks, 1 additional), and a deck of cards (from above tricks). For group: ~2 rolls of tape.

Secret: You have 2 jumbo cards. One is hidden in a secret pocket in the paper.

Though it looks like your assistant has a free choice, you force him to select a card using the cross cut force.

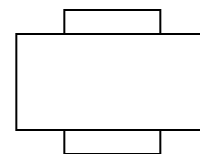
Preparation: Put 2 papers together. Fold them in half (so it's now 5.5x8.5). Unfold. Tape the papers on 3.5 sides (along the thick lines in diagram), leaving half of 1 of the long sides open so the jumbo card can slide into this pocket. Note: Don't tape along all along each side for each person or you may run out of tape. Just put a piece or two of tape on each of the 4 sides.



Slip 1 jumbo card (say 2♥) in the pocket (left half in diagram). Fold the paper in half. Set the other card (say 7♣) inside the paper. Leave the 2♥ sticking out a few inches. Note that if you show the 2♥ sticking out of the folded paper, and tap it in, it goes in the secret pocket between the 2 sheets. If you unfold the paper, 1 card will be lying there—supposedly the card you just showed. But it's a different card!

Have the 7♣ on top of the face down deck.

Mechanics of Cross Cut Force: Ask spectator to cut the cards, setting the half he cuts beside the lower half of the deck. Mark his cut by picking up the lower half of the deck & placing it atop his cut pile, perpendicular (see diagram). Pick up the folded prediction sheet (just show the back at this point), and mention it, distracting audience's attention from the cards momentarily. Come back to the cards. Lift up the top half, and give spec the top card of the lower half—the card he cut to—and ask him to show it to the audience. Though it seems like you're giving him the card he cut to, you're actually giving him the original top card of the deck, which you forced!



Presentation: "May I have a victim—er, I mean a volunteer from the audience?" You, sir. Let's give him a round of applause. (He comes up.) I'm going to show the rest of you a prediction, but I'm not going to show it to my assistant. (Show your jumbo card prediction, which is protruding from the folded sheet. Tap it in flush with the folded sheet & set the folded sheet with jumbo card(s) inside on the table.

Over here we have a deck of cards. Would you cut the cards in half, anywhere you like. (He does.) Very good. I'll mark where you cut them. Now over here I have a prediction card. (Lift folded sheet you just showed them.) We're going to get to it in just a moment. Would you take a look at the card you cut to. Hold it against your chest. For the first time, would you call out the name of your card. (7♣) (Pick up the folded sheet, triumphantly ready to show the match when he names the 2♥. However, when he names a different card, act like you think he made a mistake.) Ah, this is no time for jokes. Now what card did you select please. (7♣) Right. May I see the card, please. (He turns it around to show 7♣. You look stunned. Open the folded sheet, pull out the card that's showing, and set the folded sheet back in your case, out of sight.) You see, your card was supposed to match my car—(you look and see it does match after all) —It matches! How do you like that? A round of applause for my assistant!

Paper Tree

Effect: Magician pulls on a newspaper tube to make a bean stalk that grows to several feet high as the audience keeps yelling “higher”. (Photo #1) This is a good trick for several magicians at once to sprout bean stalks.

Props: 6 or so single sheets of newspaper, a rubber band, and a kids scissors per person. (Kids don’t keep scissors.)

Preparation: Get several sheets of newspaper. If you have double sheets, tear them in half to make singles. Roll up 1 sheet of paper until there are ~6 inches left. Feed the next sheet of paper in & do the same (photo #2), until you have rolled 4-6 sheets. The more you roll, the larger the beanstalk, but the harder it is to cut. Do 3 or 4 when first teaching this. When these are in a roll, rubber band the roll in the middle. At one end of the tube, cut or 3-5 leaves, each approx 4 inches long. Fold these outward. (Photo #3) You are ready to perform.

Presentation: “I have a magic bean stalk. Do you think it gets bigger? It only gets bigger if everyone yells ‘bigger’. (They yell ‘bigger’! Pull it up a foot or so.) Do you think it gets any bigger? (Yeah!) What do you yell? (Bigger! Pull it up another foot. Continue having them yell until you’ve pulled it all the way out. You can have it fall over & say ‘Timber’ to end if you wish.)

Note: In the show, consider having several magicians come up and simultaneously grow their trees. It makes for a bigger production and involves more kids.



Photo 1. Pull up the tree!



Photo 2. To set up, roll 1 paper up. As you get Toward the end, roll The next paper into it. Repeat this, adding in all 4-6 sheets of paper until you have 1 rolled up tube.



Photo 3. Make 3 cuts with The scissors, approx 4-6” long. This makes 3 leaves for your tree.

Rupert the Envelope

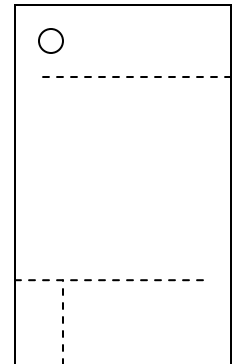
Effect: From a packet of 10 cards, magician asks spec to pick one, then return it to the packet. Magician spells “MAGIC” with the cards, & tries 2x to find the card without success. She then introduces Rupert (a paper bird), puts the cards in his beak, & shakes them. All the cards fall out except 1—the spectator’s!

Props: Per student: a 6.75 envelope, a deck of cards (from above tricks), a kids scissors (they don’t keep!). For the group: a box of pens to draw Rupert’s eyes, & a demo Rupert already made up.

Secret: As spectator is showing his card around, you quietly count 4 cards off the top of the packet, opening the packet there for spectator to return his card. Cover it up with the top half, which puts spec’s card 5th from the top. When you spell “MAGIC”, putting 1 card from the top to the bottom with each letter, spec’s card winds up on the bottom. When you slip the cards into Rupert’s beak, you push the bottom one to the left a little so you can hold it between your left thumb & first finger, as they hold Rupert. When you shake Rupert away from you & toward you a few times, all the cards should come out except 1—the chosen card!

To Make Rupert:

1. Seal an envelope. Trim off $\frac{1}{4}$ ” off each of the 2 ends, forming a tube.
2. Make 3 cuts: (see diagram)
 - a. $\frac{1}{2}$ ” from the top, from the r side cutting up to $\frac{1}{4}$ ” from the l side.
 - b. The reverse: $\frac{1}{2}$ ” from the bottom, from the left side, cutting up to $\frac{1}{4}$ ” from the right side.
 - c. Trim off a small square in the lower left corner. This gives Rupert 2 feet.
3. Fold the envelope in half, folding the right end underneath to the left side. (Just fold the middle portion—not the top or bottom strip you cut.)
4. Draw 1 eye in the upper left corner on the strip. Flip it over & put a 2nd eye on the other side of it on the upper right corner, on the other side of the 1st eye. You now have a Rupert, which you can use over & over!

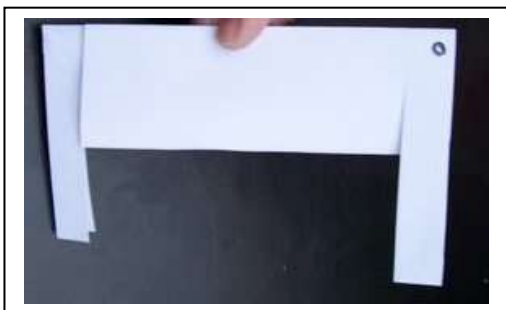


Presentation: “Can you pick a card. Show it around. Put it back in the deck. Do you know the magic word? Magic. All I have to do is spell it—M-A-G-I-C—and I get your card, the 3♥. (No) Oh, well then it must be the next card, the 10♣. (No) (Put each of these 2 wrong guesses back in their position at the top of the packet.) I guess I need to practice this trick a little more.

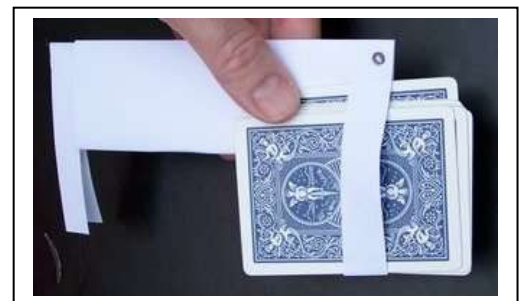
Maybe my friend, Rupert, can help us. (Pull him out.) Hello, Rupert. Are you ready to do a trick? We’ll put the cards in his beak. Rupert is a little nervous, he doesn’t perform very often in public. But we’ll see if he’s up to it today. Rupert will shake the cards, and you notice that 1 card is left. What was your card? (Turn Rupert over to reveal face of the card.) That’s exactly the one Rupert picked!”

Teaching Tips:

Have them practice this in steps: 1) shake the cards so just 1 is left. 2) quietly & quickly count off 4 cards, so spec’s card is the 5th one in the deck. Then put the whole trick together.



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Magic 35

T-Shirt Prediction Trick (Art Project)

Effect: Magician asks spectator to choose 1 of 3 items on the front of her shirt: rabbit, hat, or rose. She then reveals a prediction of which item spectator would select!

Props: Per child: 1 T-shirt with rabbit in the hat. For group: 2 boxes of fabric-marking crayons; 1 sheet showing the spelling & location of each prediction.

Secret: Inside the shirt are 3 different predictions. You reveal the appropriate one!

1. If they choose the rabbit, show the prediction behind your neck: "RABBIT".
2. If they pick the hat, untuck the front & flip up the inside bottom: "HAT".
3. If they pick the rose, flip out the back inside of your sleeve, "ROSE".

Note: You can remember these by position. The rabbit is highest, so it is the collar. The hat is lowest, so it's prediction is the shirt bottom. The rose is in the middle, so it is the sleeve.

Preparation: First have the kids color in the rabbit in hat and words to get used to the fabric crayons. Then they write the 3 predictions. Set out the sheet showing spelling & location. Don't write on the stitching. All predictions go **inside** the shirt. 1) Flip up front bottom of shirt so the inside shows. Write "HAT". When shirt is flipped back normally, "HAT" is upside down. 2) Flip the inside back of the sleeve so it faces out. Write "ROSE". When you flip the sleeve back in, "ROSE" is upside down. 3) Write "RABBIT" on the inside back collar, next to the tag (right side up).

How to get the kids to all write the right prediction in the right place, spelled correctly, in the right way? 1) Show yours as a sample. 2) Tell them to be careful. They only get 1 shirt. 3) Have them all do the same sequence. Before they start writing each, they must show you where they plan to write. 4) Place your sheet showing the spelling of "rabbit, hat, and rose" on the front table.

If they show through the shirt a little, they won't be seen. The shirt is tucked in, hiding the bottom one. The top one is behind the neck. The sleeve prediction goes behind the arm, invisible from the front.

Tell the kids when they go home, to have mom iron the shirt, permanently sealing in the colors. Give them an instruction sheet to take home.

Presentation: "I'm going to show you a trick. This is an important occasion for me, so you'll notice I've even tucked in my shirt! (Pull up pants a little, subtly showing a little of the tucked shirt as normal.) You'll also notice that there is nothing up my sleeve (show the sleeve with the prediction empty, but don't expose the prediction). It's a little hot under the collar (lift collar to show nothing hidden there) but I'll do the trick anyway. Did you notice that on my shirt there is a rabbit, a hat, and a rose? Please think of 1 of them—whichever is your favorite. Do you have one in mind? Which one were you thinking of? (suppose they say the rabbit) Aha! I had a feeling you may choose that one.

- 1) If they pick the hat, say "Remember how I mentioned that I tucked my shirt in for this trick? That's where I have the prediction. Can you read out loud what it says."
- 2) If they pick the rose, say "Remember how I mentioned there was nothing up my sleeve? I lied. That is actually where I keep my prediction. Can you read out loud what it says."
- 3) If they pick the rabbit, say "Remember how I mentioned I was hot under the collar? That's where I keep my prediction. Can you read out loud what it says."

Tips:

- Only do this once for the same audience! If someone sees you reveal a 2nd prediction, they'll know the trick!
- By mentioning tucking in your shirt, your sleeve, & your collar before hand, you subtly show these empty. You also give a reason to come back to them with the prediction.
- If you have older kids, you can use the phrase side of the t-shirt sheet that says "You will pick ____". This wording is a little stronger, however, it entails writing more words, which is tough on cloth.



T-Shirt Trick Mental Choice Spelling Sheet

RABBIT

Inside back collar. Not on stitching. Next to tag. Right side up.

HAT

Inside front bottom. Flip front bottom out & write. When shirt is flipped back in normal position, prediction is upside down.

ROSE

Inside back sleeve. Flip sleeve out and write (not on stitching). When it is flipped back in normal position, prediction is upside down.

Super Sleuth Skit

Effect: Two actors, a detective and a super sleuth, perform a trick. The detective has 3 cards selected, shown to the audience, and replaced in the deck. The detective shows the deck to the super sleuth, who pulls out the 3 chosen cards!

Props: Per group: 2 matching bicycle back decks (poker size). 1 is blank and the other is a regular deck. Note: The kids don't keep any props from this skit.

Secret: While the audience members show their selected cards, the detective switches decks, swapping the regular deck for the blank one. The spectators' cards are put back into the blank deck. It's an easy matter for Super Sleuth to find them—they are the only 3 regular cards in the blank deck!

Handling:

1. To start, take the blank deck out of its case & put it in your magic box. Regular deck is in your hand.
2. Take the cards out of the case. Set case in your box. Spread the cards out between your hands, inviting 3 people to select cards.
3. Ask them to show the cards to the audience. You'll turn around so you cannot see. As they show them, leave the regular deck in your magic box & pick up the blank one. Move away from the box and ask if they have shown the cards. (Being away from the box helps people forget you went near it.) When yes, turn around to face the audience.
4. Spread your (blank) cards face down and have spectators slide their cards back in. Careful not to flash the faces of your deck. Square up the cards.
5. Now you let Super Sleuth look through the cards. Spread them from hand to hand, backs toward the audience, so you & Super Sleuth can see the faces. Super Sleuth pulls out the 3 non-blank ones, which are the chosen cards.

Presentation:

"We are honored to have with us today the world's greatest detective, Super Sleuth! A round of applause for her, please! She is going to show us her great detective skills, and we'd better hurry, before Scotland Yard calls her to solve another crime.

I have here an ordinary deck of marked cards. (Show faces briefly to the audience as you spread them from hand to hand.) You, sir, would you like to examine them? (start to hand them to him. As he reaches for them, pull them back.) Thank you very much. I would like to have 3 cards selected. Would you take one, please. How about you? And you. Would you show the cards around to the audience. Super Sleuth and I will not look. (Switch decks.) Has everyone seen the cards? Alright. Would each of you return them to the deck.

To the ordinary eye, you each picked a card and put it back in the deck. But to Super Sleuth's trained eye, each of the 3 cards has your individual finger prints! Super Sleuth will now examine your thumb prints. (Super Sleuth looks at each of the 3 card picker's thumbs.) I will spread out the cards and he will examine the cards closely for prints that are a perfect match. Normally a lot of laboratory equipment is needed to make these kind of identifications. But Super Sleuth is a walking laboratory herself! (Super Sleuth deliberates and picks out 3 cards.)

Would each of you name the cards you selected. (They do. Look at the cards so only magician can see them.) That is exactly the ones she pulled out. How about a round of applause for the great Super Sleuth—oh wait, you look skeptical. No, she really did pull out the (name each card & show to the audience)!"

Tips: When you practice, involve all the kids. E.g. if you have 15 kids, 1 can be the magician, 7 sleuths, & 7 audience members to each pick a card.

Mary Walks Down A Shady Lane Skit

Props Needed: For the group: 2 squirt bottles. (Kids don't keep anything in the skits.)

Number of Participants: 2

Positioning to Start: 2 clowns are on stage (or they can start offstage & walk on) Each has a squirt gun in their pocket (Clown #2's should not be visible)

What Happens: Clown #1 tells clown #2 that she is going to teach her a rhyme. Clown #1 will demonstrate it first, then clown #2 is to do it. Clown #1 recites, "Mary went for a walk one day, down a shady lane. When all of a sudden, all of a sudden, it began to rain."

Clown #2 faces the audience & starts to say it. Clown #2 doesn't see this, but Clown #1 pulls out a squirt gun as #2 is reciting, preparing to squirt #2 when she says the last part, "it began to rain". However, clown #1 doesn't get to squirt because Clown #2 messes up the last part & doesn't say "it began to rain". Rather, she says, "Mary went for a walk one day, down the shady lane. When all of a sudden, all of a sudden, look, I see a plane."

Clown #1 says "No, no, that's not it. There's no plane. Now try it again & do it right." The 2nd time, clown #2 messes up again. "Mary went for a walk one day, down the shady lane. When all of a sudden, all of a sudden, she tripped over a chain." Clown #1 scolds again & asks #2 to try it once more. Clown #2 tries again, & says at end "oh, I feel a pain". Clown #1 breaks in & says "Not I feel a pain. It began to rain. It began to rain!", at which point clown #2 pulls out a squirt gun & shoots #1, chasing #1 off the stage.

Smart Gum Skit

Props Needed: For the group: 6 play dollar bills.

Number of Participants: 2

Positioning to Start: Both clowns stand center stage

What Happens:

Smart Clown: I'm smart! I'm smart!

Dumb Clown: I wanna be smart. How'd you get so smart?

Smart Clown: I chew smart gum. (Pulls out imaginary pack of gum)

Dumb Clown: Can I have some?

Smart Clown: It'll cost you.

Dumb Clown: How much?

Smart Clown: How much do you have?

Dumb Clown: (pulls out 6 dollar bills) 6 dollars.

Smart Clown: It's usually more than that, but I'll make you a good deal. Give me \$2 & you can have 1 piece.

Dumb Clown: Oh boy, I get 1 piece & I still have \$4 left! (gives Smart Clown \$2.)

Smart Clown: (gives Dumb Clown 1 piece of gum. Says to audience, not to Dumb Clown) \$2 for 1 stick of gum! What a dummy!

Dumb Clown: (after chewing the gum for a moment) I don't feel any smarter.

Smart Clown: You probably need another piece. Give me another \$2. (Dumb clown pays \$2, Smart Clown gives another stick of gum)

Dumb Clown: (after chewing 2nd piece for a moment) I can't understand it. I still don't feel any smarter.

Smart Clown: The third piece is the charm. Two more dollars please. (Dumb clown gives last of his money, & smart clown gives a 3rd stick of gum)

Dumb Clown: (After chewing it for a moment) I still don't feel smarter. This doesn't work. I think you're tricking me.

Smart Clown: See, you're getting smarter already! (they run off stage with dumb clown chasing smart clown)

Water in the Hat Skit

Effect: Magician puts a paper cup in a hat. She shows a clear plastic glass of water. As she is showing this, she does not see a clown take the cup out of the hat. She pours the water in to the hat. The clown comes in and says he found a cup, which he shows. The magician gets mad, realizing she just poured water into a hat with no cup to catch it. Wait a minute, the magician says. Maybe I can try some magic. She sets the cup in the hat, waves her wand, pulls the cup out of the hat, and pours it back in to the clear cup! The hat is dry & empty.

Props: For the group: 1 black plastic hat, 2 (small) paper cups, and one 8 oz Styrofoam cup (holds water initially). You'll also need an adult scissors from the art kit and water from a drinking fountain.

Secret/Mechanics: There is a secret extra paper cup with no bottom. Cut off the bottom to make this.

1. To start, the bottomless cup is inside the normal cup. They look like one cup.
2. Put the cup (really cups) in the hat.
3. The clown takes out the bottomless cup, not letting the audience see there's no bottom.
4. Pour the water into the cup.
5. When the clown brings the (bottomless) cup back in, place it into the normal cup with water.
6. Remove the nested cups with water & pour it into the clear plastic cup for the audience to see.

Presentation: "I have here a cup. I'll set it back in the hat. Over here I have a cup of water. (Clown sneaks up & takes the bottomless cup, which audience sees, but magician doesn't.) We're going to try a trick with it. One of the greatest tricks in my act. We will pour this water into the cup in the hat. (Do so.) Now, in just a moment—(clown comes back in asking if the cup is yours). Where did you get that? (I found it in the hat.) In the hat? Why you (chases clown off stage)! Oh no, not I'm in trouble. (Look in the hat, grimacing at the wet mess.) Wait a minute! If I'm really a magician, I can wave my wand over the hat (do so), say Abra-Kid-Abra, and the water would go in to the cup. (Pour it in clear glass.)"

Owa Tafoo Liam Skit (extra)

Effect: You teach the audience a 3 word tribal chant. When they put the sounds together & say them in unison, they say “Oh what a fool I am!” This gag can be done in the show on the audience.

Props: 3 sheets of paper. Write on them with a sharpee: “Owa”, “Tafoo”, & “Liam”

Presentation: “Recently I traveled to the Northern South Sea Islands and was privileged to visit the Molla Mollian tribe. They have a very unusual custom. Every morning when they wake up, they utter a 3-word chant to their God of Morning. I would like to teach it to you today.

(Pull out the OWA card.) Please pronounce this with me. Say “Oh Wah”. (Have them repeat it several times.) Well done. You sound like real Molla Mollians! Now try the next one. (Show Tafoo card.) “Ta Foo”. It should be pronounced in 2 syllables—Ta Foo. All together... Very good.

The last word in the chant to the God of Morning is (pull out the last card) “Liam”. It is pronounced “Lie Am”. Can you try it? (Audience says it in unison a few times.)

Now, suppose that you happen to find yourself in the Northern South Sea Islands, and come upon a Molla Mollian. Imagine how impressed he’ll be that you know his morning chant! Let’s put it all together. Say it 3 times loudly. (Audience yells Owa Tafoo Liam.) And if I was that Molla Mollian, I’d say “you certainly are!”

Animal Balloons

Activity: The students make 2-3 basic 1-balloon, animal balloons per class and take them home.

Props: 3-4 balloons per person. For group: several balloon pumps (kids do not keep the pumps!).

What to Teach: (Each class teaches variations on a theme. There is often a 4th listed if you need an extra.)

Class #1: Fish, butterfly, hat, & halo/magnifying glass (see below for description)

Class #2: Sword, alligator, helmet. Note: Alligator is essentially a 2-handled sword.

Class #3: dog, dachshund, giraffe, & flying mouse Note: dachshund is a dog with a long body.

Giraffe is a dog with a long neck. Flying mouse is a dog with a long tail. Pull the tail, and let it go to send it flying out of your fist!

Class #4: rabbit, ray gun, brontosaurus, poodle. Note: rabbit: big ears, small front legs, big back legs. Tuck front legs in back ones. Ray gun: similar to dog.

Class #5: bangles, flower, swan, squirrel.

Twisting Basics:

- Leave 1-2 inches at the end when you inflate. This provides room for twisting.
- Always start twisting from the tied end. This forces the air down to the tail where you have 1-2 inches.

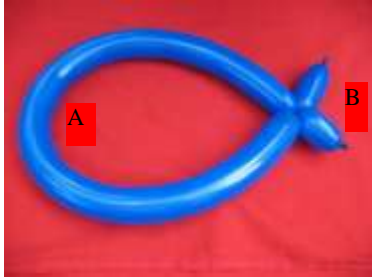
Conducting the Activity:

- Pass out a pump to each kid & have them blow up & tie all the balloons you'll need for your lesson—usually 3-4/person. They throw the balloons into a pile in the middle. When you have enough, set them aside (out of the kids' reach). This is important in helping keep everyone together.
- First class: First, demonstrate a fish. Grab each end about 9" from the end, and twist. This forms the tail of the fish. This is a good, beginning balloon to teach, as it uses 1 simple twist.
 - Pass out a balloon to each of them, and have them all try it together.
- Next, demonstrate a hat. This is the same as the fish, except that you twist the tail so it goes up & down. (You can put this part either in the front, back or side of the hat.) This reinforces the same twist, with 1 small added twist.
 - Pass out a balloon to each, and let them try.
- Lastly, demonstrate a butterfly. Start with the fish twist near the ends. Then twist the twist in the fish tail with the bottom middle to make 2 wings of a butterfly. Straighten it out to make it into a butterfly.
 - Pass out a balloon to each, and let them try.
- The kids get to take home their balloons.

Note:

- Please make the bag of balloons last for the whole class (including show). Don't do multi balloon animals, or you'll likely run out. Thank you.
- When demonstrating, put back to audience, so you're facing same way as them, hold up balloon high, & twist all together.

Animal Balloons



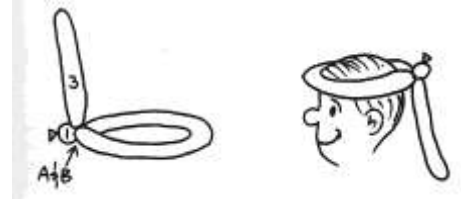
Fish (class 1)

Twist the 2 ends together 2 inches from each end.



Butterfly (class 1)

Make fish. Bring A to B & twist.



Hat (class 1)

Just 1 twist needed.



Halo or magnifying glass (class 1)

Same as hat.



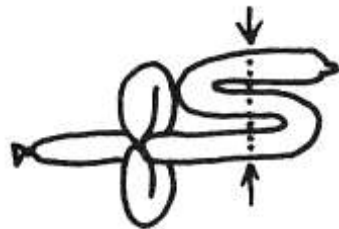
Sword (class 2)

Make with either two 2-bubble twists, or 1 z twist.

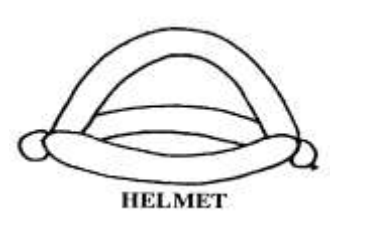


Alligator (class 2)

Essentially a sword with 2 handles.

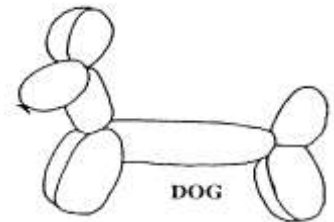


How to Make Alligator/sword (class 2)



HELMET

(class 2)



DOG

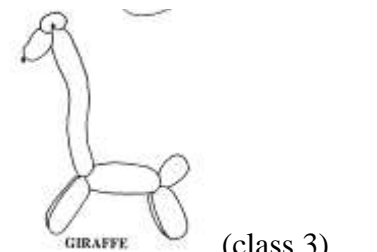
(class 3)



DACHSHUND

(class 3)

Dog with long body.



GIRAFFE

(class 3)

Like dog but with long neck.



**FLYING VAMPIRE
MOUSE OF DOOM**

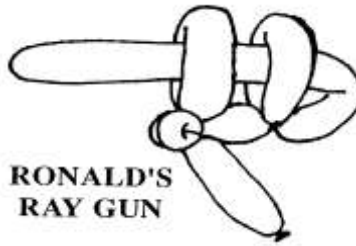
(class 3)

When inflate, leave 4-5 inches uninflated, for long tail. Don't need legs.



Rabbit (class 4)

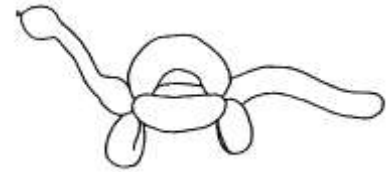
Like dog. Big ears. Tuck front legs in back legs so it sits.



**RONALD'S
RAY GUN**

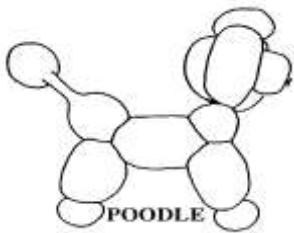
(class 4)

Like dog. Make 4 legs (and tail, which is the handle). Then, instead of making head, push it through both pair of legs to form barrel of gun.



BRONTOSAURUS

(class 4)



POODLE

(class 4)

Push head through ears to create rounded look. For legs, use 5 bubbles instead of 3 (as in dog). Put bubble at end of tail.



BANGLES

(class 5)



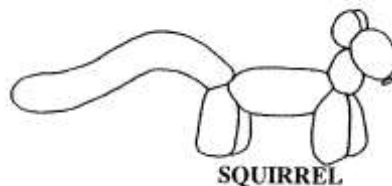
UPSY DAISY

(class 5)



SWAN

(class 5)



SQUIRREL

(class 5)

Puzzles for Magic Camp

How to Use Them

Props:

1. Two laminated 11x17 sheets. Each has 6 different word puzzles per side. The solutions are upside down on the back.
2. Deck of 20 laminated puzzle cards. Each card has 1 puzzle on it.
3. Puzzle take home sheets. These have 12 boxes per side—10 puzzles & 2 solutions boxes with solutions for that side's puzzles.
4. Various other props: play coins, play bills, blank paper, pens, crayons, etc. There is 1 puzzle the kids take home: a table puzzle card (#15—Which coin fits).

Time Usage:

Generally, the full day camps have four 30-minute puzzle periods, and the half day camps have three 30-minute puzzle periods. Break the 30 minutes into 2 segments, plus a third if time permits, as below.

- 1) Warm up. 6 Word puzzles. 5-10 mins.

Break them into groups of 4 or so. Set out 1 of your 11x17 laminated sheets showing 6 word puzzles. Give the kids a few minutes to solve all 6 in their teams. Give hints out as you see fit. Before they start getting restless, go through each and ask the teams what they came up with. Provide the correct answers as necessary. At your option, you can give each team a pen & paper and have them write down their answers.

- 2) 4 or 6 Theme Puzzles. 15-25 mins.

Break the kids into 4 or 6 groups. Give each group a puzzle card from your laminated deck of 20 puzzles. Give each group a few minutes to read their puzzle and figure it out or master it. Then, have the groups mingle and show each other their puzzles. Let the people who they show them to struggle for a bit before providing the solution.

Having an even number of teams means that teams can always pair up. Over 4 days, you might have 4 teams 2 days, and 6 teams on 2 other days, totaling 20 puzzles.

If you still have time remaining, or for variety, try some of the team challenges. Several are described in the manual at the end of the puzzle section.

- 3) Team Challenges 5-10 mins

Generally these are whole group activities. Challenges that the group as a whole must try to solve.

Note: Many puzzles have more than one solution. If the students come up with a solution that works, but violates a rule you thought was assumed but didn't specify, praise them for getting it. Then add the rule and challenge them to solve it again with that rule in place.

Word Puzzles #1 (A)

Magic

Speak

Practice
Practice
Practice
Practice
Practice

THE Rabbit HAT

Try Not getting it
Try
Try
Try
Try
Try

practice

rabbit in the hat
magic box

not getting it at first try
speak up

little practice
lots of practice

Word Puzzles #2 (A)

Listen

ha saw lf

nothing
my sleeve

kick

Table
nothing

hat

side kick
Listen up

nothing under the table
saw in half

nothing up my sleeve
top hat

Word Puzzles #3 (A)

5

cred just ible

d
r
a
c

give me
give me
give me
give me
give me

4

magician

mill one ion

give me 5
high 5

magician for hire
just incredible

one in a million
rising card

Word Puzzles #4 (A)

light

c
cut
t

force

R

A

T

S

Enter finest tainment

hu side nor

Limousine

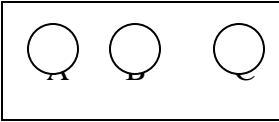
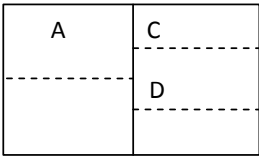
highlight
finest in entertainment

side-splitting humor
cross cut force

stretch limousine
rising star

Puzzles

<p>Can you say these 3 times in a row?</p> <ul style="list-style-type: none"> • Six selfish shellfish. • She sees cheese. • Truly rural. • Nettie knitted nightly knitting knotted nighties for the navy. <p>1</p>	<p>Can you say these 3 times in a row?</p> <ul style="list-style-type: none"> • Real rock wall. • Aluminum-linoleum. • A proper cup of coffee from a proper copper coffee pot. • Danny diggers dirty dog drinks diet drinks. <p>2</p>	<p>Half Minute Mysteries</p> <p>A. Dr. Carp is one of the best surgeons in his town. His patients never complain, even though he does not use anesthesia before operating. How is this possible?</p> <p>B. The newly chosen queen was brought to the country estate and did not leave for five years. Why?</p> <p>3</p>	<p>Half Minute Mysteries</p> <p>C. Jane and her brother stayed away from the nearby school even though everyone there was really sharp. Why?</p> <p>D. Sam's cut hurt badly. No size bandage or medical assistance would help. However, healing came quickly after Sam was picked up. Why?</p> <p>4</p>
<p>Half Minute Mysteries</p> <p>E. Jasmine Taylor preferred the leather couch over the cotton fabric recliner. Mr. and Mrs. Taylor were very upset. Why?</p> <p>F. The pool had no water in it but Don, Betty, and Larry used it almost every day. Why?</p> <p>5</p>	<p>Mind Reading Shoe</p> <p>Say you can foresee the future from the psychic vibes given off from a shoe. Borrow spec's shoe. Put hand to temple, concentrating. "You will be going on a short journey very soon." Throw the shoe!</p> <p>6</p>	<p>Pen that Writes Any Color</p> <p>Say that you have a pen that can write any color. Ask what color they would like it to write. Whichever color they say, you write that color! E.g. if they say "green", you write the word "green"!</p> <p>7</p>	<p>Who is in Control of Your Foot?</p> <p>Ask this to a spectator. Tell him that you are. Let's see. Have him sit in a chair, lift his right foot off the ground, & swing it in a clockwise circle. While that's happening, ask him to draw the number 6 in the air with his right hand. When he does, his foot will stop & reverse direction--which shows that you control!</p> <p>8</p>
<p>Hypnotizing a Friend!</p> <p>Set a book (or magic box) in the middle of the floor. Ask a spectator to jump over it. She does. Now tell her you are going to hypnotize her so she cannot! Wave your hands. "Your eyes are getting heavier. Your nose is getting heavier. Your legs are getting so heavy that you can't jump over the book!" Set the book in the corner of the room. Now ask if she can jump over it. She can't! Your hypnosis rocks!</p> <p>9</p>	<p>Lifting Your Left Foot</p> <p>Tell a spectator you can make it so he cannot lift his left foot off the ground for more than 2 seconds! Have him stand with the right side of his right foot, right shoulder, & head all flush against the wall. Ask him to lift his left foot up (for 3 seconds). He can't!</p> <p>Optional ending: Show that you can! Stand in a door jamb with your right foot, shoulder & head against the jamb. Your secret assistant outside grabs your belt, enabling you to lift your left foot! The asst slips away.</p> <p>10</p>	<p>Solutions</p> <p>P. 3-4.</p> <p>A. He is a tree surgeon.</p> <p>B. The queen is a queen size bed.</p> <p>C. They were scuba diving and saw a school of Piranha fish.</p>	<p>Solutions</p> <p>P. 4-5</p> <p>D. Sam was sad when he was cut by a sports team; then happy when another one picked him up.</p> <p>E. Jasmine is a puppy who chewed the leather couch!</p> <p>F. They are in a car pool.</p>

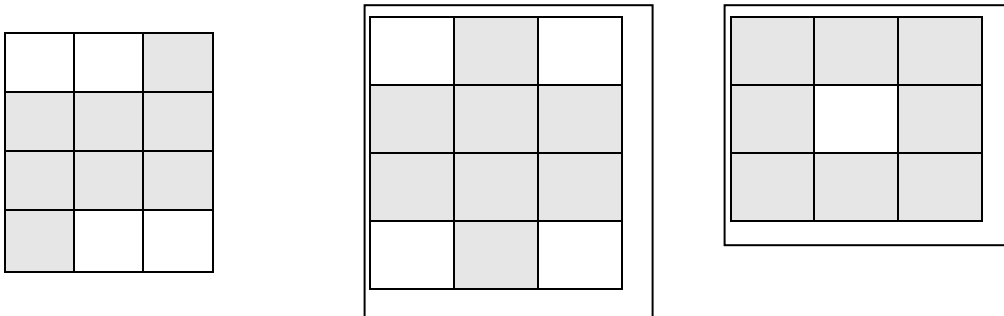
<p>Furthest Apart</p> <p>Carefully set 3 coins in a row so that the middle one is a little closer to one of the end coins (see diagram). Which ones are furthest apart?</p>  <p>11</p>	<p>Paper and Coin Drop</p> <p>Tear off a small square of paper that is a little smaller than a coin. Hold your hands outstretched with coin in 1 hand and paper in the other as you issue the challenge: Can you drop both at the same time, from the same height, and have the paper hit the floor first?</p> <p>12</p>	<p>Jumping George</p> <p>Lay a dollar bill (or index card) on the floor. Tell spectator if she can jump over it, she can keep it! However, there are a few guidelines.</p> <ul style="list-style-type: none"> • Stand at 1 end of the bill. • Put your feet together. • Bend over & hold your right shoe tip with your right fingers, & left shoe tip with left fingers. You must hold onto your toes throughout the jumping & landing process. <p>Can you jump over the bill? You must completely clear it.</p> <p>13</p>	<p>A Quick 25 Cents</p> <p>Want to make a quick \$.25?</p> <ul style="list-style-type: none"> • Hold your hands together in prayer position. • With fingertips still touching, bend both middle fingers inward, so middle knuckles touch. • You (the magician) insert a coin between the tips of their ring fingers. <p>The challenge: Drop the coin by separating his ring fingers without separating his other fingers. If he can do this, he keeps the coin!</p> <p>14</p>
<p>Which Coin Fits?</p> <p>On the card with a picture of a table, what do you guess is the largest coin that will fit on the table without going over the edge—penny, nickel, or quarter? Try placing these actual coins and find out!</p> <p>15</p>	<p>A Sure Quarter</p> <p>Bet a spectator that she cannot tear a sheet of paper into 4 equal pieces. If she can, you'll give her a quarter. She does. What do you do?</p> <p>16</p>	<p>A Fast Buck?</p> <p>If you can bend over & lift a piece of paper off the floor, I'll give you a buck! Of course, there are a couple small conditions!</p> <ul style="list-style-type: none"> • Spectator stands against a wall, with both heels touching the wall. • The challenge is to pick up the paper in front of her, without bending her knees. • She must maintain heels contact with the wall at all times, & return to a full standing position. <p>17</p>	<p>What is unusual about this paragraph?</p> <p>How quickly can you find out what is unusual about this paragraph? It looks so ordinary that you would think that nothing was wrong with it at all; and in fact, nothing is. But it is unusual. Why? If you study it and think about it you may find out, but I am not going to assist you in any way. You must do it without coaching. No doubt if you work at it for long, it will dawn on you. I don't know. Now, go to work and try your luck.</p> <p>18</p>
<p>Solutions</p> <p>11. A & C 12. Put the paper under the coin. 13. Nearly impossible. Try jumping backwards. 14. It's impossible. 15. No coin will fit on the table. 16. Give her 1 of the pieces—a "quarter"! 17. Your money is safe! 18. There are no e's—the most common letter! 19. 1. Move the bottom one down a tad to make a square in the middle of the crayons.</p>	<p>Solutions</p> <p>20.</p>  <ul style="list-style-type: none"> • Fold paper in half along middle vertical line. • Make 3 cuts, as shown in dotted lines. 1 cut is in the middle. The other 2 are 1/4 way from the ends. • Fold D so it points up. • Rotate A & C 180 degrees (i.e. they swap places). • You've done it! The shape now looks impossible! 	<p>Dropping a Paper On its Edge</p> <p>When you drop a piece of paper on the table, it lands on 1 side or the other.</p> <p>Challenge: Can you drop a piece of paper such that it lands on its edge?</p> <p>19</p>	<p>Impossible Paper?</p> <p>Look at the accompanying sheet of paper, but don't touch. Can you take a sheet of paper and make a duplicate of this?</p> <p>20</p>

Puzzle Team Challenges

Rock Around the Clock: Participants stand in a circle. The challenge is for everyone to move 180 degrees around the circle while maintaining foot contact with your neighbors on both sides. If you lose foot contact, the whole group must start again. If you have a large group, you might consider splitting the kids into more than one circle.

Concentration: Pull 10 pairs of cards out of the deck. Shuffle them & deal them face down in a 4x5 matrix. A participant turns 2 cards face up. If they match, leave them in place face up. If they don't match, turn them back face down. Go around the circle with each player getting a turn. The object is for the team to get all the cards face up in the fewest possible turns. (I.e. they have to help each other remember—the matching 2 is over there.) You can also do this using cups & objects underneath the cups.

Where Do You Stand?: Get the kids in groups of 8. Each player gets a name tag numbered 1-8. Put paper plates on the floor in 1 of the configurations below (represented by the gray squares.) The challenge is for the kids to stand on the plates such that no consecutive numbers are in adjoining squares vertically, horizontally, or diagonally. If they successfully complete one, try another. Whisper a hint to someone after they've struggled a bit to help them attain success.



Key Punch: Number paper plates 1-20. Mix them up & put them on the floor. Put a rope on the floor around them to cordon off an area. The team's goal is to touch all 20 #'s in order in the fastest possible time. Only 1 person at a time is permitted inside the # area. The team is stationed 50' or so away from the # area. They may approach the # area when they are ready to practice or try it. They have 10 minutes. The best time is the one that counts. They can use the time as they wish (to plan, try it a few times, whatever). Everyone should find a way to help the group.

Eat the Spinach: Set 15 toothpicks (or objects) in a row on the table. Two players alternate turns, each being able to take 1, 2, or 3 objects. The toothpicks represent plates of food. The last plate is the spinach. Whoever is left with the last plate must eat the spinach—so the object is to make the other person take the last object. Secret: If you take the 2nd, 6th, & 10th object, you'll win. So, go first & take 2. However many the other person takes (x), you take 4-x.

You might play someone in front of the whole group a couple times. Then let them play each other & see if they can figure out a winning strategy.

If they complain that they want to go first, add in 2 more objects, making 17, & let them go first. Then you need to take the 4th, 8th & 12th objects to win. So whatever number they take, take enough to make it add to 4.

My Favorite Pet (extra)

Effect: Several audience members call out the names of their pets, which magician writes, each on a separate slip of paper. A spectator selects 1 of the slips and magician divines which name is on it.

Props: slips of paper (can tear blank piece into slips), and a pen or pencil for each person. Note: students do not keep pens.

Secret: As spectators call out different names, the magician writes the same one on each slip!

Preparation: Tear 1 piece of paper into a bunch of smaller pieces, approx the same size.

Presentation: “How many of have pets? I’m going to ask you to call out the names of your pets, and we’re going to try a trick with them. Who would like to go first? (Jot it down. Suppose it’s ‘Fido’.) (Call on several people, ask their pet names, and write “Fido” on each slip. Fold each flip so writing is inside, and place each face down on the table in a pile (so it’s not evident which slip is where). Go until you have 5-6 pet names.

I will mix up the pets. Sir, would you come up and select any 1 of the pets. Are you sure you don’t want to change your mind? (Pick up the ones he didn’t pick & get rid of them. You don’t want him looking at them later!) Open your slip so I cannot see it, and concentrate on the pet. I will try to read your mind. This may not be easy! Is the pet you selected... Fido? Thank you very much!”

Teaching Points:

- Try to have the first name be 3-6 letters (e.g. Fido). Then, after that, if you get a long name, you can write “Fido” and pretend to write a few more letters. If the first name is long, say “let me come back to that one. We’ll start with some that are easier to spell!”
- Ask sometimes, how to spell it, or what sort of pet it is. Or confirm, “Let’s see, is that B-O-B-O?”
- Do not tell what you’re going to do at the beginning, or it could tip them off.
- If you have just 2 in the audience, have each give 2 pet names (even if they aren’t their pets). This gives you 4 slips.

Magician's Choice (extra)

Effect: Spectator selects 1 of 4 face down cards on the table—which turns out to be the only card with an animal on it! The other 3 are blank!

Props: 4 business cards—3 are blank & 1 has an animal pictured on it.

Secret: You force the spectator to choose the animal card, even though she thinks she has a free choice.

Handling: There are a lot of possibilities here, depending on which she chooses.

1. Start with the 4 cards in a row, face down. Animal card is 2nd from spectator's right.
2. Ask spectator to "hold out 1 finger" (when she does that) "and place it on any card". If she places it on the animal card, you're done! Turn over the other 3, showing they're blank. Have her turn over hers & show it as the only animal card. If she doesn't pick the animal card, ask her to hold out a finger on her other hand & put that on 1 other card.
3. If she is not touching the animal card, have her push those forward & you take them.
 - a. Then have her touch 1 other card. Again, if it's not the animal card, ask her to push it forward & you take it.
 - i. If it is the animal card, ask "Any particular reason you selected that one?" as you take away the other one. (Ask her the question to distract her attention a bit so she doesn't notice that you took away ones she pointed to the first time, & one she didn't point to the second time.)
4. If she is touching an animal card, gather up the other 2 & put them in a pile.
 - a. Ask her to lift 1 of her fingers.
 - i. If she lifts the one on the blank card, take it in your pile.
 1. If she lifts the finger on the animal card, ask "Any particular reason you chose that one?" as you take away the other one.

Key: The key in this is to be conversational, and to keep the pace moving & smooth. Don't let too much time in between moves & your talk. Talk conversationally and naturally.

Presentation: "How many cards do we have? (4) Good. Would you hold out your finger (hold 1 of yours out as an example to show her what you want)—and place it on 1 of these cards. Very good, and hold out another finger & place it on another card. (Presume she picked 2 blanks.) Would you push those forward. Good. And place your finger on 1 of the cards. (Suppose it's the animal one.) Hmm. Any particular reason you chose that one? (Take away the other as you're talking.) The reason I asked is that all of the cards are blank (show your 3)—except for 1. Can you turn yours over. How did you pick that 1 card with the animal? You must be a pet person!"

CIRCUS CAMP

FULL DAY CAMP SCHEDULE

	Time	Activity	Items to Teach
Day 1	9:00	Intro/Rules/Icebreaker Game	Group Juggle/Warp Speed
	9:50	Skill	Ring Tricks/Peacock Feathers
	10:20	Warmup/Hoop Diving	
	10:50	-Break	
	11:00	Demo/Practice Time	Plates/Flower Stix + All previous skills(APS)
	11:35	Theater Game/Clown Act	Grapefruit
	12:05	Lunch/Games/Recess	Outside if applicable
	12:45	Demo/Practice Time	Unicycle/Diabolo + All Previous Skills
	1:15	Circus Olympics	
	1:35	Scarf Juggling	
	1:55	Balloon Animals	Dog
	2:15	Demo/Practice Time	Stilts/Hula Hoop + All Previous Skills
	2:35	End Of Day Show (for ea other)	
		Clean Up	Play a game until parents show up
		Pass out:	Parent letter
Day 2	9:00	Free Time	As they arrive. Then Team Bldg Game
	9:30	Review/Demo/Practice Time	Rolla Bolla/Lassos + All Previous Skills
	10:05	Warmup/Hoop Diving	
	10:35	-Break	
	10:45	Theater Game/Clown Act	Review/Ooey Gooley Buzzy/Meet N Greet
	11:35	Store Demo	Store
	12:05	Lunch/Games/Recess	Outside if applicable
	12:45	Demo/Practive Time	Poi/Meteors + All Previous Skills
	1:15	Circus Olympics	
	1:35	Ball Juggling	
	1:55	Balloon Animals	Sword
	2:15	Practice Time	All Previous Skills
	2:35	End Of Day Show	
		Clean Up	Play a game until parents show up
		Pass out:	Store form
Day 3	9:00	Free Time	As they arrive. Then team building game
	9:30	Review/Demo/Practice Time	Dice Stacking + All Previous Skills
	10:05	Warmup/Hoop Diving	
	10:35	-Break	
	10:45	Theater Game/Clown Act	Review/Dead & Alive/Pie Routine
	11:35	Demo/ Practice Time	Cup Stacking + All Previous Skills
	12:05	Lunch/Games/Recess	Outside if applicable
	12:45	Demo/ Practice Time	Box Manipulation + All Previous Skills
	1:15	Circus Olympics	
	1:35	Art	Circus Posters
	2:00	Practice Time	All Previous Skills
	2:35	End Of Day Show	
		Clean Up	Play a game until parents show up

Full Day Schedule (cont)**Circus Camp**

Day 4	9:00	Free Time	As they arrive. Then team building game
	9:30	Review/Demo/Practice Time	Flippin Flyer + All Previous Skills
	9:45	Warmup/Hoop Diving	
	10:15	-Break	
	10:25	Theater Game/Clown Act	Review/Dollar Bill/Levitation
	11:35	Practice Time	All Previous Skills
	12:05	Lunch/Games/Recess	Outside if applicable
	12:45	Practice Time	All Previous Skills
	1:15	Circus Olympics	
	1:35	Discuss Show	
	1:45	Pick Tricks For Show	
	2:10	Practice Time	All Previous Skills
	2:30	End Of Day Show	
	3:00	Clean Up	Play a game until parents show up
Day 5		Reminders for tomorrow:	Family come to show, 2pm.
	9:00	Practice Time	All Previous Skills – last time they get for this
	9:45	Warmup/Hoop Diving	
	10:15	Break	
	10:25	Coaching as needed	
	10:45	Rehearse Show	
	11:20	Practice Time	Only the skills they picked for the show
	12:00	Lunch/Games/Recess	Outside if applicable
	12:45	Practice Time /Rehearse Show	
	1:15	Balloons (if time permits)	Balloon Animals. Give to guests after the show.
	1:45	Break/Set up for show	
	2:05	Show	At beginning, pass out evals, mail list forms, pens
	2:45	Last day Ceremony	Peacock Feathers
	2:50	Store	
	3:00	End	

HALF DAY CAMP SCHEDULE

	Time	Activity	Circus Camp	Items to Teach
Day 1	9:00	Intro/Rules/Icebreaker Game	Group Juggle/Warp Speed	
	9:40	Demo/Practice Time	Ring Tricks/Plates/FlowerStix/Peacock Feathers	
	10:00	Theater Game/Clown Act	Grapefruit	
	10:30	Break		
	10:40	Circus Olympics		
	11:00	Scarf Juggling		
	11:15	Demo/ Practice Time	Unicycle/Diablo + All previous skills	
	11:45	End Of Day Show		
	11:55	Clean up	Play game until parents show up	
		Pass out:	Parent letter	
Day 2	9:00	Free Time	As they arrive. Then Team Bldg Games	
	9:30	Review/Demo/Practice Time	Rolla Bolla/Box Manipulation + All previous skills	
	10:00	Theater Game/Clown Act	Review/Ooey Gooley Buzzy/Meet N Greet	
	10:30	Break		
	10:40	Circus Olympics		
	11:00	Store Demo		
	11:20	Demo/ Practice Time	Poi/Meteors + All previous skills	
	11:35	End Of Day Show		
	11:55	Clean up/Reminders to kids:	Complete & bring in store forms	
		Pass out:	Store form	
Day 3	9:00	Free Time	As they arrive. Then Team Bldg Games	
	9:30	Review/Demo/ Practice Time	Stilts/Hula Hoops + All previous skills	
	10:00	Theater Game/Clown Act	Review/Dead & Alive/Pie Routine	
	10:30	Break		
	10:40	Circus Olympics		
	11:00	Balloon animals		
	11:15	Demo/ Practice Time	Dice Stacking/Cup Stacking + All previous skills	
	11:35	End Of Day Show		
	11:55	Clean up/Reminders to kids:	Store forms, show Fri!	
		Pass out:	Show reminder form	
Day 4	9:00	Free Time	As they arrive. Then Team Bldg Games	
	9:30	Review/Demo/ Practice Time	Flippin Flyer/Lassos + All previous skills	
	10:00	Theater Game/Clown Act	Review/Dollar Bill/Levitation	
	10:30	Break		
	10:40	Circus Olympics		
	11:00	Art	Circus Posters	
	11:15	Demo/ Practice Time	Dice Stacking/Cup Stacking + All previous skills	
	11:35	End Of Day Show		
	11:55	Clean up/Reminders to kids:	Family come to show, 11:15am.	
Day 5	9:00	Practice Time /Plan Show	Kids pick show tricks while others practice	
	10:00	Break		
	10:10	Coaching		
	10:20	Set up room/rehearse		
	11:15	Show	At beginning: pass out evals, mail list forms, pens.	
	11:50	Store	At end: Peacock Feather for every kid.	
	11:55	End		

Teacher Assisted Skills

These are meant for the group to do all at once with the teacher. The teacher plays an active role in the activity, unless it is free time. During free time they can explore the skill.

Warm up – It is helpful to have all of the kids in one or two horizontal lines facing the teacher. The teacher should face the group and do the required stretch along with the students. It helps if they do not talk during this and just focus on the stretch. You will find that getting physical right away will increase their focus for the rest of class.

Clown acts – Demonstrate the act and then have everyone watch as different pairs go up in front of the class and demonstrate. Correct them and offer guidance as they go. You can also have the class help remind the other students of steps they missed. They have the free time to practice this further.

Rolla Bolla/Stilts/Unicycle/Hoop diving – These skills fall in this category because they are a little more dangerous. The teacher must spot and be in contact with the student and/or the apparatus at all times. For this reason the students may not do these skills without the assistance of a teacher.

Also any Group activities or games involving rings, scarves or juggling balls fall into this category.

Warm Up - ONLY FULL DAY

Get blood pumping – 25 jumping jacks.

Major joint rotation -

Head/Neck (small neck circles being aware not to crunch),

Shoulders (shoulder circles forward and back),

Arms (arm circles forward and backward, then one arm forward the other arm backward, then switching)

Elbow (elbow circles forward and back until warm),

Wrist (interlace fingers and do a wave with the hands and the wrists),

Torso (hands placed in the middle of the torso, below the chest above the stomach, rotate torso both directions until warm. Next for a good side stretch lay forearms across the top of the head and lean to the side while looking at the ceiling, then lean to the other side),

Hips (rotate hips both directions in small circles until warm, next place hands on hips and do large hip circles both directions),

Knees (feet together, hands on knees, knees bent, rotate knees both directions until warm),

Ankles (balance on one foot while circling the other foot both directions, then switch),

Toes (curl toes under the foot and apply a small amount of pressure, the point is to achieve a top of the foot stretch. Then switch).

Hoop Diving – ONLY FULL DAY

What is hoop diving?

Hoop diving is a Chinese acrobatic art that has students jump through a hoop with their body in different ways. The goal is to do the trick without touching the hoop.

Beginning:

Before the hoop becomes involved get to know your students abilities. Have them do forward rolls and cartwheels to prep themselves for actually doing tricks in the hoop.

Hoop diving tricks:

Forward roll – Student reaches through places hands down on the floor and does a forward roll.

Feet to knees – Student jumps into hoop with just feet, keeping the rest of their body on the other side and lowers themselves to their knees. By bending their knees at this point it will bring the rest of their body through the hoop. They can add a forward roll to this for additional flair.

Feet half turn roll back - Student jumps into hoop with just feet, keeping the rest of their body on the other side. Next they turn around and face the other direction. Then the student reaches through places hands down on the floor and does a forward roll.

Half turn in air - Student jumps into hoop with just feet, turns half way around in the air and lands keeping the rest of their body on the other side. Next they bend to one knee which brings their body through.

Advanced:

Holding leg – Student holds the front leg as it steps through the hoop. This is done keeping the back leg on the other side behind them. They bend the front leg, and do a forward roll without letting go of their front leg.

Jump to chest – Student jumps forward through hoop with a straight body and lands in push up position, and lowers their body to the mat using their arms to absorb the impact.

Teaching points – For some students this will seem out of their range of ability. Take it slow, one step at a time and they should be able to do all of these tricks. Remember to be safe and careful. Don't push too hard, if a student doesn't want to do the trick, don't force them.

Scarves

What are Scarves?:

Scarves are a lightweight square of material that are used to teach basic principals of juggling. Their lightweight qualities make it extremely simple to catch them.

How to hold a scarf:

Pinch the center of the scarf with index finger and thumb.

Basic:

One –

- Take one scarf and hold it in the hand you write with and lift it to the peak of your throw, let it go and wait to catch it with the opposite hand until it falls as close to the ground as possible without letting it touch the ground.
- Practice throwing and catching beginning with the opposite hand.
- Repeat the previous two exercises only see how many times you can clap before catching.

Advanced:

Two –

- Hold one scarf in each hand. Toss them both up and catch them in the hands that tossed them.
 - Toss them both up turn around and catch them in the same hands that tossed them.
- Repeat the previous exercises but catch the scarves in the opposite hands.
- Throw the scarves up in the following pattern – right then left(catch the right scarf in the left hand and the left in the right), left then right(catch the left scarf in the right hand and the right in the left), repeat.
- Try two in one hand. Hold the first scarf between index and thumb and the second scarf between third and fourth fingers. Toss the first scarf and when it reaches its peak toss the second, catch and toss the first, catch and toss the second, repeat.

Three –

- Hold the first scarf between index and thumb and the **third** scarf between third and fourth fingers. The second scarf is in your opposite hand held between index and thumb. Toss the first scarf and when it reaches its peak toss the second, catch the first, toss the third, catch the second, toss the first, catch the third. Repeat

If done correctly the throws should alternate hands and there should always be one scarf in the air.

Ball Juggling

One Ball Exercise: Start with one ball. Throw the ball in an arc from hand to hand about eye level. The pattern will be an arc, not a circle.



Two Ball Exercise: Start with one ball in each hand. First toss the ball in your right hand (1) in the arc to about eye level to your left hand. When this ball (1) reaches the highest point in its arc . . . throw ball (2) in an arc from your left hand to your right. Catch (1) in your left hand, Then catch (2) in your right hand. Stop.



Do this same exercise, except start with your left hand instead of your right. Practice until you can do this smoothly.



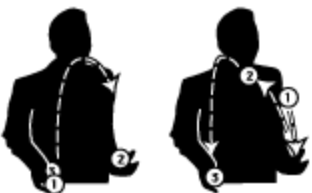
Common
same time.



mistakes include throwing two balls in a circle, or throwing both balls at the

Juggling 3 Balls: Start with 2 balls in one hand (1&3) (in this case the right hand, but if you are a lefty, use your left hand) and one ball (2) in the other. Start by throwing the ball in the front of your right hand in an arc to your left hand.

When ball (1) reaches its highest point, throw the ball in your left hand (2) in an arc to your right hand. Catch (1) in your left hand. This is like the two ball exercise. When the ball thrown to your right hand reaches its height . . .



Throw the ball from your right hand (3) in an arc to your left hand. Catch (2) in your right hand. This move can be difficult. It is often helpful to roll the ball (3) in your right hand to the front of your hand with a slight downward motion of the hand before you throw it.



When that ball (3) reaches its highest point, throw the ball in your left hand (1) in an arc to your right hand. Catch (3) in your left hand. And so on . . .



Problems and Solutions:

Stand in front of a wall, or a bed to keep you from moving forward.

Concentrate on throwing ball number (3). Do not even try to catch ball (2).

Concentrate on making your throws an even height at eye level.

Equilibristics

Rolla Bolla

What is a Rolla Bolla?:

A Rolla and bolla is a roughly a 3 ft long, 1 ft wide, 1 in thick plank of wood. PVC pipe 5 inches diameter. One foot is all that is needed of the pipe since it shouldn't be wider than the board.

How To Rolla:

A standard rolla bolla balance is stand on the board with one foot on the board. You should be facing your shoulders parallel to the board. step is to shift your weight so the balances on top of the pipe. From to keep the board rocking side to keep the board from touching the



where you each end of foward with The next board here, you try side, and and ground.

Body Positioning:

Stand up straight, knees slightly bent, arms straight out from the shoulder, head up looking forward. The balance is initiated by the hips.

Spotting:

A teacher should have their hands on the under the child's armpits until the teacher feels confident that the child can balance solo. Even then you should stand within a foot of the child while they balance.

Advanced Tricks:

Rocking Horse Rolla The student can try to turn their body sideways keeping their feet apart and balance on the board.

Hula Rolla Student can pass a their body through a hula hoop while balancing. This is done by lifting one part of a foot at a time so that the whole foot never leaves the board. The hoop passes over the body sideways under each foot and over the head.

Single Knee Also the student can try to turn their body sideways and balance on the board, until they are able to stay balanced while putting one knee down. (The other leg is bent in front of them with their foot on the board. It looks like a very deep lunge.) And then without losing balance, rise again and turn to face the audience.

STILTS

What are Stilts?:

Stilts are made of two parts. The Uprights (the long "poles" or "handles") are the part of the stilts the students hold onto. The Steps are the places that students stand on. They point inward so that the stiltwalker stands in the middle of the uprights.

How to walk on stilts:

Students hold onto the uprights with arms in the in front, uprights resting against their armpits from the back, elbows bent and hands grasping the front of the stilts. The student should stand upright not hunched over.

Stiltwalking is accomplished by lifting the foot at the same time the stilt is lifted. This makes it possible to walk across a stage.

Spotting:

With their hands on the uprights the teacher helps the student to lift the stilts. Teacher should have their hands on the stilts until he/she feels confident that the child can walk solo. Even then they will stand within a foot of the child while they walk. The child is no more than a foot off of the ground at any time. The most important thing to watch out for is that there is an adequate safety zone around the stilter. So that if they let go, the stilts do not fall on anyone.

Basic Tricks:

- Walking backward can be a simple but impressive skill.
- Walking forward and turning around in circles.

Advanced Tricks:

- Walking over someone without falling.
- Lay out juggling rings in a path that the stiltwalker must follow by stepping into.



Unicycling

What is a unicycle?:

A seat with a single wheel and two pedals. Pretty difficult to master but with help, not impossible.

How to ride on a unicycle:

- You must keep your weight on the seat, NOT on the pedals.
- Sit up very very straight, as if the seat post is going straight into your back
- Keep your eyes focused ahead of you, not down
- When you start the pedals should be almost on a horizontal plane, and your first leg "stroke" will be to push down. getting on with one pedal up and one down ensures you of severely whipping a pedal around into your shin when you make that first step on.
- When you start going, KEEP PEDALING. forward momentum is critical. when you are riding you (and the uniseat and fork etc.) will be leaning very slightly forward, which is the direction you are traveling.
- It is nice to have something to hold onto to start, like a lamppost or a wall. Some people recommend positioning yourself between two chairs and holding the backs.



Spotting:

With their hands under the child's arms, the teacher helps the student to stay upright. The teacher should have their hands under the student's arms until he/she feels confident that the child can ride solo. Even then they will stand within a foot of the child while they ride. The child is no more than a foot off of the ground at any time. The most important thing to watch out for is that there is an adequate safety zone around the student. So that if they fall they don't fall on anyone.

Basic Level:

- Sitting atop Unicycle with hands on the backs of two chairs, one on each side, and then letting go and riding a few feet..

Intermediate Trick:

- Riding backward can be a simple but impressive skill.

Advanced Tricks:

- Riding around obstacles.
- Idling – Being able to stay in one spot rocking back and forth.

Clowning

Grapefruit

of Clowns – 2

Routine

#1 – Takes a deep breath, walks out 5 steps, stops, turns and faces audiences.

#2 – Takes a deep breath, walks out 5 steps, bumps into #1, stops, turns and faces audiences.

(Each time this is done, this is done simultaneously with #2 directly behind #1)

#1 – Grabs #2's collar, drags #2 back to where they started from and says "Stay"

#2 – Nods as if to say "okay".

#1 – Takes a deep breath, walks out 5 steps, stops, turns and faces audiences.

#2 – Takes a deep breath, walks out 5 steps, bumps into #1, stops, turns and faces audiences.

#1 – Grabs #2's collar, drags #2 back to where they started from and says "Stay"

#2 – Nods as if to say "okay".

#1 – Takes a deep breath, walks out 5 steps, stops, turns and faces audiences.

#2 – Takes a deep breath, walks out 5 steps, bumps into #1, stops, turns and faces audiences.

#1 – Points back where they came from.

#2 – Looks at hand, looks at #1, looks where the hand points, grabs collar and drags themselves back to the starting point and says, "Stay!"

Ooey Gooley And Buzzy

of Clowns – 1

Routine

Ladies and Gentleman, bugs and germs.... I would now like to perform for you the 3 mosquito juggle.

(Pulls 3 mosquitoes out of pocket one at a time and as they do so introduces each one and shows it to the audience, and then places them one by one on the outstretched hand) Ooey.....Gooley....And Buzzy, The 3 mosquitoes. I will now perform the 3 mosquito juggle. (Mimes Juggling) Up in the air, behind the back, under the leg! (Mimes listening to the mosquitoes)What's that Buzzy? We've lost Ooey! Ooey....Ooey.....(Lifts up shoe)Awww.... Ooey.....Ladies and Gentleman the 2 mosquito juggle(Mimes Juggling) Up in the air, behind the back, under the leg! Hey it's not lunchtime yet!!(Smacks neck) Awww,

Gooley.....(Distraught)...Ladies and Gentleman.... The 1 Mosquito juggle (Mimes Juggling) Up in the air, behind the back, under the leg.....(Distraught)Yay....(Claps hands) Lets hear it for Buzzy!.....(Realizes)(Looks at hands)(Grossed out) Ewww.....ooey...ooey...gooley....buzzy!! (Goes to wipe hands on audience.)

Teaching Points- This act is not based in the words but in the physicality. Have the students express their reactions with their bodies as well as faces. Each of the directions in parentheses should be expressed physically. Before attempting this act have them show you what different emotions look like using their whole body.

Meet N Greet

of Clowns – 2

Two clowns see each other from across the room. They yell a greeting "Hey!" And walk towards each other, arms outstretched as if they were going to hug. They walk into each other bumping bellies and fall down. They lift their heads and look at each other. Then they reach forward to shake hands and stand up as they are shaking hands. Without letting go of each other's hands, they stand up. They wave goodbye and turn to walk away in opposite directions but their hands are still clasped in the handshake. They wave goodbye and try again. Same

result. One of them gets the idea that they are going to bite their hand off but... “OW!” That hurts. The other tries to saw his arm off with his free hand but to no avail. The other gets an idea, bends their partner over, steps over their arm and does a forward roll letting go of their hand. They go to shake hands in success but stop before shaking. Both show a look of realization that this would take them right back where they were. They wave goodbye and walk away.

Teaching points:

For this act it is Important to teach students how to fall correctly. They should bend knees and lower their bottoms on the floor. This will avoid any injury. Also perform this act on the mat.

Dead And Alive

of Clowns – 2

Routine

#1 Walks on stage, sees #2 lying on the ground. Lifts arm and checks pulse. Arm stays raised. #1 pushes arm down, #2's other arm goes up. #1 pushes down both arms, #2's leg comes up. #1 pushes the leg down the other leg comes up. #1 steps over #2 pushes both of #2's legs down. #2 sits up and pushes #1 forward. #2 gets up laughs at #1 and gets chased off.

Teaching Points- Timing and reaction are every thing in this act. It is important to see surprise and frustration on the face of #1 and solemn stillness on the face of #2.

Pie Routine

of Clowns – 2

Props – A shaving cream pie is needed for this act, as well as a towel on hand.

How to make a shaving cream pie:

You will need- Shaving cream, small pie pan and paper towels

1. Fill the pie pan with shaving cream.
2. Have paper towels(wet and dry) handy to clean up.

Routine

#1 - That looks like a good pie could I have some?

#2 - No my mother made it just for me.

#1 – Aww C'mon it look so good..

#2 – Well (Asks Audience)Should I give it to him/her?

Audience – YES!

#2 – Do you want it?

#1 – Yes!

#2 – Do you really want it?

#1 – Yes!

#2 - Do you really, really want it?

#1 – Yes!

#2 – Well, (Asks Audience)should I give it to him/her?

Audience – YES!

#2 - Okay!(Pie to the face of #1)

#1 - chases #2 off

Teaching Points- I usually wait to use a real shaving cream pie for the show day. In practice we mime the pie. Make sure that the student who gets pied is not allergic to shaving cream by dabbing a little on their hand. I usually require that any student who receives the pie in the face bring a note from home that says that their parents say its okay for them to get a pie in the face.

Dollar Bill

of Clowns – 4 or more

Routine:

#1 walks out into audience and begins lifting the legs up of audience members and looking under and in purses.

#2 comes in and says “What are you doing?”

#1 Says “I am looking for my lost dollar bill.”

#2 “Do you want help looking for it?”

#1 “Sure.”

They both start lifting the legs up of audience members and looking under and in purses.....etc.

#3 comes in and says “What are you doing?”

#1 Says “We are looking for my lost dollar bill.”

#3 “Do you want help looking for it?”

#1 “Sure.”

#3 joins in lifting the legs up of audience members and looking under and in purses.....etc.

#4 comes in and says “What are you doing?”

#1 Says “We are looking for my lost dollar bill.”

#4 “Do you want help looking for it?”

#1 “Sure.”

#4 joins in lifting the legs up of audience members and looking under and in purses.....etc.

(You are able to add as many students as would like to participate.)

Finally one of the clowns says “So, where’d ya lose your dollar bill anyway?”

#1 “Backstage.”

All – “BACKSTAGE!”

#2 “If you lost it backstage, why are we looking out here?”

#1 “Well it was dark backstage!”

All – Chase #1 off.

Comedy Levitation

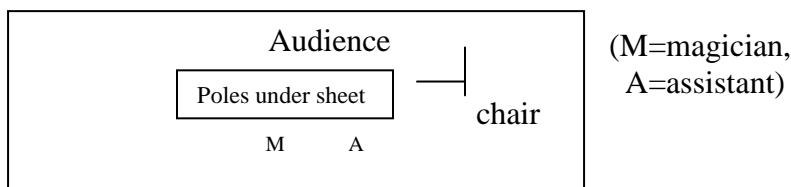
of Clowns – 3

Effect: Magician levitates his assistant. In a comical manner the secret gets revealed.

Props: 1 sheet, 2 poles with shoes on the end roughly matching the assistant’s, & a chair. Need 3 people: magician, assistant who levitates, & a second assistant to help place the sheet over the 1st assistant.

Secret: 2 poles with shoes on the end beneath the sheet create the levitating illusion.

Preparation: Set out chair. Place poles on floor next to it, a little in front of the chair. Cover poles with sheet, accordion pleated (loosely) so when the sheet is lifted up by the top corners, the poles are behind it.



Presentation: “I will call my assistant. (Assistant comes out.) (To assistant:) We will now perform a classic masterpiece of magic, the ancient trick of levitation. (Assistant starts to run away, muttering “Oh no, you’re not levitating me!” Magician pulls assistant back.) The first thing we have to do is to hypnotize the assistant, so everyone please be very quiet. (Magician & asst are standing sideways to audience. A 2nd assistant comes out, & stands behind the asst, arms outstretched, as though to catch asst when she falls asleep. Magician wiggles fingers as he starts to hypnotize.) Your eyes are getting heavier. Heavier. Your nose is getting heavier. Your mouth is getting heavier. Your little finger is getting heavier. (As you say these things, asst doesn’t say or do anything, but 2nd assistant starts to get tired.) When I count to 3 and snap my fingers, you will fall asleep. 1---2---3! (2nd assistant falls to the floor asleep. Magician goes over to him.) No, no, not you! Get up. (pulls him up & resumes hypnotizing pose) 3! (Assistant falls to floor in sitting position, leaning head back against chair.)

(Magician & 2nd assistant each pick up their corner of the blanket, forming a momentary wall between the audience & the sleeping assistant. Under cover of this wall, the assistant quickly gets to his knees, & puts 1 pole under each arm. The ends of the poles should be at or just beyond his armpits. He leans his head back on the chair, and holds arms straight, reaching as far down the poles with his hands as he can.) You can see that we have spared no expense in using only the finest, hand sewn, Persian sheets. Now that he is sleeping, we will cover him with the sheet. (leave the fake feet sticking out one side and the head sticking out the other. Be sure the poles aren’t visible.) Now, upon my command, the ancient trick...of levitation. Rise! (asst lifts up shoes ~6 inches off the ground, trying to rise, can’t, & plops them back on the ground) Rise! (a little louder. This time, the shoes lift ~ 12 inches—getting close, but still not quite rising.) Rise into the air! Now assistant goes all the way up. It appears that he is levitating! Magician stands by the head and adjusts the sheet if necessary as assistant is rising.

For the ending, the magician inadvertently steps on the corner of the blanket & starts taking big bows. Unseen by him, the asst start drifting out from under the blanket. When asst is out, he wakes up, yells, tosses poles & runs off stage.

Teaching Points:

- 3 important things to watch re assistant levitating: 1) elbows are straight (not bent, or it tips the trick) 2) head is parallel to ceiling 3) poles stop at armpits. (If they protrude beyond, they are visible.
- Asst needs to be fairly strong & agile.

Exploration Skills

Exploration Skills/PT –

These are skills that are demonstrated once, then the students are free to explore and advance their aptitude with them during Practice Time(PT). Although these skills require no observation or spotting you will want to walk around and observe and offer pointers. The outline titled Juggling will assist you in giving pointers and in teaching these skills. These are skills that come only after lots of practice. Let them have as much time as they want during PT to explore the skills they enjoy most. We do not provide enough of each of these props for every student to use one at the same time. That is why you must make sure everyone shares.

Examples are: Peacock Feather, Spinning Plates, Poi/Meteors, Flower Stix, Diabolo, Hula Hooping, Trick Roping, Dice Stacking, Cigar Boxes , Cup Stacking, Shaker cups, Flippin Flyer

Balls, Rings and Scarves also fall under here even though they can be done as a group activity they also can be done solo or in PT.

Peacock feathers

What is a Peacock Feather?:

A peacock feather is the tail feather of a peacock. The long lightweight make it an ideal balance learning tool. It can be balanced practically any

How to balance a peacock feather:

The trick is to keep your eye looking at the eye of the feather(the top of an eye), and move whatever the feather is balanced upon in all directions

Beginning:

Balance the feather on the palm of your hand.

Advanced:

Balance the feather on fingers, elbow, shoulder, knee, foot, nose, chin, and forehead



nature of the feather
where on the body.

the feather looks like
to stay beneath it.

Rings

What are Rings?:

Juggling rings are meant for passing. But also other tricks are possible as lightweight and made of a durable, colorful plastic.

Ring Passing

How to pass a ring:

The key is a lofty throw that peaks and comes down to your partner. stand at least 6ft away from each other and no more than 12ft.

Beginning:

One –

- Start by tossing one back and forth.
- You should only catch with one hand.

Two -



well. They are

Partners should

- Each partner has one, you toss at the same time and if the throw is right you should catch at the same time.
- Try having one partner throw first, this most closely resembles the pattern used when passing three.

Advanced:

Three –

- Partner A has two, the Partner B one. Partner A throws one first. When it reaches its peak the partner B their ring and catches the first ring thrown. Partner A then throws his second ring when Partner B's ring reaches it's peak and then proceeds to catch Partner B's ring and the cycle is repeated.

Other Ring Tricks

Head Catch Toss the ring like a frisbee and your partner catches around their head.

Returning Toss Bounce Toss the ring as if you were passing to a partner and put a lot of backspin on the ring. It will hit the ground and bounce nback to you.

Toss Bounce Head Catch Do the Returning Toss Bounce and as the ring rebounds back to you, turn your body so that you can put your head into the ring.

Contortion (Only possible for small children) Bend to one knee and put the other leg, your head and both arms into the ring. Slide the ring over your body.

Spinning Plates

What is a Spinning Plate?:

Spinning plates sets are made of a durable plastic plate and a sharpened wooden dowel. It is a popular and fairly easy skill to learn. Participants are taught the correct way to spin a plate and then progress to throws, passing, and other tricks.

How To spin a plate:

Starting position: Hold the stick at the non-pointed end in the dominant hand, pointing it upwards about 10-20 degrees from vertical. Hand should be about chest height. Hang the plate on the point of the stick inside the rim on the underside of the plate.

Gently use the stick to start rotating the plate with the stick point. Rotate in whatever direction feels most comfortable. Starting this most difficult part - it's all to do with feel. The plate will initially near vertical plane; (it will move to the horizontal plane when it the rotation so the plate is spinning, still with the stick's point **is all wrist action**, rather like whisking an egg with a fork (only the plate is spinning fast, stop 'whisking', leaving the stick stiff will naturally move to the center of the plate and the plate will



circling the rim. initial rotation is the rotate slowly on a speeds up). Speed up circling the rim. **This** upside down). When upright. The point continue spinning.

Basic Tricks:

Spinning on your finger While the plate is spinning point the index finger of the hand not holding the stick. Bring the center of the plate down to rest upon the fingernail and remove the stick. The plate will spin upon the stick.

Pass The plate is spinning and a partner places their stick point into the center of the plate and the partner lifts the plate to remove it from the other stick.

Toss up The plate is spinning atop the stick and is popped up and caught again atop the stick.

Advanced Tricks:

Balance While the plate is spinning use the stick like a peacock feather balance the stick on your hand or any other location on your body.

Toss/Pass While the plate is spinning it is tossed and caught by a partner on their stick.

Poi/Meteors

What Are Poi?: This is an amazing spinning toy. It is manufactured with soft, safe parts making it fun for all ages. Most Poi are made of durable rip-stop nylon. They are made with a high quality swivel and an adjustable cord. Kids can twirl and spin the poi around in many different patterns.



How to hold the poi:
Smaller children generally find it easier to hold onto the cord with the strap in a fist hand. The correct way to hold the strap is to put two fingers through the strap and keep the hand open.

Teaching Note:

Usually it is best to have them start with one poi and advance to one in each hand.

Basic Tricks:

Forwards and Backwards Put the poi in your hands and start swinging them forward. Try backward. Take care to keep them separated or they will collide and or hit you!

Advanced Tricks:

Split Timing Swing the poi alternately so that one of the poi swings around the top when the other poi is swinging at the bottom. This is "split timing".

The Chase Start learning this by starting with only one poi.

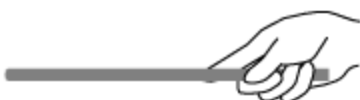
Start swinging the poi in a forward rotation. Then swing the poi across your body and over to the other side of your body for one rotation. Practice this move with both your left hand and right hand. When you feel comfortable with this. Pick up both poi and begin swinging them staggered (180deg) in the forward swing. Alternately crossing the body. The poi will "chase" each other back and forth..

Flower Stix

What Are Flower Stix?: A flower stix set is made up of two hand sticks and one center stick (D-stick). The hand sticks manipulate the D-stick. They are made of wooden dowels covered in rubber. The D-stick also has tassels on the ends.

How to use the sticks:

Holding handsticks is done by having one handstick in each hand with the index finger extended, pointing along the handstick. The D-stick is the stick that does all of the flipping, turning and twirling. The handsticks initiate this movement.



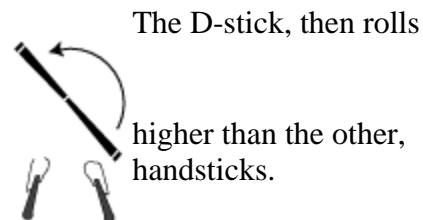
Beginner Technique:

For all beginner tricks the technique is to keep the handsticks parallel to each other. And the D-stick perpendicular.

Beginner Tricks:

The Roll The Handsticks lift the D-stick up, keeping arms extended straight. down the arms and back down again.

The Flip Toss the D-stick by rapidly lifting the Handsticks and bring one allow the D-stick to flip over once in the air and then catch it upon the



The Knee Bounce Bring the sticks down and one knee up at the same time so stick causing it to bounce up and land on the handsticks.

that the knee hits the D-

Advanced Technique:

The handsticks should be held parallel. When hitting the stick, do so with a lifting vertical motion. There should be almost no horizontal movement of the handsticks. Use the handsticks to lift, rather than swat the D-stick.



You should be lifting the D-stick about 4"-6" from the top of the stick. All hits are above the center line.

Rest the D-Stick between one handstick and the floor at an angle. Lift the D-stick with the handstick upwards, not inwards. Continue lifting the stick back and forth. You should be lifting the stick upward, not swatting the stick inward. This move is called the Tick-Tock.



Advanced Tricks:

Standing Two-Handed Start You can start the Tick-Tock by laying the handsticks and then sliding one handstick out.



D-stick across both

The Advanced Flip Do a normal Tick-Tock. Then with one handstick lift the D-stick so that it does a complete flip. Multiple flips are possible with practice.



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The Propeller Spin Start with the normal Tick-Tock. Catch the D-stick just under the center line. Lift the stick with a little more force than you normally do. As the stick spins, bring the handstick around so that you can lift the stick again, just below the center line. With some practice you can spin the D-stick indefinitely on one handstick like a propeller.



One Handed Start with the normal Tick-Tock, lifting higher than normally. As the D-stick spins away from a hand stick, bring that stick under the D-stick and hit it from the other side. Then return the handstick to the other side so that you are D-sticking with just one hand.



Diabolo

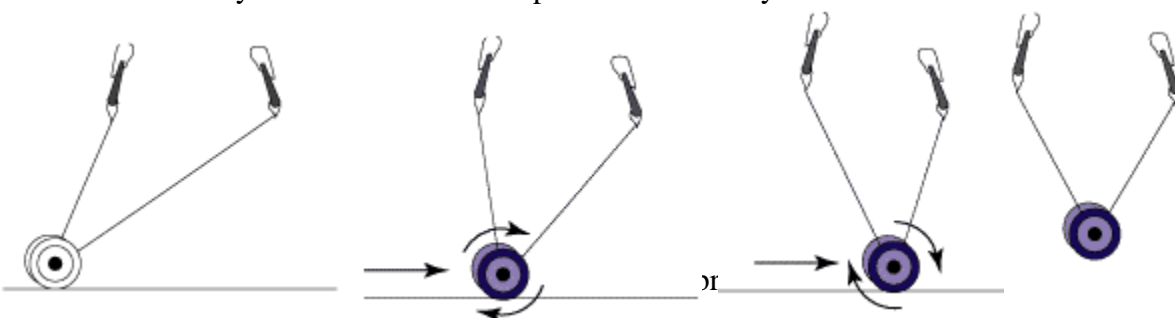
What is a Diabolo?:

The **diabolo** (commonly misspelled as *diablo*, formerly also known as "the devil on two sticks") is a juggling prop consisting of a spool which is whirled and tossed on a string tied to two sticks held one in each hand. A huge variety of tricks are possible using the sticks, string, and various body parts. Multiple diabolos can be spun on a single string. Diabolos evolved from the [Chinese yo-yo](#). Chinese yo-yos have a long thin axle, with disc-shaped wheels, while the western diabolo is more cone-shaped.



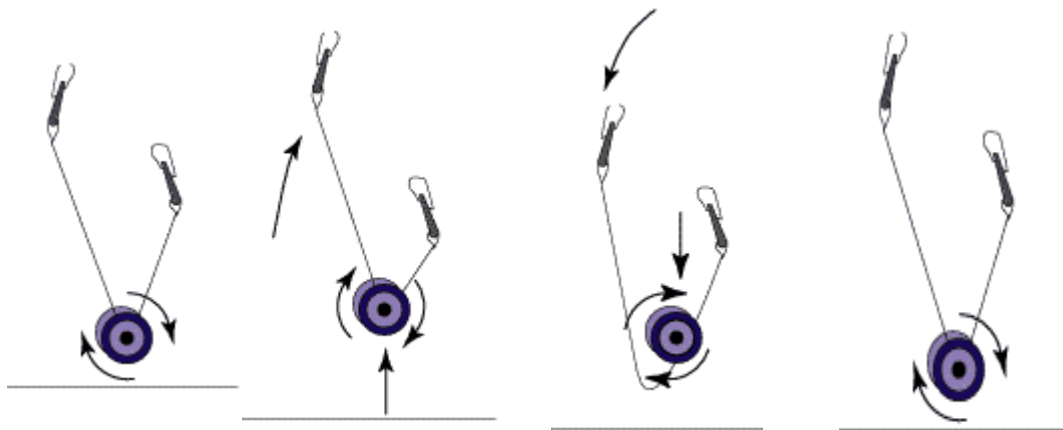
How to spin:

Put the diabolo on the floor positioned just beyond your right hand. Using only your right hand, drag the diabolo towards your and left. Just as it passes in front of you lift the diabolo off the floor.



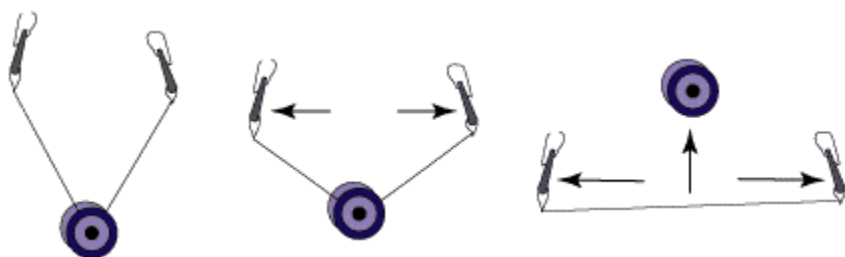
The diabolo should be spinning as it comes off the

ground. This spinning will give it some stability. Get a steady lifting motion going with your right hand. This will maintain the spin of your diabolo. The more rapidly you lift with the right hand the faster it will spin. The faster it spins the more stable it will be.

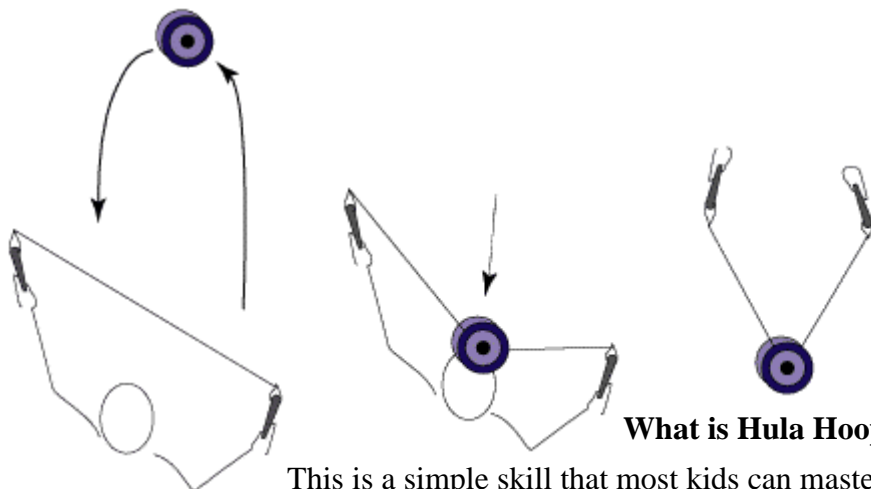


How to toss:

Get the Diabolo spinning. Pull the hand-sticks apart with an even snap. The diabolo must be evenly spaced between the hand sticks. Launch the diabolo straight up. If the diabolo is off-center, it will fly to one side.



To catch the diabolo, hold the string taut above your head with your lifting hand higher than your holding hand. Look through the string to sight on the axle of the diabolo.



What is Hula Hooping?:

This is a simple skill that most kids can master. They are taught to spin around the waist, ankle, hips, head and arms. Most hula hoops are made of a durable plastic.

Basic Tricks:

Hula Hooping



Hoooping First, stand straight with your feet apart so that the outside of each foot is aligned with the outside of each shoulder. Slightly bend your knees. With both hands, position the Hula Hoop so that it is around your waist and against your back before spinning. If you are a right-handed person, gently start twirling the hoop counterclockwise and move your body in a circular motion.

Ringer Bring the hoop up with both hands so that it is around your neck and against the back of your neck and gently start it spinning around your neck. Again move your upper body slowly in a circular motion, same as Basic Hooping.

Advanced Tricks:

Knee Knocker For this trick, start the hoop rotating around your neck. Open both arms wide to balance yourself. Try to maintain a consistent speed knees slightly back and forth in a circular motion. and move your



Flamingo Start with Basic & Knee Knocker, keep up the speed and try to stand on one leg. Concentrate to stay balanced.

Footsee Gently start spinning the hoop around one ankle and keep it spinning. Keep up the speed and try to hop in and out of the hoop as it rotates.

Hula Hop This is a continuation of Footsee. Start with Footsee, keep up the speed, and pop the hoop up to the knee position. Watch out for the timing when putting your other leg in.

Up Down Start with basic Hooping (around waist), then let the hoop go down to the knee position. Next, by using your thighs, try to bring it up again, always maintain a consistent speed, Repeat.

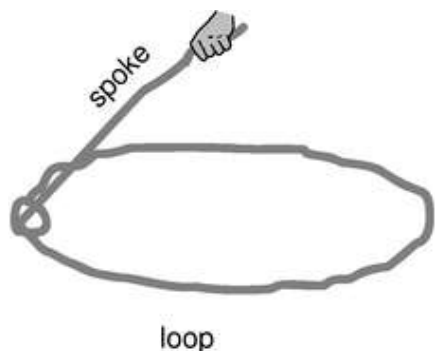
Uppsy Daisy Same as Up Down, start with Basic Hooping. Keep up the speed and spin the hoop as fast as you can. Using its circular motion, bring both of your arms down and bring the hoop up to your neck. Watch your timing and when you bring your arms up or down, be careful with your elbows.

Wrap The Mummy This trick is a combination of Ringer, Up Down, and Uppsy Daisy. Try to remember the techniques used in the previous tricks. Start with Basic Hooping, put both arms beside your body and stand straight, then let the hoop go down to the knee position.

Hand Requires two hoops. Hold one hoop on each hand. Start spinning the hoops around your hands by gently rotating your arms. Keep your arms wide apart and horizontal. While hoops are spinning, try to maintain your arms in the same position at all times.

Elbow Same as Hand. This time, start spinning the hoops around your elbows. While the hoops are spinning, extend your arms out and back. Watch your timing.

Trick Roping



What is trick roping?:

This is a skill that is quite easy for the younger kids. The goal is to get the lasso to do what is called a flat loop. Since the ropes we provide are gimmicked, with a handle, this is made much easier.

Basic trick:

The Flat loop is accomplished by holding the handle of the spoke as if you were stirring something in a mixing bowl. Rotate the wrist slowly and in a circle and eventually the flat loop will appear. The picture to the left illustrates what the flat loop looks like.

Advanced tricks:

Merry Go round - Do the flat loop and turn around slowly as you do.

Catch the cow – Spin a flat loop around and then lift your hand straight up into the air. As the rope descends, this will cause the loop to “catch you”.

Dice stacking

What is dice stacking?:

Dice stacking is the art of scooping up dice in a dice cup and cup down to build a vertical column of dice. Most people's reaction, when first seeing the dice stacked, is astonishment. succeeded in stacking dice, there are all sorts of variations, the skill new and interesting for beginners and masters alike.

Basic trick

Gather With the dice set on the table separate but in a line, one into the cup without dropping any. This is accomplished by cup face down and doing a rocking motion with your wrist to keep the dice in the cup as you scoop the next one.



setting the
initial
Once one has
which keep

scoop each
holding the

Advanced trick

Stack After the gather, sliding the cup across the table face down should accomplish the stack. It is fairly simple now that you have all 4 dice in the cup, and if you rock your wrist back and forth, left to right. If you slam the cup face down at the same time you slide it across the table the force will create a stack.

Cigar Boxes

What are cigar boxes?: Cigar box manipulation is with 3 boxes. A standard cigar box manipulation consists slight inward pressure on the two outside boxes to control inside box. By bending the knees down and then them, on the up stroke you can release the pressure on boxes, turn or manipulate the boxes in some way, and them all on the next down stroke.



usually done of applying the third, straightening one or more then catch

Basic Tricks

Flip the middle. By Bending the knees down and then them, on the upstroke you can release the pressure on the middle box and nudge it enough to cause it to flip end over end before catching it with the other two boxes.

straightening

Turn the outsides. While holding the outside box, your wrist turns and the box again rests against the middle box. Your hand is now palm up. This can be repeated and the boxes will again be held palm down.

Advanced trick

Flip them all. A combo of the two above tricks. Turn both outsides to palm up and as you begin to do the trick to bring them palm down, you release the middle and do the "flip the middle" thus turning all 3 at the same time. Not as hard as it sounds.

Cup Stacking



Sport stacking (formerly known as cup stacking) is an individual and team activity played using plastic cups. It originated in the early 1980's at a southern California boys and girls' club and received national attention in 1990 on The Tonight Show with Johnny Carson. Participants of sport stacking upstack and downstack cups in pre-determined sequences, competing against the clock or another player. Sequences are usually pyramids of three, six, or ten cups. Proponents of the sport say participants learn teamwork, cooperation, ambidexterity, and hand-eye coordination.

Sport stacking can only be done with specially designed cups, made to prevent sticking to one another. Made of durable plastic, the cups have holes in the bottom to allow air to pass through quickly when stacking the cups together, and are designed with a ledge inside to keep the cups separate when nested, so they can be quickly separated from each other when stacking.

Basic Tricks:

There are three main types of stacks in competition. All stacks can be made from left-to-right or right-to-left (individual preference), but the same direction must be maintained for both "up stacking" (setting the cups into pyramids) and "down stacking" (unstacking the pyramids and returning them to their nested position).

3 - 3 - 3

Uses 9 cups. Cups start in three nested stacks of 3. The stacker must create three pyramids of 3 cups each and then down stack the cups back into nested stacks of 3 in the order that they were upstacked.

3 - 6 - 3

Uses 12 cups. The stacker must create three pyramids made up of three cups on the left, six cups in the center, and three cups on the right (3-6-3), then down stack the cups in the order that they were upstacked into their original position. Also used as the first transition of the Cycle Stack.

6 - 6

Uses 12 cups. The stacker must create pyramids of 6 cups on the left and 6 on the right and then down stack both of them to create one pile of cups. This stack is only used competitively as the second transition in the Cycle Stack.

1 - 10 - 1

Uses 12 cups. The stacker begins with a single downstacked pile. He/she must take two cups off the top, turn one upside-down (stacker's choice), then upstack the remaining ten. The stacker must then tap the opposite sides of the single cups and take down the ten stack into a downstacked 3-6-3. This stack is only used competitively as the third transition of the Cycle Stack

Advanced Trick: The Cycle Stack

The most complicated stack is called the Cycle Stack. It involves a sequence which includes, in order: a 3-6-3 stack, a 6-6 stack, and a 1-10-1 stack, finishing in a down stacked 3-6-3.

Shaker Cups

What are shaker cups? Shaker cups come from mixing evolved from bar flair and bartender stunts. A set is 3 or more the juggler flips in different patterns to amazing catches.

Basic Tricks: 2 cups, put one inside of the other and using motion of hand that is holding the cups, flip it out of the other – come free of the cup in hand, do a single flip and land back in the hand. This can also be done with three tossing the center forth from cup to cup.

Advanced Tricks: Flipping 2 cups at once and catching them in one. Catching them bottom to bottom in such a way that they resemble an hour glass.



shakers. They are steel cups that

only the wrist allowing it to to the cup still in cup back and

Flippin Flyer



What are Flippin Flyer? A cross between a frisbee and a yo-yo. Your finger goes through the string, or you hold the string in your hand and it is thrown like a frisbee. Lots of fun moves can be made by doing interesting tosses and catches.

Basic Tricks: - Throw it forward and let it come back for a catch. - Throw it out let it pass you, rebound on the string behind you, in front of you and then catch. – Throw it and let it bounce like a yo-yo. **Advanced Tricks:** - Throw it and let it rotate around you fully. – Throw it and release the string and catch it with your other hand. – Throw it like a yo-yo and release the string, catching the FF behind your back.

Other Activities

Circus Olympics

What are the Circus Olympics?:

The purpose of the Circus Olympics is for the kids to reinforce what they have learned in a fun way. It is very simple the students each pick the event they would like to compete in and then the competition is held. I use the word competition loosely, you as the facilitator can stack the deck so to speak to ensure that no one gets hurt feelings and everyone wins. Don't let the competition get too serious. Keeping score is an easy way to have every body win. You can assign whatever points you feel like so that, SURPRISE! The scores were even! Everybody wins! The events are only limited by your imagination. Below you will find a list of events I do but feel free to make up your own. Try relay race versions.

Some Ideas for Games

- See who can spin a plate the fastest. A variation can be doing it with the opposite hand.
- Peacock feather balancing races to a point and back again.
- See who can hula hoop the longest. As the contestants are weeded out you might have them try walking around while hula hooping or on different body parts to up the ante.
- Stilt walking the farthest, forward, backward, sideways etc.
- Ring toss with a partner. How many throws can they get passing back and forth without dropping.
- Rolla bolla balance, how long can they balance on the rolla bolla.

End Of Day Show

What is the End of Day Show?:

The purpose of the end of the day show is to encourage students to perform in front of each other the skills they have learned that day. It also gives them time to practice performing skills.

How is an end of day show executed?:

- All students place their props near the stage and give the person performing their undivided attention.
- The student performing gets introduced by their name and skill.
- The student does one or two tricks, one clown skit, either solo or with a partner.
- The student(s) bow or style.
- The audience applauds appropriately.
- The teacher can give a few performance notes and possibly have the student(s) perform the skill(s) again.
- The next student(s) go up onstage.

Circus Posters

What are the Circus Posters?:

The purpose of the circus posters is to announce the coming of the end of session show.

How do we make circus posters?:

- Students each get a couple of sheets of plain white paper and draw a picture of themselves in circus settings. If they need a reference for the image there is a page of circus pictures included in your kit. Also the poster should have the time, date and location of the show.

COMEDY CAMP

		FULL DAY CAMP SCHEDULE	Comedy Camp
	Time	Activity	Items to Teach
Day 1	9:00	Intro/Get to Know Ea Other Games	See team bldg games. E.g. Alphabet Name Circle, Creative Greetings, Have You Ever, Known and Unknown.
	9:20	Art	Gag Bag decorating
	9:50	Jokes	Knock Knock Jokes and Riddles
	10:20	Break	
	10:30	Skits	~3 Skits
	11:00	Comedy Quickies	Name that Doodle, Da-da-da-da, plate walk, push up asst, reach take-away gag
	11:30	Comedy Magic	Cards: Bigger, Flim Flam Flum
	12:00	Lunch	
	12:30	Team Building Games/Recess	
	1:00	Silly Skills	Money Silly Skills
	1:30	Break	
	1:40	Theater Games	
	2:10	Animal Balloons	Teach ~3. E.g. Fish, dog, sword
	2:40	Gag	
	2:55	Clean up/Reminders to kids:	Bring a joke to tell
		Pass out:	Show flyer
Day 2	9:00	Theater Games	
	9:30	Talent Show	
	10:00	Jokes	2-Person Jokes
	10:30	Break	
	10:40	Skits	Review & 1-2 more skits
	11:10	Silly Skills	Paper Silly Skills
	11:40	Lunch	
	12:10	Games/Recess	
	12:40	Comedy Magic	Rope: Comedy Cut & Restored Rope, Long to Short Rope Gag
	1:10	Art	Have a Flower
	1:40	Break	
	1:50	Silly Skills	
	2:10	Store Demo	Store
	2:40	Gag	
	2:55	Clean up/Reminders to kids:	Bring a joke to tell
Day 3	9:00	Review. Kids perform	
	9:15	Theater Games	
	9:45	Jokes	1-Person Jokes
	10:15	Break	
	10:25	Skits	Review & 1-2 new skits
	10:55	Silly Skills	Dinner Table Silly Skills
	11:25	Art	Finger Box
	11:55	Lunch	
	12:25	Games/Recess	
	12:55	Comedy Magic	Snapper, Squeaker
	1:30	Skit Writing	
	2:00	Break	
	2:10	Big Review	Review everything so far. Kids perform
	2:40	Gag	
	2:55	Clean up/Reminders to kids:	Show Friday!

		Full Day Schedule (cont)	Comedy Camp
Day 4	9:00	collect store forms, Theater Games	
	9:30	Jokes	Doctor Doctor. If time permits, These Kids are So Smart
	10:00	Skits	Review & 1-2 new skits
	10:30	Break	
	10:40	Comedy Magic	Cards #2: Long Card Revelation, Comic Speller
	11:15	Art	Show Posters
	11:45	Lunch	
	12:15	Games/Recess	
	12:45	Silly Skills	Circus Silly Skills
	1:15	Plan Show	Assign jokes and skits
	1:45	Break	
	1:55	Prep & Rehearse Show	
	2:40	Gag	
	2:55	Clean up	
		Reminders for tomorrow:	Family come to show, 2pm.
Day 5	9:00	Theater Games	Collect store forms
	9:30	Silly Skills	No Prop Silly Skills
	10:00	Break	
	10:10	Rehearse	
	11:10	Art/Coaching as Needed	Backdrop
	11:35	Lunch	
	12:05	Games	
	12:35	Art	T-shirt Trick. Wear shirts for show
	1:05	Animal Balloons	Make balloon animals for guests
	1:35	Break	
	1:45	Prep show	At beginning, pass out evaluations, mail list forms, pens
	2:00	Show	
	2:45	Ceremony	
	2:50	Store, Goodbye, Thanks	

Full Day Comedy Camp Activities						
Day:	Mon	Tue	Wed	Thu	Fri	Total
Art	Gag bag	Have a Flower	Finger Box	Posters	Backdrop, T-shirts	6
Jokes	Knock knock, Riddles	2-Person Jokes	1-Person Jokes	Doctor Doctor		4
Skits	Yes	Yes	Yes	Yes		4
Team Bldg Games	Yes	Yes	Yes	Yes	Yes	5
Silly Skills	Money	Paper	Dinner Table	Circus	No Prop	5
Magic	Rope	Cards #1	Snapper, Squeaker	Cards #2		4
Theater Games	Yes	Yes	Yes	Yes	Yes	5
Animal Balloons	Yes				Yes	2
Gags	Yes	Yes	Yes	Yes	Rubber Chicken	5

		HALF DAY CAMP SCHEDULE	Comedy Camp
	Time	Activity	Items to Teach
Day 1	9:00	Intro Games	
	9:20	Art	Gag Bags
	9:50	Jokes	Knock Knock Jokes, Riddles
	10:20	Break	
	10:30	Comedy Magic	Cards: Bigger, Flim Flam Flum
	11:00	Skits	~3 skits
	11:30	Silly Skills	Money Silly Skills
	11:45	Gag	
	11:55	Clean Up / reminder / pass out	Bring a joke. Give out show fliers
Day 2	9:00	Review	
	9:15	Theater Games	
	9:45	Jokes	2-Person Jokes
	10:15	Skits	Review & 1-2 more skits
	10:45	Break	
	10:55	Comedy Magic	Rope: Comedy Cut & Restored Rope, Long to Short Rope Gag
	11:25	Art	Have a Flower
	11:45	Gag	
	11:55	Clean Up / reminder	Bring a joke to tell
Day 3	9:00	Review	
	9:15	Theater Games	
	9:45	Jokes	1-Person Jokes
	10:15	Skits	Review & 1-2 more skits
	10:45	Break	
	10:55	Comedy Magic	Snapper, Squeaker
	11:25	Art	Finger Box
	11:45	Gag	
	11:55	Clean Up / reminder	show Friday!
Day 4	9:00	Review	
	9:10	Theater Games	
	9:30	Jokes	Doctor, Doctor. If time permits, These Kids are So Smart!
	9:55	Skits	Review & 1-2 more skits
	10:20	Break	
	10:30	Comedy Magic	Cards #2: Long Card Revelation, Comic Speller
	11:00	Plan Show	
	11:30	Art, Practice	Show Posters
	11:45	Gag	
	11:55	Clean Up / reminder	Family come to show tomorrow 11:15!
Day 5	9:00	Rehearse	
	10:00	Art	Backdrop, T-shirts--color. Teach prediction trick.
	10:45	Silly Skills	Paper Silly Skills
	11:15	Prep Show	
	11:30	Show	
	11:50	Ceremony	
	11:55	Clean Up, Store, Thank Yous	

Half Day Comedy Camp Activities							
Day:	Mon	Tue	Wed	Thu	Fri	Total	Omit from full day
Art	Gag bag	Have a Flower	Finger Box	Posters	Backdrop, T-shirts	6	
Jokes	Knock knock, Riddles	2-Person Jokes	1-Person Jokes	Doctor Doctor		4	
Skits	Yes	Yes	Yes	Yes		4	
Silly Skills	Money				Paper	2	3: dinner table, circus, no prop
Magic	Rope	Cards #1	Snapper, Squeaker	Cards #2		4	
Theater Games	Yes	Yes	Yes	Yes		4	1
Gags	Yes	Yes	Yes	Yes	Rubber Chicken	5	
Misc							comedy quickies (1), team bldg games(5), animal balloons (2).

Comedy Intro

Set some boundaries for comedy. Stay away from:

- Anything that could be considered hurtful, or that puts down someone or groups
- Foul language, male/female body parts, sexuality, sexual preference, toilet humor
- Religion, race
- Alcohol, drugs, violence, guns

* Make the humor something you can tell your grandmother.

You may want to cover different types of comedy:

- Types of Comedy: stand-up (solo, scripted), sketch (group, scripted), improv (group, unscripted).
- What makes something funny? Here are some examples. Others?
 - Exaggeration. Take to an extreme.
 - Pair unlikely things. Different perspective on something.
 - Play on words. Pun.
 - Slapstick. Physical comedy.
- Some principals of comedy
 - Magician in trouble syndrome
 - Look-don't see (audience sees but magician doesn't)
 - Comedic rule of 3's

Note: As you cover different funny things in the course, point out some of these things.

Teaching the Different Types of Jokes

Note the progression of material. Day #1 is knock knock jokes and riddles—a basic, common format that kids are familiar with. Day #2 progresses to 2 person jokes. Timing and delivery comes into play a little more—delivering the punchline well. Day 3 is 1-person jokes, which is standup comedy. This is, in a sense, the pinnacle of the jokes. Day 4 goes on to group humor routines that involve everyone. If possible, kids should memorize the jokes they tell for the show. Display some of each type in the show—especially one-person jokes if some are comfortable with these. Encourage kids to bring in their own (appropriate) jokes, or invent jokes.

Day 1: Knock Knock Jokes & Riddles

- These are easy. Goal is to get kids comfortable in front of a group saying jokes.
- Pass out the joke sheet to each camper with the knock knock jokes & riddles. Take turns with kids coming up on stage and reading jokes. Knock Knock jokes—do in pairs. Have kids alternate who is the first person & who is second.
- If time permits, perhaps have each pair pick their 3 favorites, then each pair comes up and does one. (Repeat of the previous material, but they're doing the ones they like best.)
- Have kids tell their own jokes, or make them up.

Day 2: 2-Person Jokes

- Warm up/review previous jokes. Each child does one.
- 2-Person Jokes: Pair up. Pairs read 2-person jokes out loud. Pick 3 favorites. Each pair does these in front of everyone.

Day 3: One-Person Jokes

- Note: This is stand-up comedy—what we've been building toward. Focus on and develop these.
- Warm up/review previous jokes. Each child does one.
- Possible approaches: 1) Campers read jokes individually. Come up with ~3 favorites. Get up and tell them. Or 2) Campers alternate getting up and reading the jokes, each person takes one. Have campers do these individually. (working more toward class stand up comedy)
- Invite jokes kids know, and kids to make up jokes.
- Have kids read the tips from the famous comics. Discuss these ideas. What do the kids think?

Day 4: Doctor Doctor Routine (and, if time permit, These Kids are So Smart)

- Warm up/review previous jokes. Each child does one.
- Doctor, Doctor: One person is the doctor. The rest are a procession of patients who come in and out of the doctor's office with their various issues. Put "The Doctor's In" sign up on the Doctor's table—at least during the show. On the back of it is the eye chart, which is used in 1 of the bits.
- These Kids are So Smart—Another group act. Do if time permits.

Important Show Note: Have all kids sitting at the back of the stage, if possible, in chairs. Each joke teller (or pair) stands up to tell their jokes, rapid fire, Hee Haw style. You (or kids) emcee, but not between every joke.

Keys:

- Have kids come up in front of the group to provide experience and build comfort in front of a group. Don't do jokes from their seats!
- Be sure campers
 - speak loud & clearly
 - Look at the audience. Good eye contact.
 - Stand still
 - Have good expression. Not just reading in a

Knock Knock Jokes

1. Knock, knock
Who's there?
Nobel
Nobel who?
No bell, that's why
I knocked!
2. Knock, knock
Who's there?
Aaron
Aaron who?
Why Aaron you
opening the door?
3. Knock, knock
Who's there?
Tank
Tank who?
You're welcome!
4. Knock, knock
Who's there?
Hawaii
Hawaii who?
I'm fine, Hawaii you?
5. Knock, knock
Who's there?
Ashe
Ashe who?
Bless you!
6. Knock, knock
Who's there?
Orange
Orange who?
Orange you even going
to open the door!
7. Knock, knock
Who's there?
Gray Z
Gray Z who?
Gray Z mixed up kid.
8. Knock, knock
Who's there?
Who
Who Who?
Is there an owl in there?
4. Knock, knock
Who's there?
Amos
Amos who?
A mosquito bit me!
5. Knock, knock
Who's there?
Police
Police who?
Police let us in,
it's cold out here!
6. Knock, knock
Who's there?
Amarillo
Amarillo who?
Amarillo nice guy!
7. Knock, Knock
Who's there?
Leaf
Leaf who?
Leaf me alone!
8. Knock, Knock
Who's there?
Dishes
Dishes who?
Dishes a very bad joke!
9. Knock, Knock
Who's there?
Freddie
Freddie who?
Freddie or not
here I come!
10. Knock, Knock
Who's there?
Gladys!
Gladys who?
Gladys it's my last joke!
11. Knock, knock
Who's there?
Cher
Cher who?
Cher would be nice if you
would open the door!
12. Knock, knock
Who's there?
Anita
Anita who?
Anita to borrow a pencil!
13. Knock, knock
Who's there?
Woo
Woo who?
Don't get so excited,
it's just a joke.
14. Knock, knock
Who's there?
Figs
Figs who?
Figs the doorbell,
it's broken!
15. Knock, knock
Who's there?
Alice
Alice who?
Alice fair in love and war.
16. Knock, knock
Who's there?
Annie
Annie who?
Annie thing you can do,
I can do better
17. Knock, knock
Who's there?
Yukon
Yukon who?
Yukon say that again!
18. Knock, Knock
Who's there?
Theodore
Theodore who?
Theodore is stuck and
it won't open!
19. Knock, knock
Who's there?
Howie
Howie who?
I'm fine, how are you!

Riddles

Q: What is the hardest part about skydiving?
A: The ground!

Q: Why did the man keep doing the backstroke?
A: Because he just ate and didn't want to swim on a full stomach!

Q: What do hockey players and magicians have in common?
A: Both do hat tricks!

Q: What do you call a pig who plays basketball?
A: A ball hog!

Q: Why did the golfer wear two pairs of pants?
A: In case he got a hole in one!

Q: What do you call four bullfighters in quicksand?
A: Quattro sinko.

Q: What do you call a boomerang that doesn't work?
A: A stick.

Q: How do you get straight A's?
A: By using a ruler!

Q: What did the pencil sharpener say to the pencil?
A: Stop going in circles and get to the point!

Q: What's the worst thing you're likely to find in the school cafeteria?
A: The Food!

Q: What has four wheels and flies?
A: A garbage truck!

Q: What is green and has yellow wheels?
A: Grass. I lied about the wheels!

Q: What does even the most careful person overlook?
A: Her nose!

Q: Did you hear about the robbery last night?
A: Two clothes pins held up a pair of pants!

Q: Why can't your nose be 12 inches long?

Q: What is blue and goes ding dong?
A: An Avon lady at the North Pole!

Q: What did Cinderella say when her photos did not show up?
A: Someday my prints will come!

Q: Why was the broom late?
A: It over swept!

Q: Why did the picture go to jail?
A: Because it was framed.

Q: What did one wall say to the other wall?
A: I'll meet you at the corner.

Q: What did the paper say to the pencil?
A: Write on!

Q: What do you give to a sick lemon?
A: Lemon aid!

Q: What is green and sings?
A: Elvis Parsley

Q: Why did the banana go to the doctor?
A: Because it wasn't peeling well!

Q: What is green and brown and crawls through the grass?
A: A Girl Scout who has lost her cookie.

Q: What is black; white; green and bumpy?
A: A pickle wearing a tuxedo.

Q: Waiter, will my pizza be long?
A: No sir, it will be round!

Q: What's the best thing to put into a pie?
A: Your teeth!

Q: In which school do you learn to make ice cream?
A: Sunday School.

Q: What is a pretzel's favorite dance?
A: The Twist!

Q: Why did the farmer ride his horse to town?
A: It was too heavy to carry!

Q: Did you hear the joke about the peanut butter?
A: I won't tell you then, because you might spread it.

2 Person Jokes

HAND ME DOWNS

#1- "My dad had it tough when he was a kid. All his clothes were hand me downs."

#2- "That's not so bad, many people grew up wearing hand-me downs."

#1- "Yeah but all he had were older sisters!"

GORILLA

#1- "Do you know what you get when you cross a porcupine with a gorilla?"

#2- "No what?"

#1- "I don't know what they call it but it always gets a seat on the bus."

FALL GUY

#1- "I just read in the paper that every 20 seconds a person falls out of a tree."

#2- "Wow, I feel sorry for that guy."

WHERE YA FROM?

#1 - Where were you born?

#2 - Missouri.

#1 - Which part?

#2 - All of me, of course!

JOHN?

#1- "Have you seen John?"

#2- "What's his name?"

#1- "Who?"

#2- "John."

#1- "Nope I haven't seen him."

EXTRA EXTRA

#1- "Extra Extra Two men swindled!"

#2- "I'll take one. (Mimes reading paper) Hey! There is nothing in here about anyone being swindled!"

#1- "Extra Extra Three men swindled."

SEE?

#1- "I can't see! I can't see!!!"

#2- "Why not?"

#1- "My eyes are closed!"

MILK BAG

#1- "What's in the bag?"

#2- "Milk"

#1- "That's ridiculous. You don't keep milk in a bag!"

#2- "Why not? Cows do!"

COLD FRONT

#1 - A weatherman came to school today.

#2 - Wow, what did he talk about?

#1 - He told us about weather and where cold fronts come from.

#2 - Where do cold fronts come from?

#1 - Standing in front of the refrigerator with the door open.

ANIMAL CRACKERS

#1 - Quack...Quack...Quack..

#2 - How come you are saying Quack..Quack..?

#1 - I'm learning a foreign language!

Later

#1 - Moo...Moo...Moo...

#2 - Let me guess, you're learning another foreign language.

#1 - Nope, I got tired of saying Quack..Quack..

LOST DOG

#1- "My dog ran away yesterday."

#2- "Did you put an ad in the paper?"

#1- "No"

#2- "Why Not?"

#1- "My dog can't read."

TRAIN AND TEACHER

#1 - What is the difference between the teacher and a train?

#2 - I don't know, what is the difference between the teacher and a train?

#1 - A Train says CHEW! CHEW! and a Teacher says SPIT THAT GUM OUT!

SAD TRIP

#1 - (Crying)

#2 - Why are you crying?

#1 - I was going downtown to see the St. Louis Arch. When I got close I saw a sign saying "St. Louis Arch Left". I got so disappointed, turned around and went home.

NUTTY

#1 - How do you catch a squirrel?

#2 - I don't know, how do you catch a squirrel?

#1 - Climb up the tree and act like a nut.

2-Person Jokes (cont)

RABBIT

#1 - Ask me if I'm a rabbit.
#2 - Okay Are you a rabbit?
#1 - Yes. Now ask me if I'm a beaver.
#2 - Are you a beaver?
#1 - No! I just told you I was a rabbit! (Walks off)

GLOVES

#1 - What has five fingers and can be made of leather?
#2 - Eh... I don't know.
#1 - One glove! Now, what has 10 fingers and can be made of leather?
#2 - Eh.... I don't know.
#1 - Two gloves! Now, who is President of the United States?
#2 - Eh.... Three gloves?

ANNOUNCEMENT - 2

#1- We interrupt this show with an important message.
#2 – “Ladies and Gentleman I have been asked to announce that after Monday, Tuesday and Wednesday there will follow Thursday, Friday and Saturday. Thank You.”

PRESIDENT’S ADDRESS

#1- We interrupt this show with an important message. We will be airing the Presidential address.”
#2- “1600 Pennsylvania Avenue, Washington DC”
#1- “Thank You.”

ECHO

Teacher – “Hello”
Echo: “Hello”
Teacher – “Hello”
Echo: “Hello”
Teacher – “Cheese”
Echo - “Cheese”
Teacher – “Bologna”
Echo - (silence)
Teacher - (to audience) It must not be working now. I'll try again. (to echo) I am the best teacher in the world.
Echo: Bologna

PILOT TO CONTROL

PILOT & CONTROL TOWER sit on opposite sides of the stage.

PILOT - (Yelling loudly) "Pilot to control tower - I'm coming in. Give me landing instructions!"

MEMORY

#1 - I have been having a hard time remembering things.
#2 - How long has that been going on?
#1 - How long has what been going on?

FIRST AID

#1 (walks up to) #2 - "You know all about first aid, when I press my forehead with my finger, it really hurts. When I do the same to my jaw, it's also painful. When I press on my stomach, I suffer. What can it be?"
#2- (Listens to his heart, taps on his chest, looks in his ears and declares,) "I don't know, you better go to the doctor it looks serious"
#1- "O.K".
#2- (Walks offstage and then comes back.) "What did the Doctor say?"
#1- "The doctor said I have a broken finger"

BIG SCRUBBER

#1- "Water....Water...."
#2- "Here is a cup of water for you."
#1- "Thank you so much. Wow your cup is really clean. How do you get it so clean?"
#2- Big Scrubber.
#1- "Ahhhhh."
#2- Could you help me?
#1- Sure anything, what do you need?
#2- Help me find my dog.
#1- Okay, what's his name?
#2- Big Scrubber

I'M NOT HERE

#1- "I'll bet you 10 dollars I am not here!"
#2- "Well of course you are. Anyone can see you are definitely here."
#1- "I tell ya I'm not here and I will prove it."
#2- "OK you got a bet."
#1- "Am I in Chicago right now?"
#2- "No"
#1- "Am I in New York right now?"
#2- "Of course not."
#1- "Well if I'm Not in Chicago and I'm not in New York then I must be somewhere else right?"
#2- "Uh...right."
#1- "If I'm somewhere else, I can't be here, right?"
#2- "That does make sense..."
#1- "So you owe me ten bucks"

1-Person Jokes

1. One day a duck wanted grapes. The duck walks into a store and asks the manager, "Do you have any gwapes?" "No", the manager said, "get out of here." The next day the duck walks in the same store and says to the manager, "Do you have any gwapes?" The manager says, "No I don't have any gwapes and if you say that one more time I'm going to staple your feet to the ground!" The next day the duck walks in and says to the manager, "Do you have any staples?" The manager says "No. Why?" And then the duck says, "Do you have any gwapes?"
2. The teacher told her class not to worry. Their homework will be a piece of cake. So what did Dudley do when he got home? He ate his homework!
3. A man had a problem that he always forgot his computer passwords. One day he thought he would keep a password that he would never forget. So he set his password to be 'incorrect'. That way, if he typed the wrong password, his computer would tell him 'your password is incorrect.'
4. The TV game show was really close. One contestant was asked to name 2 of Santa's reindeer. The contestant gave a sigh thinking that he had finally been given an easy question, "Rudolph and Olive!" The host asked the contestant, "We'll accept Rudolph but can you explain Olive?" The man looked at the host and said, "You know, 'Olive' the other reindeer, used to laugh and call him names..."
5. Santa's sleigh broke down on Christmas Eve. He flagged down a passing motorist and asked, "Can you give me a hand?" "Sorry," the motorist replied. "I'm not a mechanic, I'm a foot doctor." "Well, in that case," replied Santa, "then can you give me a toe?"
6. Patty came up to a boy with a sheet over his head on Halloween and asked, "Are you a ghost?" The boy replied, "Of course not! I'm an unmade bed!"
7. A teacher asked her student, "Where is the Dead Sea?" The student replied, "I never knew it was sick."
8. I asked my teacher the other day, "Do you punish people for things they don't do?" My teacher said "No". "Good", I replied, because today I have not done my homework."
9. An FBI agent is interviewing a bank teller after the bank had been robbed 3 times by the same bandit. "Did you notice anything special about the man?" asks the agent. "Yes," replies the teller. "He was better dressed each time."
10. My teacher asked us to write a 100 word essay. Boy, that's a lot of words, I thought. How am I am going to come up with that? But I finally came up with this solution. "My cat was outside. I went to call her in for the night. I called 'Kitty, Kitty, Kitty, Kitty, Kitty...'
11. For a homework assignment, my teacher asked us to write down our family's favorite words. When I got home, my mom was watching TV. I asked her, "What's your favorite word?" "Be quiet", she said, so I wrote that down. My dad was watching the ballgame and his team had just scored. I asked what his favorite word is. "Yeah!", he exclaimed. So I put that down. Next I went to my sister. She was listening to her music. "What's your favorite word?", I asked. "A lollipop, a lollipop, a lollipop", she sang. So I noted that. I asked my brother his favorite word. He was watching Batman. He said, "Nanananananana Batman!" Finally I went to my other brother, who was playing with his cars. "What's your favorite word?" He said "Voom, voom car, a voom, voom car." So I wrote that down.

12. After extensive research, I have discovered the top 5 reasons excuses for not exercising:
 1. My grandmother started walking five miles a day when she was 60. She's 97 now and we don't know where she is!
 2. I joined a health club last year, spent about \$400. Haven't lost a pound. I didn't realize you had to show up!
 3. I don't exercise at all. If we were meant to touch our toes, they would have grown in further up our body.
 4. I have flabby thighs, but fortunately my stomach covers them.
 5. I don't jog because it makes the ice jump right out of my soda.
13. The next day at school, the teacher asked me to share my homework with the class. I said, "Be quiet!" The teacher said, "Do you want to go to the principal's office?" I said "Yeah!" "What do you think you deserve?", she said, angrily. So I said my next words. "A lollipop, a lollipop, a lollipop." "Who do you think you are?", she said. "Nananananananana Batman!" "What do you think you are going to get away with?", she said. "Voom, voom car, a voom, voom car." I don't know why I spent the rest of the day in the principal's office. I thought I'd done the assignment correctly!
14. A teacher once asked a boy, "Where is the Dead Sea?" The boy answered, "I never knew it was sick."
15. There is a girl in my class who is, shall we say, academically challenged. She failed a test. The teacher wanted her to come in after school and make it up. On the note home to her parents the teacher wrote: "Make up test". The next day the girl brought in lipstick and eye shadow.
16. When Dad came home he was astonished to see my brother, Alec sitting on top of the dog, writing. Dad yelled, "Alec, what an earth are you doing on top of the dog?" Alec answered, "My teacher told us to write an essay on our favorite animal. It was either this or the goldfish bowl."
17. I brought my science test home the other day and my dad asked, "Son, why does your exam have a big zero on it?" Thinking fast, I explained, "It's not a zero. The teacher ran out of stars, so she gave me a moon instead!" He didn't buy it, unfortunately, so I spent the rest of the day in my room.
18. My teacher asked Billy the other day to spell Mississippi. He replied, "The state or the river?"
19. I bragged to my mom yesterday that I got a hundred in school today! I didn't anticipate her next question, "What did you get the hundred in?" I confessed, "I got a 40 in reading and a 60 in math."
20. "Well, Ronald", the principal said, "I hear you missed the first day of school." "Yes", admitted Ronald, "but I didn't miss it by much!"
21. Six year old Caitlin was riding home with her mother when she asked, " Mommy, can I borrow your makeup?" When her mother asked why, Caitlin replied, "My teacher said we're having a make-up class next Thursday, and I don't have any makeup, so I need to borrow yours!"
22. One day three-year-old Lauren and her mom were running errands. Everything the mom said or did, Lauren asked, "Why?" Finally, mom said, "Lauren, please stop asking me why." After a short silence, she looked at her and asked, "Okay, how come?"
23. One morning a kindergarten teacher was teaching her class how to spell simple, three-letter words, such as cat. When she hinted that there was a vowel in the middle, one little boy asked what a vowel was. Before she could answer, six-year old Nick chimed in, "You know what a vowel is! Those letters you buy on Wheel of Fortune!"
24. Five-year-old Jeffrey was riding with his dad when the dad spotted a flock of geese flying overhead. The dad told Jeffrey to look out the window so he could see how the geese formed the letter V. Jeffrey looked up, then asked, "Do geese know the rest of the alphabet too?"

Doctor, Doctor Routine

One person plays the doctor, who sits at a table. One after another, patients come in, have brief, comical interactions with the doctor, then walk out.

Props: table, chair, 8.5x11 cardstock sign with “The Doctor is In” on 1 side and an eye chart on the other.

Set up: Put “The Doctor is In” sign visible on the table.

Patient #1: Doctor, Doctor! I feel like a deck of cards.

Doctor: I'll deal with you later.

Patient #2: Doctor, Doctor! My brother has swallowed my pen, what should I do?

Doctor: I'm on my way. Use a pencil until I get there.

Patient #3: Doctor, Doctor! I broke my arm in two places!

Doctor: Well don't go back there again then!

Patient #4: Doctor, Doctor! My little sister swallowed a roll of film!

Doctor: Hmmmm.. I think she'll be fine, call me if anything develops.

Patient #5: Doctor, Doctor! I've had stomach ache since I ate three crabs yesterday.

Doctor: Did they smell bad when you took them out of their shells?

Patient #5: What do you mean took them out of their shells!

Patient #6: Doctor, Doctor! I feel like a sheep.

Doctor: That's baaaaaad!

Patient #7: Doctor, Doctor! I keep thinking there are two of me!

Doctor: One at a time please!

Patient #8: Doctor, Doctor! I feel like a spoon!

Doctor: Well sit still and don't stir!

Patient #9: Doctor, Doctor! My sister here keeps thinking she's invisible!

Doctor: What sister?

Patient #10: Doctor, Doctor! You have to help me out!

Doctor: Certainly, which way did you come in?

Patient #11: Doctor, Doctor! My brother thinks he's a chicken!

Doctor: Sounds serious, bring her in.

Patient #11: Then who's going to stay home and sit on the eggs?

Patient #12: Doctor, Doctor! I think I'm a butterfly!

Doctor: Will you say what you mean and stop flitting about!

Patient #13: Doctor, Doctor! I think I'm a yo-yo.

Doctor: Are you stringing me along?

Patient #14: Doctor, Doctor! You gotta help me. My dog thinks she's my mother!

Doctor: Well, take her to see a vet.

Patient #14: Then who will I get to give me a second allowance?

Patient #15: Doctor, Doctor! I feel like an apple.

Doctor: We must get to the core of this!

Patient #16: Doctor, Doctor! I'm in trouble. My teacher thinks she's an elevator!

Doctor: Sounds serious, bring her in.

Patient #16: I can't she's stuck between floors!

Patient #17: Doctor, Doctor! I think I need glasses.

Doctor: Take a look at this chart. (Show eye chart to audience and patient.) Read line 6.

Patient #17: I can't.

Doctor: Well, read line 5.

Patient #17: I can't.

Doctor: Read line 4.

Patient #17: I can't.

Doctor: Can you even see the letters?

Patient #17: I can see the letters, I just can't pronounce the words.

Doctor: I quit!

These Kids Are So Smart!

(Kids are in a row sitting, $\frac{3}{4}$ to audience. Teacher is on the other side of the stage, standing, also $\frac{3}{4}$ to the audience. This can be done with up to approx 15, each getting 1 question. Or, if you have 5 kids, each can take 3 questions.

Teacher: (to audience) Hello! Before we begin our show I want to demonstrate how smart your kids are.

Teacher: Who came after the first President of the USA?

#1: The second one! (Walks off triumphantly.)

Teacher: Do you know the 20th President of the United States?

#2: Nope, never met 'em! (Leaves the stage.)

Teacher: What is the outside of a tree called?

#3: Ummmmmm.....I don't know....

Teacher: Bark.

#3: Woof! (Smiles and walks away.)

Teacher: Did you draw the picture I asked you to draw?

#4: Yes I did. (Gives teacher a picture of a cow.)

Teacher: I said to draw a cow eating some grass but you've only drawn the cow?

#4: Yeah I did, but the cow ate all the grass! (Takes back picture, walks away admiring it.)

Teacher: Let's try a couple of Math questions. (To #6) Are you good at math?

#5: Yes and no.

Teacher: What do you mean, yes **and** no?

#5: Yes, I'm no good at math! (Walks off with a confused look.)

Teacher: What's $2 + 2$?

#6: 4.

Teacher: That's good.

#6: Good? That was perfect! (Shakes head and walks away.)

Teacher: If $1+1=2$ and $2+2=4$, what is $4+4$?

#7: That's not fair you answer the easy ones and leave us with the hard ones!

Teacher: What did they do at the Boston Tea Party?

#8: I don't know, I wasn't invited!

Teacher: How many days of the week begin with the letter 'T'?

#9: There's two.

Teacher: Very good, and what are they?

#9: Today and Tomorrow. (Leaves the stage.)

Teacher: Okay now for some serious questions. Let's try history. What was the greatest accomplishment of the early Romans?

#10: Ooooh...I got it! (Jumps up & down excited.) Speaking Latin! (Smiles, and walks away)

Teacher: Do you know who broke the sound barrier?

#11: I do, but I can't tell you.

Teacher: Why can't you tell me?

#11: Because I'm not a snitch! (Rolls eyes and walks away.)

Teacher: Why does history keep repeating itself?

#12: Hmm...(Scratches head) Probably because we weren't listening the first time! (Walks off)

Teacher: How many seconds are there in a year?

#13: (Thinks, counts on fingers.) I have it! Twelve!

Teacher: Twelve? How did you arrive at that number?

#13: Easy. (Starts counting out on his fingers.) January 2nd, February 2nd, March 2nd... (Leaves the stage)

Teacher: Did your parents help you study for this?

#14: Nope, this time I was able to get it all wrong by myself! (Walks away proud.)

Teacher: Did you draw the picture of the horse-drawn wagon?

#15: Yes I did. (Gives teacher a picture of a horse.)

Teacher: Your horse is good, but where is the wagon?

#15: The horse will draw it! (Takes back picture and walks away admiring it.)

Thoughts from Famous Comedians

What do *you* think?

"The role of the comedian is to make the audience laugh, at a minimum of once every fifteen seconds." --Lenny Bruce

"The best humor is the most obvious. When the audience has to stop and think too hard about a punch line, the punch is lost." --Thom Melcher

Humor has to come in under cover of darkness, in disguise, and surprise people.
--Garrison Keillor

Bruce Vilanch, the incredibly busy Hollywood writer, widely known for his stint as the big, blond funnyman on Hollywood Squares, shares this advice about writing comedy: "Re writing is really what good writing is all about!" Asked if there is any subject he would not write a joke about, Valanch replies: "My rule of thumb is, did anybody die? It's difficult to do a joke in which death is involved. . . it's just cruel."

Jay Leno was once asked to name a comedian's most important tool. "A tape recorder!" he replied. Not to record the comedian, but to record the audience. Leno urges new comedians to listen and relisten to their live performances and note when the audience laughed, when they didn't laugh, and if the jokes were fast enough, loud enough, smart enough. Armed with this new information, a budding comedian can delete the bad jokes, sharpen up the better ones, and make the next gig even funnier.

SKIT WRITING WORKSHOP

Have the students get in small groups and each write, or come up with, a skit. At the end of this session, they can present it to the group, and perhaps talk about what they were trying to accomplish, the type of comedy they were using, etc.

Here is an activity you can use instead of, in addition, or as an extra. It is called...

HUMPTY DUMPTY HISTRIONICS

Remember the Humpty Dumpty rhyme?

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

*All the King's horses and all the King's men
couldn't put Humpty together again.*

Recite this rhyme. It is after this tragic accident has occurred. Have the campers act out these various characters:

- A family member of Humpty
- Reporting the accident to a police detective
- Calling 911
- The King
- One of the King's men
- A tabloid newspaper reporter
- Humpty's wife
- Any other character who adds to the fun

Comedy Skits

Notes on teaching skits:

- Teach 2-3 skits the first day. Each of the next days, review skits from the previous days, and teach 1-2 more.
- Goal: Each camper participates in 1-3 skits in the show.

ECHO CANYON (4 participants)

Props: None

of Participants: 3-9. (Typically ~5)

Routine: A tour guide walks in, leading a group of tourists. “This, ladies and gentleman, is the famous echo canyon. Believe it or not, it has an echo. Would anyone like to try it?”

The first tourist steps forward and yells something. E.g. “Hello down there!” The echo comes back, “Hello down there!” “Wow”, says the 1st tourist, “what an amazing phenomenon of nature!”

The second tourist steps forward and yells something. E.g. “Is there an echo?” The echo comes back, “Is there an echo?” “Boy, my grandkids are not going to believe when they hear about this!”

The third tourist asks if he can try. The guide says sure. The third tourist steps up and says something boastful. E.g. “Mirror, mirror on the wall. Am I the fairest one of all?” After a moment, the echo comes back, “Who do you think you’re kidding?”

Notes: The person doing the echo is offstage, out of the audience’s view.

IS IT TIME YET? (5-15 participants)

Props: Chairs in a line side by side, facing the audience, one for each participant.

Routine: 5 or more people on chairs in a line facing the audience, right leg resting on top of left.

Last person on the end asks the person next to them, “Is it time yet?”

They in turn ask the person next to them, “Is it time yet?” and so on until it reaches the last person on the other end, who then looks at their watch and says “No”. This gets passed back in the same way the previous message traveled.

Last person on the end again asks the person next to them, “Is it time yet?”

They in turn ask the person next to them, “Is it time yet?” and so on until it reaches the last person on the other end, who then looks at their watch and says “No”. This gets passed back in the same way the previous message traveled.

Last person on the end again asks the person next to them, “Is it time yet?”

They in turn ask the person next to them, “Is it time yet?” and so on until it reaches the last person on the other end, who then looks at their watch and says “Yes”. This gets passed back in the same way the previous message traveled. When this reaches the last person they all switch their legs around so that the left leg is now resting on the right.

Teaching Points – The words being passed down the line should be repeated just as the person before them stated them.

MONK – 2 plus Teacher

Emcee: We now take you to the monastery, where a new monk is being welcomed.

Patient #1: "Welcome to the monastery. I understand you have taken a vow of silence."

Doctor: (Nods head)

Patient #1: "Very good, you may not speak for 10 years and even then you may only say 2 words. Do you understand?"

Doctor: (Nods head)

Patient #1: "Very good, you may go."

Emcee - "Ten years pass."

Patient #1: "Well you have reached your first ten years. You may now say two words."

Doctor: "Hard Bed."

Patient #1: "You may go."

Emcee - "Ten more years pass".

Patient #1: "Very well you have completed your second ten years. You may now say two words."

Doctor: "Bad food."

Patient #1: "You may go."

Emcee - "Another ten years pass."

Patient #1: "Well you have completed your third ten years. You may now say two words."

Doctor: "I quit."

Patient #1: "Well I am not surprised, you have been complaining ever since you got here."

HORSE FOR SALE (3 Participants)

Emcee-"Let's see what happens when one person wants to buy another's horse."

Patient #1: "Sir, that is the most beautiful horse I have ever seen, can I buy it".

Doctor: "Why you do you want to buy my horse, She doesn't look so good."

Patient #1: "What! That is the most beautiful horse I have ever seen, please let me buy it."

Doctor: "I'm telling you, my horse doesn't look so good."

Patient #1: "I will give you a thousand dollars for that horse."

Doctor: "Okay, Okay, the horse is yours."

Patient #1: (Pays #2 \$1000 and leaves.)

Emcee – "One day Later"

Patient #1: "I want my money back!"

Doctor: "Why?"

Patient #1: "You sold me a blind horse."

Doctor: "I told you sir, my horse doesn't look so good."

OOGA BOOGA (2 participants, plus an audience volunteer)

Prop: Whoopie Cushion

Patient #1: "We are going to play a game called Ooga Booga and we will need a volunteer." (Gets adult volunteer from the audience, hopefully someone with a good sense of humor.)

Patient #1: "Have a seat"

Volunteer- (Sits)

(#1 and Volunteer are now sitting down, facing each other, across from one another in chairs.)

Patient #1: (Stands up) "Do and say as I do".

Volunteer- (Stands up)

Patient #1: (Waves arms) "Ooga Booga".

Volunteer- (Waves arms) "Ooga Booga".

Patient #1: (Waves arms) "Inky Winky".

Volunteer- (Waves arms) "Inky Winky".

Patient #1: (Waves arms) "Oinky Boinky".

Volunteer- (Waves arms) "Oinky Boinky".

Doctor: (Secretly puts a Whoopee Cushion on the Volunteer's chair.)

Patient #1: (Sits Down)

Volunteer- (Sits down on whoopee cushion)

MOO CONTEST (4 participants and an audience volunteer)

#1, #2, #3 and #4 - (Are standing on stage stretching and mooing softly as if warming up.)

#1 - "We need a Volunteer from the audience."

Doctor: (Goes into audience and gets an unknowing adult)

#3 - "We are going to have a mooing contest."

#4 - "These are the rules. Each person in the group has to yell MOO as loud as they can on the count of three. Whoever is heard above the rest will win. But you have to yell really, really loud."

Patient #1: "Ready, On three..."

#1, #2, #3 and #4 - (Loudly) "1-2-3...."

Volunteer - "MOOOOOO!"

#1, #2, #3 and #4 - (Silent)

ENGINE FAILURE (3 or more participants)

Pilot - "Welcome passengers. We have now departed and should be arriving in our destination in about 4 hours"

(Clattering sound.....Passengers look around confused)

Pilot - "I regret to inform you that we have lost engine number 1. Don't worry, because this is a four engine plane. We can still make our journey, but it will take 8 hours."

(Clattering sound.....Passengers look around more confused)

Pilot - Uhhh... I have a bit of bad news. We have just lost engine 2. We can still make our journey, but it will now take us 16 hours.

(Clattering sound.....Passengers look around confused and now a little panicky)

Pilot - (sighs) Folks, we just lost engine number 3. Don't panic though, we can still make it even with one engine, so we'll be fine. But... it is going to take 20 hours."

(Clattering sound.....Passengers look around more confused and now a little more panicky)

Pilot - (in a panicky voice) Uhhhh.... We, uhhh, just lost engine number four...

(interrupting)

Passenger - Great! Now we are going to be stuck up here all day!

ATTENTION (3 participants)

#1-(Comes running onstage and begins yelling.) "ATTENTION!..... ATTENTION!.... ATTENTION!"

Doctor: "WHAT? WHAT? WHAT?"

#3- "What do you want."

Patient #1: (Sheepishly)"I just wanted some attention.

FORGOTTEN JOKE (5 participants)

Patient #1: (Comes on stage stands looking at audience and then begins crying.)

Doctor: (Comes out, asks #1) "What's the matter?" (#1 whispers in his ear. Then they both start crying, long and loud.)

#3- (Comes out, asks #2) "What's the matter?" (#2 whispers in his ear. Then they both start crying, long and loud.)

#4- (Comes out, asks #3) "What's the matter?" (#3 whispers in his ear. Then they both start crying, long and loud.)

#5- (Comes out and asks aloud) "Why is everyone crying?"

#1, #2, #3, #4- (Answer in unison) "Because we forgot the joke!"

SILLY SKILLS

Note on teaching silly skills: Similar to teaching magic. You perform it, show the secret, then everyone does it together. Most of all, have fun with it. GET SILLY!!!

Money Silly Skills

Props: For each camper: 1 play bill, ziplock sandwich bag, 2 paper clips, a penny.

PLEASE LET GO OF YOUR BILL

Have a spectator hold his hand together as in photo #1. Slip a play bill between Her right and left 3rd fingers. Ask her, without losing knuckle contact between the hands, to drop the bill. She can't!



PAPER CLIP REVELATION GAG

Have a spectator reach into a ziplock sandwich bag with ~25 paper clips & pick one. ("Pick a clip, any clip.") Show it around to the audience. Drop it back in the bag while you look away. Ask the spectator to close up the bag and shake it up, mixing the clips. Reach in, pull out a clip, and hold it up. "Is this your clip?" (This is a comical take-off on the classic pick a card, any card trick.)



LINKING CLIPS

This is a good follow-up to the Paper Clip Revelation gag, as you actually do a trick with the paper clips. Fold the bill in thirds in an S shape (photo 2). Slide 2 clips on the bill as in photo #3. Each clip envelopes 2 legs of the S—the middle leg & 1 of the outer legs. Position the clips near the ends. Quickly pull the ends of the bill apart, & the clips link (photo 4).



Fold the bill in thirds in an S shape (photo 1). Put 2 paper clips on the bill as in photo #2. The first one clips the middle and top legs of the S shape. Long side of the clip is on the outside. The 2nd one clips the middle and lower legs of the S. Long side of the clip is on the inside. Position the clips near the ends of the bill, with a bit of each protruding above the top edge of the bill. Hold the bill with both hands on the top edge (not the ends). Quickly pull the ends of the bill apart, & the clips link (photo 4).



Presentation: "This paper clip is Romeo (fold bill & put in on as in the above diagram) & this one is Juliet (put it on the bill). They were in love, and even though they were separated, they could not be kept apart. Can everyone say Abra-Kid-Abra." (pull bill to link them. Hold them up high to show they're linked.)

Alternate Presentation: "Who is on the dollar bill? That's right, George Washington. Did you know that George was a magician? Would I lie about George Washington? Watch. We'll place George inside this folded bill. (Fold so George is inside.) Now we'll place these paper clips on the dollar bill like this. On the count of 3, George will cause these paper clips to link together. 1-2-3! (pull sharply, causing them to link) Amazing! Old George really did it! Can you invent your own presentation?"

PENNY ON THE FOREHEAD GAG

Press a penny onto your forehead so it sticks, using 1 or both thumbs. Show how, If you frown, it falls off. Push the penny onto a spectator's forehead and ask him to see if he can frown and have the coin fall off. Everyone else but the spectator sees that the coin is carried away, stuck to your thumb. There is nothing on the spectator's forehead! It's funny to watch the spectator frown and see if he can get the coin to fall, when it's not there in the first place!



Paper Silly Skills

Props: For ea person: a 3x3 paper square. (Math Quiz & What's the Punchline are in comedy packet.) For group: several sheets of paper and pens (kids don't keep the pens).

WALLPAPER TEAR

Cut out a square of paper approximately 3"x3". Fold it in half diagonally. Roll 1 of the halves outward (see figure 1) to give it a curl. Lightly moisten or put tape on the bottom of the straight half and stick it to the wallpaper (figure 1). Bring your mom in the room and tell her you noticed the wallpaper has a small tear. Using your handyperson skills, you can fix it.

ONE WORD

Tear off 7 small pieces of paper, each approximately 1"x1". Line them up in a row and write 1 letter on each to spell "NEW DOOR". How many words is it? 2. Can you arrange the letters so they spell one word? Let them try for a while. The solution? "ONE WORD"!

MIND READER

Ask a spectator to think of any color, and don't say it. Say, "I will try to read your mind and write your color on this paper." You jot something, then ask the spectator what color she is thinking of. She names it. "Yep", you triumphantly announce, "I got it! I wrote your color on this paper." Start to put it away. "Oh, you didn't need to see it, did you? You don't believe me?" Turn over the paper. It says "your color"!

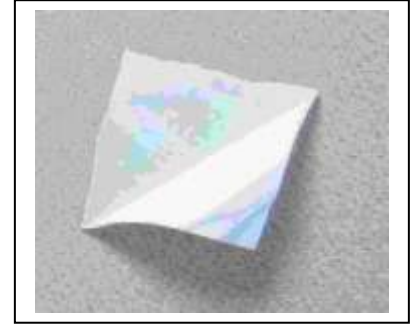
WHAT'S THE PUNCHLINE?

Split the kids into groups of 3-4. Give each group the Guess the Punchline sheet (figure 2). Let them try to match the punchline to the correct joke. If you have older kids, you might first let them try to come up with the punchlines without seeing the answers. Then, let them see the answers to finish it. Here are the answers:

1. BOYFRIEND: May I see it?
2. WAITER: There was, but I wiped it off.
3. STUDENT: At the bottom.
4. PRISONER: I'll have a ham sandwich
5. PSYCHIATRIST: Next!
6. DOCTOR: That's what puzzles me.
7. PATIENT: Well, yes and no.

MATH QUIZ

Show the math quiz (figure 3). Explain that you took a math test and were nervous about it. You read the first part. You didn't know the answer, so you went to the second part. You didn't know the second part either. You counted up how many you'll miss, putting a number in each blank starting from the top: 1,2,3,4,...8. Is that right, you wondered. Let me double check. This time you count from the bottom up, putting a number in each blank right after the number already in there: 1,2,3...8. (This leaves you with the correct answers—18, 27,...81!) You got back to the first part. You don't know it, so you put an X in the box (fill it with an X—a correct answer here too). You turned in your test. To your surprise, you got an A!



What's the Punchline?

1. FATHER: The man who marries my daughter will be getting quite a prize.
BOYFRIEND: _____
2. WOMAN (in a restaurant): Is there soup on the menu?
WAITER: _____
3. TEACHER: Where was the Declaration of Independence signed?
STUDENT: _____
4. JUDGE: Order! Order in the court!
PRISONER: _____
5. WOMAN (to psychiatrist): I need help. Nobody pays any attention to me. I feel like I'm invisible.
PSYCHIATRIST: _____
6. PATIENT (after a physical exam): Well, Doc. How do I stand?
DOCTOR: _____
7. PSYCHIATRIST: Do you have trouble making up your mind?
ENT: _____

Punchlines:

I'll have the ham sandwich.
That's what puzzles me.
May I see it?
There was, but I wiped it off.
Well, yes and no.
At the bottom.
Next!

Math Quiz

Part I Geometry
Divide this box into 4 equal parts.



Part II Multiplication

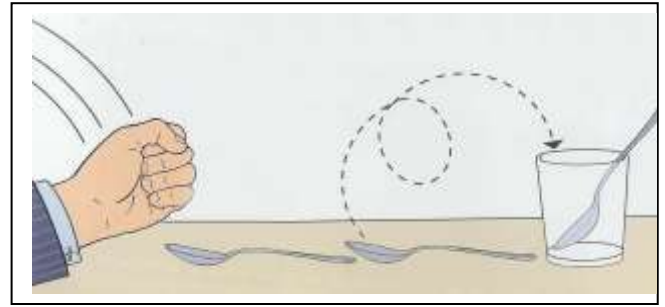
2x9=____
3x9=____
4x9=____
5x9=____
6x9=____
7x9=____
8x9=____
9x9=____

Dinner Table Silly Skills

Props: Kids **do not** keep. For ea camper: 2 plastic spoons, one 9 oz clear cup, 1 rubber band, 1 pom, string (5-6'), kid scissors, napkin, 8 oz styrofoam cup. For group: ~2 rolls of scotch tape. Ear wiggle string probably needs to be thrown out after use-tough to hook back up again.

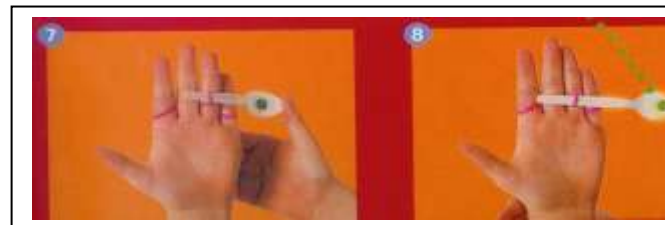
SILVERWARE SOMERSAULTS

1. Arrange 2 spoons & a cup as shown.
Make sure the spoons overlap.
2. Hit the spoon closest to you. If it's not hit too hard or soft, it will cause the further spoon to do a single flip and into the cup.



BUILDING A SPOON CATAPULT

1. Put a rubber band around the first and last fingers of your hand (pics 1 & 2).
2. Grab it from behind & stretch it (pic 3) thru the middle 2 fingers. Place it over the thumb (pic 4).
3. Insert a spoon (pic 5) in the rubber band along with thumb; then remove thumb. Spoon should now be against hand (pic 6).
4. Place puff ball in spoon bowl (pic 7). Prepare to launch. And FIRE (pic 8)!!!



EASY EAR WIGGLING

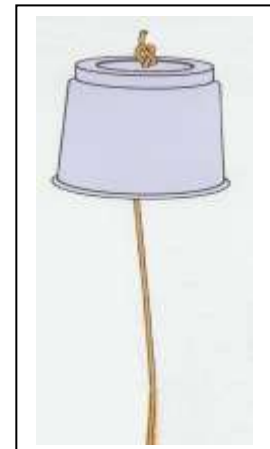
1. Cut 2 pieces of string: 1 long enough to go between your ear lobes, in back of your head. The other goes from the middle of string #1 to your lower back. Perhaps ~1' & 2' pieces?
2. Tape string #1 to the back of your ear lobes.
3. Tie string #2 to the middle of string #1. String #2 hangs down the middle of your back.
4. With your hand secretly behind your back, tug on the bottom of string #2. It will make your ears wiggle and your friends giggle.

FAKING A SNEEZE

1. Wet your hand under the faucet.
2. Stand behind someone.
3. Fake the sound of a massive, sloppy sneeze and at the same time flick the water from your fingers onto their head.
4. When they turn around, say "Bless me."

PAPER CUP HONKER (extra)

1. With a pen, poke a hole in a paper cup.
2. Put a string through the hole and tie it into a knot so big that it won't fit.
3. Slide a wet paper towel or sponge down the string & you'll hear a honking noise--a duck!
4. Annoy your friends.



No Prop Silly Skills

WHAT'S YOUR EMAN?

Write your name on a piece of paper. Then, write it backwards. This is your eman. Remember it and the next time you meet someone turn around, put your hand out behind you, shake theirs backwards and say "How do you do my eman is _____."

HOW TO FLOAT AWAY

1. Hold your knees tightly together.
2. Stick your hands between them, palms together.
3. Strain and strain to separate your knees but keep them locked for 60 seconds.
4. After 60 seconds, gently open (part) your knees.
5. Close your eyes and float away.

ASLEEP ON THE JOB

1. Lean on the table as if you were falling asleep (pic 1).
2. Pretend to have your hand slip away (pic 2).
3. As your head comes close to the table hit it from the bottom with your other hand (pic 3).
4. It will look like you really smacked it so give a look like you just smacked your head on the table (pic 4).

MID AIR BALL REVERSING TRICK

1. Hold a ball (or other small object) in your hand.
2. Allow the audience to examine it.
3. Tell them, "It is an absolutely normal ball." Take it back.
4. Announce, "I am going to throw this ball. As you would expect it will travel away from me. But then, in mid-air, it will stop, reverse direction, then return to my hand."
5. They will not believe you. Toss it straight up into the air and catch it. Tee hee.

HAND PHONE

1. Ask someone to put out a fist.
2. Tell them to cover it with their other hand.
3. Put your hand on top of both of theirs.
4. Tell them to say the word "Wing" three times. They will say, "Wing, wing, wing."
5. Pick up their top hand, hold it to your ear and say, "Hello".

MINUTE MYSTERIES

1. Leroy and Clarence are brothers. They were born on the same day, in the same year, to the same parents. But they are not twins. How is this?
2. 2 friends were playing checkers. They played 5 games. Each friend won 5 games. How can this be?
3. You fall off a 20 foot ladder onto a concrete floor, but you don't get hurt. How is this?

Answers: 1) They are triplets. 2) They were playing different people. 3) You fall from the 1st rung.



Circus Silly Skills

Props: For each camper a set of 3 plastic scarves (which they keep), and a peacock feather (they **don't** keep).

SCARF JUGGLING

What are Scarves?:

Scarves are a lightweight square of material that are used to teach basic principles of juggling. Their lightweight qualities make it extremely simple to catch them.

How to hold a scarf:

Pinch the center of the scarf with index finger and thumb.

One –

- Take one scarf and hold it in the hand you write with and lift it to the peak of your throw, let it go and wait to catch it with the opposite hand until it falls as close to the ground as possible without letting it touch the ground.
- Practice throwing and catching beginning with the opposite hand.
- Repeat the previous two exercises only see how many times you can clap before catching.

Two –

- Hold one scarf in each hand. Toss them both up and catch them in the hands that tossed them.
 - Toss them both up turn around and catch them in the same hands that tossed them.
- Repeat the previous exercises but catch the scarves in the opposite hands.
- Throw the scarves up in the following pattern – right then left (catch the right scarf in the left hand and the left in the right), left then right (catch the left scarf in the right hand and the right in the left), repeat.
- Try two in one hand. Hold the first scarf between index and thumb and the second scarf between third and fourth fingers. Toss the first scarf and when it reaches its peak toss the second, catch and toss the first, catch and toss the second, repeat.

Three –

- Hold the first scarf between index and thumb and the **third** scarf between third and fourth fingers. The second scarf is in your opposite hand held between index and thumb. Toss the first scarf and when it reaches its peak toss the second, catch the first, toss the third, catch the second, toss the first, catch the third. Repeat. If done correctly the throws should alternate hands and there should always be one scarf in the air.

PEACOCK FEATHER BALANCING

How to balance a peacock feather: The trick is to keep your eye looking at the eye of the feather (the top of the feather looks like an eye), and move whatever the feather is balanced upon in all directions to stay beneath it.

Beginning: Balance the feather on the palm of your hand.

Advanced: Balance the feather on fingers, elbow, shoulder, knee, foot, nose, chin, and forehead.



Comic Quickies

Props: For group: 11x17 Name that Doodle laminate; 8 paper plates; a bandana.

NAME THAT DOODLE

Show an 11x17 laminated placard with 12 doodles on it. Go through them 1 at a time, seeing if the campers can guess what they are. Answers are on the back. Good for creativity—a key part of comedy.

DA-DA-DA-DA

Effect: You do some silly magic using just your fingers. No props needed.

Mechanics:

- Show both hands in fists with index fingers only up. Hit the hands together & make it look like a finger has jumped to the other hand! I.e. the right index finger tucks back into the fist, while the left hand now shows 2 fingers.
- Show 2 rings, 1 in each hand. (i.e. thumb & 1st finger form a ring.) Put them behind your head. Come out showing they have linked!

Presentation: You can present this to music. E.g. Da-da-da-da, da-da-da-da... Or you can talk if you prefer. Can you come up with any additional bits to add?

WALKING BETWEEN THE PLATES

Effect: Set 8 paper plates on the floor in a row and blindfold a spectator. His job is to weave in and out of the plates without touching them. Can he do it?

Props: 8 paper plates and a blindfold.

Secret: When the spectator is blindfolded, you take away the plates! The audience chuckles as he weaves in and out, thinking there are plates there! When he gets to #6, start putting them back so when he finishes & removes the blindfold, everything looks as it should! You can also use dishes.

PUSHING UP ASSISTANT GAG

This is a funny bit to do when you call up a child assistant. You are on the right side of the assistant. You position him. Ask him to stay right here. What appears to happen is that as you walk forward a few steps toward the audience, so does your assistant. You turn, notice this, and walk him back, asking him to stand right over here. Again, he walks up with you. Do this 3x in total. The comedic rule of 3 says 3 times is best for many gags. More is too much.

How do you get the assistant to walk forward with you? Your left arm is sticking out behind him! So as you stroll forward, he is brought along. The audience can't see your arm because you are shoulder to shoulder with your assistant. (If they do see, it's ok, it's a gag. But funnier if they don't.) Have the kids pair up & practice.

REACH-TAKE AWAY GAG

This is a good gag if you need to hand an item to a spectator. You extend it to her, and as she reaches out to take it, you take it away, talking about something non-sensical as you do—apparently not even noticing that she grabbed & you took it away. This is repeated several times. It is good to do with a wand, deck of cards, etc.

E.g. I would like you to (extend cards to spectator) take this deck of cards in your hands (spectator reaches for them, you pull them back) and give them a shuffle. (Extend cards to her again. When she reaches, pull them back again. Sometime people shuffle the cards like this. (Demo a shuffle. Extend the cards to her. When she reaches again, pull them back.) I works better, however, if you shuffle them like that. (Extend to her again, when she reaches, pull away again.) I sometimes have even had people shuffle them this way. (Extend to her again, when she reaches, pull away again.) Not that it matters that much, but it does work a little better. (Look at her.) Do you understand what I mean? (yes) Then would you shuffle the cards already. (give them to her finally.)

Comedy Magic

Note on teaching comedy magic: the tricks listed here are amazing, but also meant to amuse. Don't take them too seriously. Also make sure you stress that they are magic tricks, so no telling the secret! Perform the trick, ask if they know how you did it and then reveal the secret. Have everyone do it together a few times and then have one or two students do it in front of the class.

Notes for students:

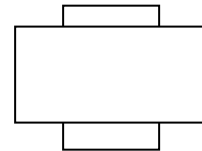
- Speak loudly and clearly.
- Face your audience. Stand still unless your part calls for you to move.
- If you use an assistant, be sure they are facing the audience too.

BIGGER

Effect: Spectator selects a card and returns it to the middle of the deck. Magician puts the cards in a paper bag. Magician pulls out a card, asking if that is the card. No. Magician asks if the card is bigger or smaller. Bigger, the spectator says. Magician tries again. Wrong. Bigger or smaller? Bigger. Magician then pulls out a jumbo card. What was the card? Magician show that the jumbo card is correct!

Props: For each student: Deck of cards, a jumbo card (4-King), & a paper bag big enough to hold the jumbo card when the bag is flat.

Secret: Magician forces a duplicate of the jumbo card. A good, simple way to do this is to use the cross cut force. Here is a description.



Ask spectator to cut the cards, setting the half he cuts beside the lower half of the deck. Mark his cut by picking up the lower half of the deck & placing it atop his cut pile, perpendicular (see diagram). Pick up the bag & mention it, distracting audience's attention from the cards momentarily. Come back to the cards. Lift up the top half, and give spec the top card of the lower half—the card he cut to—and ask him to show it to the audience. Though it seems like you're giving him the card he cut to, you're actually giving him the original top card of the deck, which you forced!

Presentation:

Set up: Put jumbo card in the paper bag, which is folded flat. Suppose the jumbo card is the 6♦. Have the 6♦ on top of the deck. Beneath it, have a lower card—e.g. 2♠, and below that, a higher card (but not higher than the 6)—e.g. 4♥.

“Do you believe in ESP, STP, that sort of thing? I'm gong to try an experiment and see if I can read your mind. Would you cut the cards about in half anywhere you like. (Do cross cut force.) I'll mark your cut. Over here is a bag. Do you know why? After this show I'm going to a buffet.

(Pick up top card of the lower half.) Remember the card that you cut to. I'll bury it in the middle of the deck. (Do so, and put the original top half of the deck now on top, to the 2 & 4 are atop the deck.) And I will put these cards in the bag. We'll shake them up. (Do so a little, but keep the 2 & 4 on top.) I'm going to reach into the bag. (Pull out the top card—the 2.) Was this your card! (Spec says No.) Well, sometimes it takes me 1 try to get warmed up. Was your card bigger? (Yes) Was it (reach in & grab the card that's now on top—the 4) this one! (No) Hmm. Was it bigger? (Yes) OK, bigger still. (Pull out the jumbo card, back to the audience.) Let me try this one. What was your card? (6♦. Show that you got it right!)

FLIM FLAM FLUM

Effect: Magician shows a card trick that seems stupid—spectator knows how it's done. Spectator tries it—and finds that it doesn't work like he thought it did!

Props: Deck of cards

Mechanics:

1. Before the trick starts, reverse the bottom card.
2. The main move in this trick is 3 parts: Flim, Flam Flum. Hold the deck in the left hand in dealing position.
 - a. Flim: Right hand lifts off ~half the deck and shows the face card to the audience. Right hand holds its half with thumb at 1 end and fingers at the other.
 - b. Flam: Right hand turns its packet 90 degrees so it is facing downward, held a couple inches above the left hand's half.
 - c. Flum: Right hand turns 90 degrees more so that now the face card of the packet faces the magician. After you have looked at the face card of the right hand's packet, set the packet atop the left hand's packet (so left hand now holds the whole deck again in dealing position). Drop left hand naturally to your side.

Presentation: "Have you ever heard of the flim-flam-flum? This is a new technique with cards. Let me show you. Flim---Flam---Flum! (Do the above moves as you say this. Now appear to concentrate.) It was a red card. A heart. The six of hearts! (You name the card you saw on the face. You appear to be doing a great mind reading trick, but to the audience, it's obvious that all you did was to look at the card!)

People don't believe this the first time they see it, so let me try it again. Flim-Flam-Flum. (Concentrate.) 8 of spades! Believe it or not, I can actually do this eliminating one of the moves entirely. Flim—no flam—Flum! (Here, you skip the flam movement & go right from flim movement to flum movement.) 3 of diamonds!

(By now, hopefully spectator is saying that that's stupid, or that they can do it. You are trying to egg them to do this. After you have named the card the 3rd time, your left hand drops to your side. Casually turn the deck over, then come up with it. Unknown to the spectator, all the cards are now face up, except the one on top, which is face down.)

Do you want to try it? (Yes) OK. Look out at the audience as you say 'flim'. (If you don't say this, spectator might look down at the deck prematurely and notice the face up cards. Spectator says flim-flam-flum. As he shows the card on flim, it'll be the back of the card. When he gets to flum, hopefully he'll be surprised and go "what?")

Teaching Tips:

In a show, be sure that spectator faces the audience so they can see the cards as he flims.

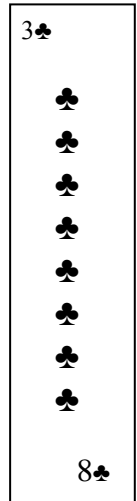
LONG CARD REVELATION

Effect: Spectator selects a card. Magician has a matching card in his pocket—the 3♣. Spectator says no, that's wrong, hers was the 8♣. Oh. Magician keeps pulling, revealing that his is a very long card—the 8♣!

Props: Deck of cards and long 8♣ card.

Secret: Use the cross cut force (described in Bigger) to force the 8♣. Pull the long card a little ways out of your pocket, showing 3 clubs. Then pull it out all the way, showing the 8 of clubs! Turn it upside down so spectator can see the 8♣ pip in the corner.

Presentation: “Can you cut the cards. I'll mark your cut. In my pocket (point) I have a prediction. I'll show it to you in a moment. Take a look at the card you cut to. Don't let me see it. I think I know your card. I think it is the 3♣ (pull long card out showing 3 clubs). That wasn't it? What was it? (8♣) 8♣? That's what I have! (Pull long card all the way out.)



COMIC SPELLER

Effect: Magician has a packet of cards. He starts spelling names of the cards, then messes up. Repeatedly when the spectator tries, she gets it right, but when the magician tries, he gets it wrong!

Props: For each student: A deck of cards, from which they'll use 13 cards, ace through king, preferably of the same suit. Instruction sheet (in comedy packet).

Prep Before Trick Begins: Put the cards in this order from the top of the face down packet to the bottom:
3 8 7 A K 6 4 2 5 Q 10 9 J.

Presentation: "Has anyone ever been in a spelling bee? Great, you will now have that experience. Would you come up here, please. We will spell cards starting with ace. A-C-E-Ace." (As each letter is spelled, a card is moved from top to bottom of the packet. When the last letter has been spelled, the next card is shown to the audience, then set aside on the table.) T-W-O –Two. (Continue demonstrating with 3,4, & 5. When you get to 5, you mess up & get a Jack. Whenever the jack turns up, put it back on bottom.) What happened? That never happened before. Here, you try it. (Spec gets a 5.) How'd you do that? (Take cards, spell six, & get jack. Hand to spectator, who gets a six when she spells.) OK, if you're so smart, spell seven. (Spec does.) OK, ok, spell eight! (Spec does.) Give me the cards. (Spell nine, get a jack. Put it back on top.) Spell nine. (Spec does.) Spell ten. (Spec does.) What's next? (jack) Oh, well I can spell that. (Get king! Put it on bottom, hand deck to spec, who gets jack. Then let spec do queen. One card is left. Take it.) Maybe I can get this last one right. (Spell king & get king!)

Handling: As you spell each letter, move a card from the top of the packet to the bottom. When you have spelled the last letter, turn the next card over, show it, & set it aside on the table. E.g. A-C-E-Ace (the 4th card is the ace). Here is a summary chart. Note that Magician starts, doing A-4 & K alone. Spec does 5-Q. Magician gets 4 wrong: 5,6,9, & J.

Value	Magician	Spectator
Ace	Magician (correct)	
Two	Magician (correct)	
Three	Magician (correct)	
Four	Magician (correct)	
Five	Magician (Jack). "You try it."	Spec (correct). "How'd you do that?"
Six	Magician (Jack).	Spec (correct). "OK, if you're so smart, spell 7."
Seven		Spec (correct). "Spell eight."
Eight		Spec (correct) "Let me try it."
Nine	Magician (Jack). Put J on top. "Spell nine."	Spec (correct). "Spell ten."
Ten		Spec (correct). Magician takes the cards back. "What's next? (Jack) Oh, well I can get that."
Jack	Magician (King).	Spec (correct). "Spell queen."
Queen		Spec (correct)
King	Magician (correct-just 1 card!)	

Keys:

- When jack turns up, put it on bottom. (Except with "nine"—put it back on top.)

Magician spells 1-5, & King. Spec spells 5-Q. Magician messes up 4x: 5,6,9,Jack (gets King).

Squeaker Gags

Which ideas below do you like best? Can you come up with any yourself? (in comedy packet)

1. Magic props. Pick up any magic prop and it squeaks.
2. Restaurant or Dinner Table: Pick up a roll and it squeaks. Or the salt shaker or catsup bottle.
3. Squeaky show. Put a squeaker in your shoe. When you step with your 1 foot, you squeak! Perhaps if you step lightly, you don't. But step normally and you do!
4. Mouse ! Squeak. Pretend you see a mouse. Chase it around, squeaking.
5. Doctor skit. A patient comes to see the doctor, thinking he is fine. However, many places the doctor examines—elbow, bending over, tapping knee with a scalpel—squeak!
6. Squeak rapidly instead of talking. E.g. 1 person asks questions. The other answers with squeaks.
7. 3 Card Monte. Show 3 cards face down on the table. Show that 2 are normal but 1 squeaks. Mix up the cards, seeing if spectator can keep track of the squeaky card.
8. Squeaky straw. Pretend to play the straw like a flute. It squeaks!
9. Glass rim: Moisten your finger and run it around the rim of a glass. It squeaks!
10. As you cut your food with a knife, press the squeaker!
11. Loose tooth. Jiggle your tooth and it squeaks!
12. Squeaky finger. Pull on your pinky and it squeaks. Or how about your ear lobe?
13. Computer mouse. Do you know why they call this a mouse? It squeaks!
14. Computer keyboard: It works fine but 1 particular key always seems to squeak!
15. Business card: Conceal a squeaker under your card. As you start to hand it to someone, it squeak!
16. Squeaky chair. Hide a squeaker under a seat cushion. When someone sits on the chair, it squeaks!
17. Squeaky buttons. Press an elevator (or other) button and it squeaks.
18. TV Remote control squeaks. The batteries must be low!
19. Eye glasses squeak as you rub them.
20. Squeaky baby. Wrap up a blanket as though you have a baby in it. The baby keeps squeaking as you talk to the baby.
21. Record an answering machine message: Please leave a message after the squeak.
22. Card Trick Capper: After you find their selected card, say "You know how I knew that was your card? Easy. It squeaks!"
23. Squeaky card box: Remove the cards from the case. Run your finger around the inside of the case to be sure there's nothing inside. Uh oh, it squeaks. There's a mouse in there! Toss it to someone for inspection.
24. Balloon animals. When you twist the head, or rub them, they squeak!

How to Hold a Squeaker



SNAPPER

Effect: Magician demonstrates a snapper—a 2 piece unit where 1 piece slides into the other, and snaps back when you pull it out. She gives it to the spectator, who cannot get it to snap back. This can be repeated where the magician gets it to snap back, but spectator cannot. Sometimes 1 spectator does get it, but another, repeatedly, cannot!

Note: Although this can be done in a show (and should, hopefully, be in the end of class show), this is more a trick/gag that you pull out of your pocket & do for 1 person or a small group.

Props: Snapper (2 plastic pieces—1 red & 1 yellow).

Secret: Spectators see a rubber band protruding from the end of the snapper (the outer piece), and think there's a rubber band inside that the inside piece catches, causing it to snap back. This is incorrect—the rubber band is there to make the spectators think this. Actually, the magician squirts the inside piece into the outside piece (like squirting a marble in a game of marbles, or squeezing a bean out of a peapod). The spectator doesn't notice this squirting, as it is not very visible.

Presentation: “Have you ever seen one of these? When you pull it out, it snaps back in. (Demo this a couple times.) Would you like to try it? (Spectator tries but can't get it.) Let me see it. (Look inside the outer piece to see what's wrong.) Oh, I see. You have to turn it (the inside piece—do so). Then it works. (Demo it working a couple times.) Now try it. (Hand to spectator, who can't get it working again.)...

You can do this again. Perhaps show that it needs to be turned 3x. Then spectator tries but, again, can't do it! A fun thing is to hand it to a few spectators to try it. Sometimes one will catch on, but won't let on what the secret is. But your original spectator still can't get it! Sometimes you can whisper/demo the secret to a spectator who you think will catch on quickly. He tries it, gets it. Then you can say to the first spectator, “See, just twist 3x. You try it.”

This is a fun trick to drive people crazy with!

COMEDY CUT & RESTORED ROPE

Effect: Magician shows 3 small pieces of rope. She puts them in a paper bag, saying that she'll try to make them change into 1 piece of rope. She says some magic words, and pulls the rope out—but it is 3 pieces that have been tied together! No worries. She asks a spectator to blow on the knots. The knots fall off, leaving 1 piece of rope!

Props: For each person: a paper bag (same used in Bigger), a scissors, and approx 4.5' of rope.

Secret: The 3 knots that blow off are small pieces of rope. Each is tied in a single knot around a bite (loop) on the long rope.

Preparation:

Cut two ~2' pieces of rope. From the remaining 6" piece, cut two 3" pieces. Take 1 of the 2' pieces, fold it ~1/3 way from 1 end, and tie a 3" piece around the loop. Do the same with the other 3" piece 1/3 way from the other end. You now have what looks like a rope with 3 pieces tied together. Put this in the main compartment of the bag.

Fold the other 2' piece into a Z shape, so each of the 3 legs of the "Z" are the same size. Cut into 3 equal pieces.

Put the piece with the 3 loops tied onto it in the bag. Put the 3 small pieces in your pocket or case. You are set!

Presentation: "Presenting a classic of magic...the cut & restored rope trick. Here I have a rope that has been cut into 1-2-3 pieces. I will put them into this bag. Can everyone say 'Abra-Kid-Abra'. Voila—the 3 pieces have changed into 1 piece of rope! (Look toward audience, not noticing it's tied. Then notice.) Well, there might be a couple little bumps, but other than that, it's 1 piece of rope, right? Alright, can you blow on the rope, please. (Pull the ends apart, causing the 2 knots to fall off, leaving 1 restored rope.)

LONG TO SHORT ROPE GAG

Effect: Magician coils up a 3' rope into his fist, giving 1 end to each of 2 spectators to hold. As he turns to grab a scissors, his hand comes off the rope to reveal that the spectators are holding opposite ends of just a 6" piece of rope!

Props: For each student: Use 1 long & 1 short rope from Comedy Cut & Restored Rope.

Secret: The ropes are held together in the right hand to appear as 1 piece of rope. To start, the small piece comes out the top of the right hand, and the large piece comes out the bottom. Right hand holds the 2 ropes together as one.

Presentation: "I need a couple volunteers for this trick. Could you 2 come up here please. (Coil the rope into the right fist as you're talking.) Would you hold onto this end. And would you hold onto the other. (Give each spec a different end of the small rope! The 3' piece is coiled in your right hand. Now you left hand reaches into your left pant pocket, or starts patting your left side, looking for a scissors. It doesn't find anything. Left hand covers up right fist, as right hand goes into your pocket with the hidden rope, ditching the rope, supposedly looking for a scissors without success. Then let go of the rope with the left hand as you turn around to get the scissors out of your case. When your left hand lets go of the rope, it's seen that both helpers are holding opposite ends of a very small rope, which is funny! You notice it and act like "What are you guys doing?")"

ART PROJECTS

GAG BAG

Have the kids decorate their own bags (white shopping bags with handles) that are used to hold their gags and other stuff from the week. Encourage them to think about what they want their bag to look like and to be creative. They should bring it back each day.

HAVE A FLOWER

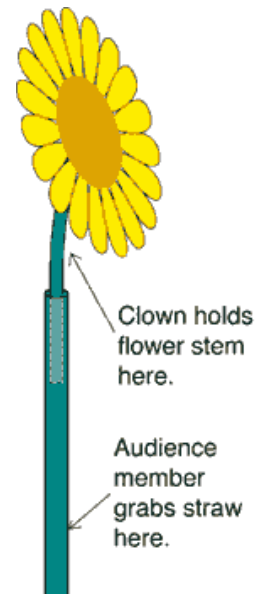
Effect: You hand someone a flower. They take it, and you turn away—with the flower. They are left holding only a green straw!

Props: Per person: a plastic flower and a drinking straw. For group: 2 rolls of green floral tape, and several kids scissors.

To Make: Have campers each wrap green tape around their drinking straw so it is completely covered in green. Insert the plastic flower's stem inside the straw and you are ready!

Presentation: Approach a spectator, holding your flower (in its straw stem) near the flower at the top of the straw. Ask if they'd like a flower. When they grab the stem (straw), say thank you, turn away, still holding the plastic flower in your hand. They will laugh, as they are left holding only the straw!

Notes: If helpful, you may want to cut 1-2 inches off the straw. If the flower stem doesn't slide in and out smoothly, you may need to cut off any protrusions



FINGER BOXES

Effect: Performer holds a small gift box in his palm. He asks a spectator to lift off the lid. Spectator sees a finger in there!

Props: Per student: Gift box & lid; cotton square; kid scissors (kids don't keep).

Secret: The bottom of the box has a hole cut in it. The finger is the magician's, sticking through the hole.

To Make This: Using the scissors, cut a hole in the middle of the box bottom large enough to slip in a finger. Also cut a matching hole in the cotton piece. You may decorate the box, if you wish. You may also want to put some talcum powder on your 2nd finger that will go through the hole. Kids can decorate the boxes.

Presentation: (Put you 2nd finger through the hole, and bend it so it faces you. Your other fingers are around the box, holding it in your palm.) Tell spectator that you got a zombie finger from the internet. Would they like to see it? Open the box and show the (your) finger. Say that you think it might be alive. Have them look at it closely. As they get closer to look, move your finger a little, causing them to jump!



SHOW POSTERS

Have the kids make a poster advertising the show and themselves. Be sure to include the time date and location of the show. Encourage the kids to make a couple. They can place them on the fridge at home or wherever they like.

T-SHIRT TRICK

Props: 1 t-shirt per child. For group: 2-3 boxes of Fabric Crayons, 1 T-shirt prediction sign.

Have kids color their shirts. Teach them the T-shirt trick described in the magic camp, art tricks section.

BACKDROP

Have the kids spell out COMEDY, 1 letter per piece of 8.5x11 paper. Write the letters big & decoratively.

Then get a long piece of string or rope. Stretch it across the wall behind the stage. Fold 1" of the top of each sheet back, enveloping the string and staple or tape closed the paper tube. Result: A string of letters hanging on a string that says "COMEDY". Makes a nice little backdrop. Choose a different word if you prefer.

GAGS

Note on teaching gags: You will end up with a variety of gags in your suitcase depending on what we have in stock. You will be given 5 different items. Please give out a different one each day¹ each day. It is kind of intended as an end of day prize. Play with it with the kids. Encourage them to come up with fun uses for them. Below you will find a description of most of the gags you will encounter. Remember to make it fun.

SQUEAKER – It squeaks when you squeeze it. Hide it in your right palm. Have 3 objects on the table. With your right first finger push on 2, nothing happens. Push on the 3rd & squeeze the squeaker, making it seem like the 3rd item squeaks! Spectator tries but can't squeak it. Make up your own gags.

MILLION DOLLAR BILL – Ask someone if they have change for this. What gags can you think of?

RUBBER PENCIL – It's a rubber pencil. Ask a student to write their name on a piece of paper and watch their surprised reaction when the pencil bends.

HAIRY MOUSE – Squeeze the green bulb at the end of the tube and watch the mouse jump. Discuss fun ways to scare mom, sisters and grandma.

GIANT SUNGLASSES – Who will rule the beach this summer in these stylish new glasses from all the way in China!! Ooh la la!!

SQUIRTING FLOWER – Have mom or dad smell your flower and get a wet surprise. Squeeze the bulb and let it expand with water to fill it. Then reinsert the bulb into the tube.

GLASS BREAKING SOUND EFFECT – Tell your students to go into the kitchen when no one is around. Hold the two metal plates together and let them drop to the floor. They will clang into one another making a sound reminiscent of glass breaking. After the 'clang!' don't forget to say loudly "OOPS!" Mom will come rushing in!

SNAP GUM – Offer a piece of gum that has bite! When the metal coil is inside the pack, and someone pulls the piece of gum out it will snap onto their finger. Not painful, but surprising!

FLIES/ROACHES/BUG IN ICE CUBE – Dinner time will never be the same. A million ways to gross out your dining companions!

EYEBALL GLIDERS – Roll the eyeball down a hallway, cover one of your eyes with your hand and chase after it yelling, "My glass eye! My glass eye!! It's getting away!!"

NUT CAN – Offer someone one of the world's smallest nuts from the world's smallest cans. When they open it they will get a surprise!!

BUBBA TEETH – Look like a southern dandy with these fine toofuss-es. Put em in and smile!

SIDEVIEWERS – Never get snuck up on again. These handy mirrors will allow you to see sideways!

PULL BACK SPIDERS – Pull em back and let them run around the kitchen, your parent's office or the dinner table.

TEETH WIND UP – Tell a joke and always have someone smiling and jumping for joy. Wind em up and have an instant fan for your unique brand of comedy.

PRIDE AND JOY CARD (*picture of 2 bottles of soap*) – Ask Someone if they want to see a picture of your pride and joy. They will be surprised!

KID CARD (*picture of 2 goats*) – Ask someone if they want to see a picture of your kids. They will be surprised! You may have to explain to the students that a kid is the name for a baby goat.

Theater and Improv Games

Ali Baba - Everyone in a circle. We are going to establish a rhythm, by saying, all together 'Ali Baba and the 40 Thieves'. Keep repeating this.

One person starts making a gesture to this rhythm, say, tapping your head with you left hand. When the sentence is repeated, the player next to her takes over this gesture, while the first one starts a completely different new gesture. Third time the sentence is done, player three does the first gesture, player two does the second gesture and player one invents a new one again. And so on.

This is also a concentration game, though it's not really difficult. All one has to do is watch the previous player, and next time, take over her gesture. When you're watching what everyone else is doing, you're going to get lost though.

Alien, Cow, Tiger - Everyone stands in a circle. There are 3 things a player can be:

- An alien: hold you index fingers up next to your head, as little antenna's and say 'Bleeb bleeb', bending inwards into the circle;
- A cow: bend forward, hold your right hand on your tummy and go 'Mooooo'
- A tiger: push your right hand forward, imitating a claw and roar.

On your sign, every player decides to become one of the three. The idea is for everyone to become the same, which obviously won't be the case the first time. Re-do this until everyone is in sync.

Invent your own animals (or things) and let players become juke boxes, birds, whatever.

Bippety Boppity Boo - Silly warm-up to get the blood flowing. Players stand in a circle, with one person in the middle. The player in the middle closes his eyes, holds right hand pointing in front of him, and spins around. When done spinning, open your eyes and say, as fast as you can, 'Bippety Bippety Boppity Boo'.

The player you're pointing to, and his 2 neighbors, need to build an elephant in less than the time the middle player needs to say 'Bippety Boppity Boo'. An elephant consists of a trunk, made by the middle player, by holding your nose with one hand, and extending your other arm through the arm that holds the hand that holds the nose (does this make any sense?). The neighboring players each form a big ear, using both arms. Don't forget to attach the ears to the elephant's head.

Any player that cannot get his/her part done by the time the middle player does 'Bippety Boppity Boo' becomes 'it' and takes place in the middle of the circle.

You can really invent any object or create to replace the elephant. Try:

- a car, with 2 wheels and a set of wind screen wipers
- a cow, with an udder and 2 horns
- a washing machine, with 2 players building a 'box' with both arms, and the middle player waving her arms in a circle in front of her. All go 'rumble rumble'
- a bunny, with 2 paws (middle player) and 2 rabbit ears (neighbors)

Bunny – (Similiar to Bippety Boppity Boo) Extremely silly game, to pump up the energy. Get everyone in a circle. One player becomes the body of a bunny - this is done by holding both arms in front of your chest, elbows touching your rib cage, and letting hands hang. Her 2 neighbors become the 'ears' of the bunny, by waving a hand next to the middle player's ears. All 3 say 'bunny bunny bunny' together, until the middle player 'throws' a 'bunny' to another player in the circle. This player becomes the bunny body, and his neighbors get to do the ears.

Play this game at a high speed. Mumbling 'bunny bunny' en masse gives a nice energy boost.

Try playing in slow motion. Hilarious!

Alternatively, you can really invent any object or create or replace the bunny, as long as you invent a sound along with it. Try:

- a car, with 2 wheels and a set of wind screen wipers, going 'vroom vroom'
- a cow, with an udder and 2 horns, going 'moo moo'
- a washing machine, with 2 players building a 'box' with both arms, and the middle player waving her arms in a circle in front of her. All go 'rumble rumble'
- an elephant, with 2 big ears and a trunk, making an elephant sound (if you don't know what an elephant sounds like, just invent a sound).

Do as I do – One person steps up in front of the class and does a simple movement and then repeats it over and over. It can be any simple, repeatable movement. For example, marching in place, swinging their arms, scratching their head etc. **IMPORTANT** – The action must be repeatable. The student can't jump, then kick, then swing their arms. It is one movement that they do again and again. If it is a kick, then they kick, kick, kick until after this next part.

Another student steps up, stands next to them and tries to mimic exactly what the first student is doing, looking the same way, moving when they move. When they feel they are copying it perfectly they tell the other student that they have it. The first student can then sit down. This second student then takes the movement they copied, and adds a simple, repeatable transformation. For example, if the person before was kicking, the second student may begin kicking both legs alternately, or swinging their arm while kicking. The rest of the class will, one at a time, continue the process until the original move is totally transformed.

It is important to stress that the transformation is a subtle one and that it should not be a huge dramatic changing of the action copied.

Dubbing - This game is like a dubbed foreign film. It is played with four people. Two people act, and two other people do the dialogue. The people doing the acting must react to the dialogue they are given, and the people doing the dialogue must be willing to take up cues from the people acting.

Greetings - All players start milling about the room. You then ask them to greet each other, perhaps just by shaking hands. Players just shake hands, move on, and greet the next player they meet. Then ask the players to greet each other in a more specific way. Possibilities are:

- greet each other like you greet a long lost friend
- greet someone you don't really trust
- greet someone that smells good
- someone that you know stole your money
- someone with bad breath
- greet someone like you are a cowboy
- greet someone like you are a soldier

Group Interview – Have 3 players sitting next to each other on 3 chairs facing the audience. They are then interviewed by either another player or you. The gag is that they have to answer as one person. They answer

each question at the same time and have to work together to say the same words. This is tricky because they don't know what the other 2 players are going to say. It helps if they slowly sound it out.

Ask them:

- What is your Name?
- What is your Favorite color?
- Where are you from?
- Do you have any brothers or sisters?
- How old are you?
- And any other questions you or the audience can come up with.

Mirror - Players pair up, facing each other. They can move (arms, legs, eyebrows) slowly, and the other player will mirror them. This is a game of give and take - no-one should be (continuously) leading. Keep movements slow.

Try this with the whole group: everyone in a big circle, and everybody mirrors everybody else.

Overboard - This is a nice elimination warm-up. Everyone spreads out in a staggered line, like in an aerobics class. Then someone calls one of the following:

- 'Land ahoy' - and everyone hops on one foot, doing a salute with one hand
- 'Hit the deck' - all down on the floor in a push-up position
- 'octopus' - make groups of 2, one person on hands and knees and someone else over him or her in the same position
- 'Man overboard' - groups of 2, one bending back and knees and the other on the first's back (piggy-back style)
- '2-3-4' - all sit down and start rowing. Whoever is last drops out. Repeat until all but one are out.

Open Hand - Let the players walk around the room leisurely. Then ask them to stop, open their hands, and let something fall out of the sky, right into their hands. Let them name the object in their hands, set it aside, move on and open their hands again.

Some people find this a bit of a scary game, as if they are afraid they are not going to come up with anything. Explain that there are no wrong answers.

Some players will complain that everything that falls out of the sky is a dead bird (or whatever). Explain to them that this is fine too. Most players, if reassured that they really can't go wrong, move on to other stuff after 10 dead birds or so.

You can tell players they can vary the way they extend their hands or hand. They can hold hands in front of them, above their head or close to the ground. See if different stuff shows up.

A slightly less difficult version of this game can be done by having players put their hands in their pockets and take something out. Make sure they all got pockets if you want to play this game. This version is slightly easier, as anything in their pockets, like dust, or the way the fabric feels, can trigger an idea; when holding your hands out there is very little to trigger an idea.

Pass the Ball - All players in a circle. Ask the players to pass a mimed ball [present] to others (one ball at a time). The ball becomes heavier, until it weighs a ton, or extremely light, extremely big (and light or heavy) or extremely small (and light or heavy). Actors need to show the ball's characteristics in the way it gets passed.

Photo – The group moves around the room as different characters. Your job is to yell FREEZE and the students all stop right where they are. You then explain that they need to notice exactly where they are in the room, the exact way they are looking, the exact way they are standing, etc. You say GO and they begin moving. Then you say GO BACK and they have to go to the spot they were just in exactly. The point is for them to know their body and where it is in relation to the room and everyone else.

Try:

- Elderly People(They almost always bend over with a cane. Ask if all elderly adults walk with a cane)
- Their Parents When They Are In Trouble(They generally walk around shaking their fingers and yelling. Ask them if that is what really happens if they get in trouble. The responses will surprise you.)
- Monkeys or Chickens(SILENT/QUIET– You will have to silence them/or keep it quiet or it will get out of control fast)
- The sheriff in a western
- Their Teacher
- The President of the USA
- And whatever else you can come up with

This game requires room to move. I teach this game with sound off, meaning that they can make no sounds. But it is up to you.

Shrinking Box - Players pantomime that they are in a very large box. Show audience all the sides. Then the box gets smaller. Show the audience how small it is getting. Then they must figure out a way to escape. The actor must do a good job showing the audience how they have escaped so they can correctly guess how.

Slow Motion Tag - Play tag, but in slow motion. Immensely entertaining if played well; players are not to escape the tagger by making a sudden movement, and the tagger cannot lash out to tag another player. Tell players to breathe, scream and groan in slow motion.

You may want to have the players exercise walking in slow motion first, to make sure they are aware of how they (naturally) move, and learn how to stick with that in slow motion.

Word-at-a-Time Story- In this game the players tell a story by going around a circle, each contributing one word. The object is to create a coherent story with consistent characters, point of view, and plot. Players should concentrate on reacting specifically to the word said right before them. Preplanning is useless, because the other players do not know what you have planned. This game also will not work if players attempt to make things difficult for the next player, or try to be funny. All they will succeed in doing is making the story become ridiculous, then nonsensical. This game works on focusing on the purpose of the game rather than trying to be funny, and on focusing energy.

Whoosh - Everybody in a circle. Start with one person, who waves both hands to his/her neighbor, saying 'Whoosh'. The next person passes the Whoosh to his neighbor, and that way the Whoosh is passed around the circle.

There's 4 other sounds/movements that can be made.

- 'Wow': indicated by saying Wow, and moving both arms down. A Wow changes the direction of the Whoosh

- 'Zap': instead of passing the Whoosh to your neighbor, it gets zapped to the person you point to. The receiver continues with either a Whoosh to his neighbor, or another Zap to another person. A Wow after a Zap returns to the Zapper.
- 'Grooooooooooovelicious': for this one the whole group bends down and up again in a kinda groovy way, all saying Grooooooooooovelicious. Afterwards, the person who started the Groovelicious sets the Whoosh in motion again, in any direction.
- 'Freakout': indicated by waving both hands in the air. Everybody starts screaming and moves to the center of the circle. When everybody's freaked out a new circle is formed, and the starter of the Freakout sets the Whoosh in motion again (or Zaps, or does a Grooooooooooovelicious).

BALLOON CAMP

FULL DAY CAMP SCHEDULE

	Time	Activity	Items to Teach
Day 1	9:00	Game	Balloon Name game/Balloon Juggle/Frantic
	9:50	Lesson	Javelin
	10:15	Art	Balloon Bag
	10:30	Bathroom Break	
	10:40	Lesson – Special Project	Snake, Twistee, Double Twistee, Heart Balloon
	11:20	Game	Balloon Volleyball
	11:55	Lunch	
	12:30	Games/Recess	
	1:00	Lesson	Crazy Hat Creation
	1:35	Game	Balloon Hockey
	2:00	Free twist	
	2:35	Novelty Balloon	Rocket Balloon
	2:55	Clean up/Reminders to kids:	Bring balloon bag each day to take home balloons
		Pass out:	Parent letter
Day 2	9:00	Free Twist/Game	Balloon sandwich
	9:45	Lesson	Review
	10:15	Lesson	Fish and fish on fishing pole
	10:40	Bathroom Break	
	10:50	Store Demo	Explain Store
	11:05	Lesson – Special Project	Butterfly, Butterfly/Bee bee body
	11:30	Game	Balloonose
	11:55	Lunch	
	12:30	Games/Recess	
	1:00	Lesson	Dinosaur, Dog, Puppy
	1:35	Game	Ballooknee
	2:00	Free twist	
	2:35	Novelty Balloon	UFO Balloon
	2:55	Clean up/Reminders to kids:	Bring back completed store forms
		Pass out:	Store forms
Day 3	9:00	Free Twist/Game	Racer Balloon
	9:30	Lesson	Review
	9:55	Lesson	Helicopter Mouse, Big eared dog, Weiner Dog
	10:35	Bathroom Break	
	10:45	Art	Show Flyers
	11:10	Lesson	Poodle, Giraffe, Bunny
	11:40	Game	Cotton Ball-oon
	12:00	Lunch	
	12:30	Games/Recess	
	1:00	Lesson – Special Project	Balloon House
	1:35	Game	Big Lungs
	2:00	Free twist	
	2:30	Novelty Balloon/Game	Racecar Balloon and races
	2:55	Clean up/Reminders to kids:	Store Forms/show Friday
		Pass out:	Show reminder form

Full Day Balloon Camp P. 2

	Full Day Schedule (cont)	Balloon Camp
Day 4	9:00 Free Twist/Game	Over/Under
	9:30 Lesson	Review
	9:55 Lesson	Sword/Swordfight
	10:35 Bathroom Break	
	10:45 Balloon Tricks	Balloon Balance
	11:10 Lesson	Alligator, Airplane
	11:25 Game	Balloon Help/Balloon Finger Balance
	12:00 Lunch	
	12:30 Games/Recess	
	1:00 Water Balloons!	Water Balloons
	2:30 Clean Up/Dry Off	
	2:45 Novelty Balloon/Game	Punching Balloon/Balloon Artist
	2:55 Clean up/Reminders to kids:	Family come to show, 2:15pm.
Day 5	9:00 Free Twist/Game	Pass it on
	9:30 Lesson	Review
	9:55 Lesson – Special Project	Swan, Flower/Flower Balloon
	10:35 Bathroom Break	
	10:45 Balloon Tricks	Bouncy Balloon
	11:00 Plan Show	
	11:20 Game	Use Your Head/Three's Balloony
	12:00 Lunch	
	12:30 Set up for show	
	1:45 Rehearse show	
	2:15 Show	At beginning, pass out evals, mail list forms, pens
	2:45 Last day Ceremony	Helicopter Balloon
	2:50 Store	
	3:00 End	

Half Day Balloon Camp Agenda

	Time	Activity	Items to Teach
Day 1	9:00	Intro Game, Rules	Balloon Name game/Balloon Juggle/Frantic
	9:20	Art	Balloon Bag
	9:35	Twisting	Javelin, Snake, Twistee, Double Twistee
	10:05	Game	Balloon Hockey, Balloon Volleyball
	10:35	Break	
	10:45	Twisting	Crazy Hats
	11:15	Specialty Balloon	Hearts, Bee Bodys, Geo Flower
	11:45	Novelty Balloon	Plastic Helicopter
	11:55	Clean up/Reminders to kids:	Bring balloon bag each day to take home balloons
		Pass out:	Parent Letter
Day 2	9:00	Review	
	9:15	Twisting	Fish, fish on fishing pole, butterfly
	9:45	Games	Balloon sandwich, Ballooknee
	10:15	Break	
	10:25	Twisting	Dog, giraffe, dinosaur
	10:55	House (group project)	Inflate balloons for house. Maybe build frame
	11:15	Store Demo	
	11:45	Novelty Balloon	Rocket Balloon
	11:55	Clean up/Reminders to kids:	Fill out Store Forms
		Pass out:	Store Forms
Day 3	9:00	Review	
	9:15	Twisting	Rabbit, jumping mouse, snail
	9:45	Games	Cotton Ball-oon, Big Lungs
	10:15	Break	
	10:25	Novelty Balloon	Ball inside balloon
	10:45	Twisting	sword, alligator, plane
	11:15	House (group project)	
	11:45	Novelty Balloon	Spiral Balloon
	11:55	Clean up/Reminders to kids:	Turn in Store Forms/Show Friday
		Pass out:	Show reminder form
Day 4	9:00	Review	Over/Under
	9:15	Twisting	Swan, flower
	9:35	Plan Show	
	10:05	Break	
	10:15	House	
	10:45	Water Balloons	If can't do this, do games & twisting
	11:35	Clean Up/Dry Off	
	11:45	Novelty Balloon	Punch Balloon
	11:55	Clean up/Reminders to kids:	Store Forms/Show is at 11:15
Day 5	9:00	Review	
	9:20	Set up for show	
	9:55	Posters	
	10:10	T-shirt Trick	
	10:30	Novelty Balloon	Balloon Racer/Races
	10:50	Break	
	11:00	Game	Use Your Head/Three's Balloony
	11:15	Show	
	11:55	Graduation Ceremony	Balloon Helicopters

Summary – Half Day Balloon Camp						
Activity	Mon	Tue	Wed	Thu	Fri	Total
Twisting	2	2	2	1		7
Games	1	1	1		1	4
Novelty Balloon	Plastic helicopter	Rocket	Ball inside, spiral	Punch balloon	racer, balloon helicoper	7
Art	Bags				Posters, tshirt	3
Misc	Specialty	Store		Water ball		3
House		House	House	House		3
Show				Plan	Setup, show/ grad ceremony	3

Introduction/Rules Of Balloon Class

If you have a good trick to show them, that might be a good way to start.

- Take attendance. (1-4 minutes)
Do this quickly. They want to get into the tricks, not talk!
- Go over the schedule & try to excite them. (~1 minute)
 - What we'll learn each class
 - Show at the end
- Rules of Balloon Class
 - 4 R's
 - Respect Yourself – Don't take any unnecessary risks
 - Respect the Equipment – Use the equipment only for what it is meant to be used for.
 - Respect Your Fellow Students – Don't make fun of anyone, be courteous and share.
 - Respect the Teacher – Quiet when instructions are given, follow directions.

Note about Show

There are 2 choices for the show.

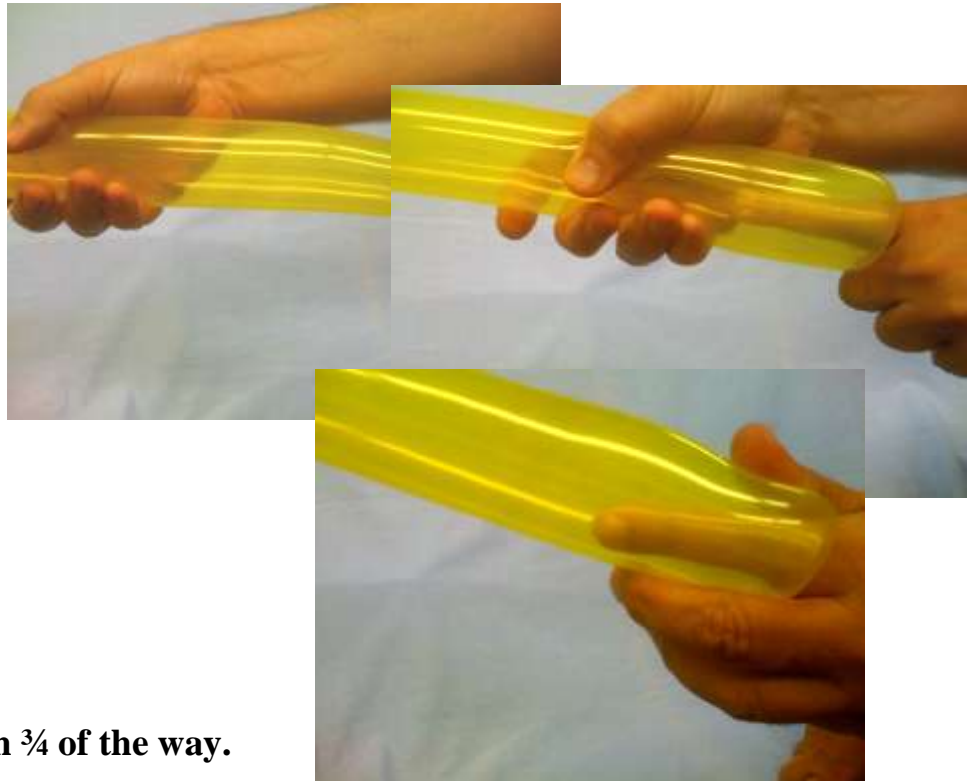
1. Do a balloon gallery. Kids make balloons that they each display at their locations. Parents browse the gallery, as kids show their work. Kids can also create balloons live as parents are walking by—live demos. Since this tends to be shorter than a show, fill in with a game of, e.g. balloon frantic with parents and kids playing together.

2. Put on a show where kids come up and twist balloons. Several kids at once might twist the same figure. Give the balloons out to kids in the audience. Perhaps make up a story, told by a child emcee, which the kids illustrate by making balloons. Each kid is in 2-3 groups. Try to encourage variety.

BALLOON TWISTS

○ Javelin

- Inflate the balloon to the full length.
- Straighten the balloon to free it from angles and bumps.
- When the balloon is straight. Push your right index finger into the balloon at the knot.
- Hold the balloon with your right index finger and thumb.
- Release the pinch hold and the balloon will shoot across the room.



○ Snake

- Inflate the balloon $\frac{3}{4}$ of the way.
- Coil it.
- Bend the tail of the balloon to make the head.
- Hold in the shape of a coiled snake and release it will strike.



- **Twistee – Single**
 - **Fully inflate the balloon.**
 - **Bend it in half.**
 - **Wrap it around itself.**
 - **Twist the ends together**





- **Twistee – Double**
 - **Fully inflate 2 balloons**
 - **Twist the ends together**
 - **Wrap them around each other**
 - **Twist the remaining ends together**



- **Hat**
 - **Fully inflate.**
 - **Bend in half.**
 - **Wrap around head to size.**
 - **Twist the balloon together at the back of the head.**



- **Fish**
 - **Fully inflate.**
 - **Bend in half.**
 - **Twist the ends.**
- **Fish on a pole**
 - **Tie the mouth to an uninflated balloon(fishing line)**
 - **Tie the uninflated to a fully inflated balloon(fishing pole)**



- **Butterfly**
 - **Start with the fish.**
 - **Bring the middle of the fish(where the mouth would be) to the tail.**
 - **Squeeze together and twist.**



○ **Dinosaur**

- **Inflate $\frac{3}{4}$ of the way.**
- **$\frac{1}{3}$ of the way down, bend and twist.**
- **$\frac{1}{3}$ more of the way down, bend and twist.**
- **Bend the middle for the dino's hump.**
- **Bend the tail and head to shape them**



○ **Dog**

- **Inflate $\frac{3}{4}$ of the way.**
- **$\frac{1}{8}$ of the way down, bend and twist.**
- **Move $\frac{1}{8}$ further bend and twist.**
- **Move $\frac{1}{4}$ further down, bend and twist.**



○ **Puppy**

- **Same as dog only with a $\frac{1}{2}$ inflated balloon.**



- **Jumping Mouse**
 - **Inflate $\frac{1}{4}$ of the way.**
 - **Fold balloon into an S.**
 - **Squeeze together and twist.**
 - **Hold loosely in your hand.**
 - **Pull tail and let go.**
 - **Mouse will shoot into the air and spin back down.**
- **Big Eared Dog**
 - **Make a dog with an S bend/twist head.**



- **Weiner Dog**
 - **Make a Big Eared or Small Eared Dog with a short neck, long body and short tail.**



- **Poodle**
 - **Make a Small Eared Puppy, but give it a big heinie.**
 - **Squeeze the heinie to push some air into the tip of the tail. This takes practice, don't give up!**



- **Giraffe**
 - **Make a Big Eared Dog with a long neck.**



○ **Sitting Bunny**

- **Very much like a small eared dog, only make the first bend much bigger, twist.**
- **Make the first set of legs smaller than the back legs.**
- **Leave very little tail.**
- **Tuck the front legs into the back legs.**



○ **Sword #1 -**

- **Fully inflate the balloon.**
- **Bend into an S near the knot.**
- **Twist.**



○ **Sword #2 -**

- Fully inflate the balloon.
- At the knot make a large bend, and twist.
- Insert the long end of the balloon into the loop.
- Pull it all the way through.



○ Alligator

- Inflate almost all the way.
- Make one S twist near the tie.
- Make a smaller S twist near the tail.



○ Airplane

- Inflate almost all the way.
- Make one large S twist near the tie.
- Make a very small S twist very near the tail.
- Pull the very small S's handle up to make the tail fin.



○ Swan

- Inflate $\frac{3}{4}$ of the way.
- Make a large loop and twist.
- Fold over the remaining length to the loop and twist it in.
- Shape the remains into a neck. The uninflated portion becomes the beak.





○ Flower

- Almost fully inflate one long balloon.
- Tie the ends together to make a circle.
- Pull the opposite ends to make a mouth.
- Push them together and twist into glasses.
- Fold in half to make the toilet.
- Squeeze all of the parts together and twist, this makes the petals.
- To make the stem, half inflate another balloon.
- Press this into the corner of the petals until it goes in



SPECIALTY PROJECTS

- **Heart Shape**
 - Fully inflate the heart. Set it aside.
 - Make the single twistee or double twistee and attach the heart to the top for a fun sceptor.
- **Bee body**
 - Inflate until you reach the black stinger at the other end. Set it aside.
 - Make the figure 8 shape we made when making the flower.
 - Attach the figure 8 to the bee body. 3 inches from the knot for a bee. Attach them 3 inches from the stinger to make a hummingbird.
- **Flower shapes**
 - Inflate shape and tie it off. Set it aside.
 - **Flower bracelet:** Inflate a long balloon just a little bit(1 inch) and tie off.
 - Thread the tail through the hole in the flower.
 - Place it on the wrist and tie it off to itself.
 - **Long flower:** Inflate a long balloon almost to the end and tie off.
 - Thread the tail through the hole in the flower.
 - Draw the air through and inflate a 1 inch bubble on the front side of the balloon.
 - Make your petals.
- **Balloon house**
 - Have the kids inflate (Almost to the end. 1 inch left), tie it off and set aside around 50 balloons.
 - Make several square shapes using 4 long balloons.
 - Attach other balloons to these to make 3-D cubes. Add whatever accents you desire.
 - Kids can play in it.
 - Kids work on it over 3 days, completing it by Thu, comfortably in time to display for the show.



NOVELTY BALLOONS

All the supplies necessary for each novelty balloon are contained within its packaging.

- **Rocket Balloons**
 - **Inflate the balloon with your mouth and the straw.**
 - **Remove the straw.**
 - **Let it go. It will zoom around the room.**
- **Punching Balloons**
 - **Inflate the balloon with your mouth.**
 - **Roll up the mouth piece tightly and insert it into the balloon sideways. This will prevent air from escaping.**
 - **Attach the rubber band and punch away.**
- **Plastic Toy Helicopter**
- **Bouncy Balloon—put ball inside 9” balloon**
- **Balloon Racer**
- **Spiral Balloon**

BALLOON TRICKS

- **Bouncy Balloon**
 - **Insert a bouncy ball into a regular balloon.**
 - **Blow it up and tie it off.**
- **Balloon Balance**
 - **Blow up a regular balloon and tie it off.**
 - **Put a small square of double-stick tape to the top of the balloon and stick it to your nose. It will look like its balanced there.**
 - **Act like you are balancing it and then tilt your head down, smile sheepishly, look at your audience to give away the gag.**



BALLOON GAMES

Day 1

Balloon Name Game

Stand in a circle. Toss a balloon in the air and call someone's name. That person must catch the balloon before it touches the ground. If the person succeeds he/she then tosses the balloon up and calls the next name. Phase 2: Now the balloon is not caught, but kept in the air. As well as calling out someone's name, also call out a body part which that person has to use to keep the balloon in the air until he/she calls another person's name and body part.

Balloon Juggle & Sort

Challenge participants to keep all balloons (1+ per person) in the air. This gets the group moving and cooperating. Once they've got the hang of it, make it harder by adding in more balloons or placing restrictions e.g., no hands to keep balloons up. Ask participants to keep juggling the balloons, but to sort them into colors (works best with large groups). Divide into teams. Each team stands in a small circle. See which team can keep a balloon aloft the longest using only breath. Watch out for hyperventilation!

Balloon Frantic

Two to three inflated balloons per person are needed and a clock or watch. Each person has a balloon, with the rest in a nearby pile. Everyone begins bouncing their balloons in the air. Every five seconds, another balloon is added. See how long the group can keep the balloons bouncing before receiving six penalties. A penalty is announced loudly by the leader when a balloon hits the floor, or once on the floor, if it is not got back into play within five seconds. The leader keeps a cumulative score by shouting out "one", "two", etc. When the leader gets to "six", time is stopped. After some discussion, the group tries to better its record with another attempt.

Balloon Volleyball

Have the kids play volleyball with a balloon. Keep it informal. Try to have them keep the balloon from hitting the ground. For more of a challenge use a Bouncy Balloon.

Balloon Hockey

Twisty balloons (260q) are used as hockey sticks and the round balloons are the "pucks". You must hit the round balloon (or many) with the long balloons into the goal (ex. a box). Or you can play this as a hockey game with many players in the group room.

Day 2

Balloon sandwich

Kids pair off, each pair gets a balloon. They must stand back to back with the balloon sandwiched between them & get from one end of the room to the other like that! Any pair who drop their balloon must go right back to the start. It's easier if the kids are of similar height.

Balloonose

Roll a balloon along the ground with nose (put a ball inside the balloon to stop it flying away).

Ballooknee

Relay walking/running with a balloon between knees without popping it.

Day 3

Racer Balloon

A balloon is blown up (no knot is tied) on the starting line and then let go. At the point where the balloon lands, it is blow up again and let go again. This procedure is carried on until the balloon flies over the finishing line.

Cotton Ball-oon

A cotton ball is blown over a course and to a goal (goal, plate, cup) with the help of a balloon. When all the air in the balloon has been used, then it must be “reloaded” and play continues.

Big Lungs

Who can blow up the largest balloon with only 5 breaths? Or who can jump on one foot and blow up the largest balloon within 15 seconds?

Day 4

Over/Under

Line everyone up, give them an object, and the first person takes the ball and passes it under their legs to the next person, who passes it over their head to the next, and that person passes it through their legs, and so on, till the last person gets the object, runs to the front, and the action continues. The rule is they've got to hold the balloon with two hands, one on each end, as they pass it back - and believe me, it makes things rather difficult.

Balloon Help

Start off with everyone in a circle, facing inwards, hands behind back. The objective is for everyone to be in the center keeping all balloons afloat. Put between zero and three balloons in people's hands behind their backs. Participants should not let on to others how many they have. The leader starts by trying to keep three balloons afloat in the center. When it becomes difficult, the leader calls somebody's name and says "X, I need your help!". That person comes in with all their balloons and helps until it becomes difficult and then they call "Y, I need your help!". If a balloon falls on the ground, it must be picked up by someone in the center and kept afloat.

Balloon Finger Balance

Try balancing a balloon on the end of your finger. Have a competition to see who can do it for the longest. The balloon must not be held, only balanced, and it must not be tapped. The finger must be in direct contact with the balloon at all times. Good for focus, concentration and physical movement.

The Artist

Who can hold the most balloons with one/both hands/feet/chin?

Day 5

Pass It On

Everyone sits on chairs in a circle and tries to pass the balloon to the next player using only stretched out feet. It can be made more difficult by using more than one balloon and giving many direction changes.

Use Your Head

2 players make up one team. A balloon is held between their foreheads. Various items are strewn on the ground. Each team must collect the items as fast as possible, of course without letting the balloon fall on the ground.

Three's Balloony

Three players make up a team and stand in a circle with their arms on each others shoulders. In the middle of each team is a balloon on the floor that must be nudged to come up over their heads without using any hands. Which team is the quickest?

WATER BALLOON GAMES

- **Special notes about water balloons.**

- You should be very cautious about them. Do not let the kids throw them at each other. If they do, they will sit out of water balloon time. A lot of fun can be had, making water balloons and tossing them, but it must be approached cautiously. No injuries or hurt feelings.
- You are supplied with water balloons, a hose nozzle and a bucket for holding the balloons in. Use an outside faucet if possible. This will probably require you to discuss with the client where a good one is located. Also, special consideration should be taken as to where you play with the water balloons.
- **MAKE CERTAIN ALL PIECES GET PICKED UP!** Please do not leave them strewn about.

Slingshot

Two participants hold a strap each. A third participant places a water balloon in the sling and pulls it back. They let it go to launch. A target, like a tree, may be named and the balloons fired at it. Under no circumstances are they to be shot at people, cars, buildings, etc.

Tosso

Two participants face each other and hand a water balloon to each other. Next they take a step back and toss the balloons. Repeat, taking a step back each time the balloon is caught. If it drops the two tossing have to sit. The last pair standing wins.

Also try the **Balloon Name Game** the using water balloons.

BALLOON ART PROJECTS

- **Balloon Bag**
 - **Have the kids decorate their Balloon Bag on the first day. This gives them something to take home their balloons in each week. Remind them to bring it back!**
- **Show Flyers**
 - **before the show have the kids make a show poster to take home. Give them White paper and crayons to design their own poster.**

Team Building Games

General Rules for Team Building:

- Challenge by Choice. If you are uncomfortable doing an activity, you may opt out at any time. However, try to find a way to support the team.
- No running.

35 min segments::

Group Juggle: Group juggle, warp speed, hog call, line up

Hula Hoops: Categories, pass over, stargate, mergers, inflatable

Physical Games: gotcha, pair tag, transformer tag, everyone's it, go to & touch blue

Balls: Upchuck, Choo Choo, Balloon Frantics, Tank

Ropes: Peek a Who, Group Jump Rope, Over the Line

Quick & Easy: Tiny Teach, Count Off, Welded Ankles, Back to Back Triple Change, What do you look like when..., Human Tic Tac Toe.

Notes: Quick & Easy activities go for approx 1 hr. Use some as a segment, and others as fill-ins if necessary.

Group Juggling Sequence

Time: Approx 30 mins

Props: 1 soft juggling ball per person

Agenda:

Group Juggle 5 mins

Warp Speed 10 mins

Hog Call 10 mins

Line Up 10 mins

GROUP JUGGLE

Time: 5-10 mins

Materials: Juggling props that can be tossed & don't hurt: rings, balls, etc. ~1/person.

Type: Ice Breaker

Setup: have juggling props nearby.

To Play:

- Get everyone in a circle. (You are in it too, with juggling props nearby.)
 - Toss an object to someone across the circle, saying their name as you tosses. Bob, who catches it, says "Thanks, Jeff. Sarah" (as he tosses it to someone else across the circle (not next to them), Sarah). This continues until everyone has caught & thrown the object, had their name called & called someone else's name, & the object comes back to the facilitator.
 - Once you've caught & thrown, put your hands behind your back, so the others know you've already had a turn.
 - Repeat this pattern.

- Repeat again, but this time, facilitator introduces additional objects, 1 after another, so a whole bunch of objects are circulating (all in the same pattern), creating some fun mayhem. Let this go for a minute or so, then end it.

WARP SPEED

Time: 5-10 mins

Materials: ~5 throwable objects

Type: Initiative

Setup: People in circle (including facilitator). Throwable objects nearby facilitator.

To Play:

- We're going to throw these items in the pattern we established. How long do you think it'll take? Let's try it. Ready? Go! (time it. Start when you throw first object. Stop when you catch the last one.) Constraints:
 - Must keep the same pattern (order in which people touch the objects)
 - Must say "Thanks, _____. _____", using names of the person tossing to you, & who you toss to.
- Let them try again, up to several times, each time challenging them to continuously improve their time. If necessary, tell them that was good, but world class time is ____ seconds. Can they do better? What sometimes happens:
 - They bundle the objects as one.
 - They rearrange the people in the order they touch.
 - Instead of tossing, they pass them in an assembly line, or touch them quickly in pattern order. Note: don't let everyone at once touch the objects. They must keep pattern order.

Instructor Note: This activity is often a high. The group may start at, say, 20 seconds, and get down to 2-3 seconds, which they never thought possible, but were able to achieve with out of the box thinking.

HOG CALL

Time: 10-12 mins

Props: none

Type: ice breaker

To Play:

- "Everyone line up shoulder to shoulder. Now bend the line in half, so we have half of you facing the other half. Whoever is right in front of you is your partner for this activity."
- "Find out your partner's name. Then 1 partner goes to this side of the room and the other to that side. (Put them far apart—at least 25', or as far as practical.)"
- "Everyone put your bumpers up. That means: Hold both palms out, elbows bent, hands about chin high. (demonstrate). Everyone close your eyes & keep them closed. When I say "peanut butter", start calling your partner's name, approach your partner, and see if you can find him/her. Keep your eyes closed & your bumpers up the whole time. No running. If you need to open your eyes for a moment, that's ok; but don't open them to find your partner. Any questions? Peanut Butter!"
- (After everyone has found their partner:) "Find out 3 things about your partner that you didn't know before, that are not obvious. E.g. You might ask: what grade are they in; what is their favorite movie; have they done magic before they came here; When you each know 3 new things about each other, sit down in a circle in the middle of the room."
- (When everyone is seated:) "Let's go around the circle and everyone tell us what you learned about your partner."

Facilitator Notes:

- If some aren't comfortable sharing their info, that's ok.

LINE UP

Time: 10 mins

Props: None

Type: Initiative (short)

To Play:

Announce that the challenge is to line up alphabetically by last name. Begin. When they are done, go down the line & have everyone say (or spell) their last name, to see how they did.

Round 2: Line up by height. No talking. See how they did.

Round 3: Line up by birth date. No talking. Have everyone say their birthdays to see how they did.

Hula Hoop Sequence

Time: 35 mins

Props: 1 hula hoop/person (if you don't do mergers, 1 hula hoop for the group)

Agenda:

Categories Ice Breaker 5 mins

Around the Circle 5 mins

Stargate 10 mins

Mergers 5 mins

Inflatable Hoop 15 mins

CATEGORIES

Time: 5-7 mins

Materials: None

Type: Ice breaker

To Play:

- Ask 6-8 questions. The group mingles and finds others with the same answer. Then each group reports their answer.
- Sample questions:
 - a. Favorite TV Show
 - b. Favorite food
 - c. How much magic do you know?
 - d. # of siblings
 - e. What grade are you in
 - f. Favorite thing to do
 - g. If you could select only 1 topping for a pizza, what would it be?
 - h. Favorite place you've visited in St. Louis area? Out of stl area?
- Ask if any of the kids have a question they'd like to ask (if necessary, remind to keep it in good taste).

AROUND THE CIRCLE

Time: 5 mins

Materials: 1 hula hoop

To Play:

- "Everyone stand in a circle. The challenge is to move this hula hoop completely around the circle. Join hands. Ready? Go!"

STARGATE

Time: 5-10 mins

Props: 1 hula hoop

Type: Initiative

To Play:

- “Now we’ll try something a little different. I will ask 2 of you to hold the hula hoop with 1 hand each. (Do so.) That will be the link between you. Everyone else will join hands. The challenge is to get everyone through the hula hoop one at a time without releasing contact with each other, and without anyone touching the hoop (except the 2 hoop holders).” (Or with a minimum number of touches.)
- “If anyone touches the hoop (except the 2 hoop holders), whoever is going through at that time must come back out and start over. The hoop holders must also go through! When they do, they may not touch the hoop either, except where they are holding it. They may not let others hold the hoop for them when they are going through! If a hand connection is broken during this activity, the whole group must start over. Any questions? You may want to do a little planning before you start. Let’s begin.”

○ Instructor Notes:

- Usually the hoop holders are the last ones to go thru.

Mergers

Time: 5-10 mins

Props: 1 hula hoop per person

Type: Initiative

Setup: Set hula hoops near each other on the floor. None should touch.

To Play:

- Each kid stands in their own hula hoop.
- When you say “Abra-Kid-Abra”, each kid changes hoops. Allow them sufficient time to change. They must put both feet on the floor inside the hoop.
- Do several rounds. Then start taking away a hoop each round. (The solution is that multiple kids must stand in 1 hoop.) Do this until you have just 1 hoop left.
- The kids should not move the hoops.
- No running.

Instructor Notes:

- For safety reasons, do not allow kids to stand on each other, or each other’s feet. Each child’s feet must be on the floor.
- Kids can sit down with their butts outside the hoop & their feet inside. Don’t give this solution away.

INFLATABLE HULA HOOP

Time: 5-20 mins

Props: 1 hula hoop

Type: Initiative

To Play:

- “Everyone get in a circle, standing up. Hold our the index finger of both hands, and I’m going to set the hula hoop on everyone’s fingers. (Do so about waist high.)
- “Your challenge is to lower the hoop to the ground. That’s it. Everyone’s 2 index fingers must stay in contact with the hoop at all times. If you lose contact with either finger, even for a second, it is your responsibility to say that you lost contact, and we start over. Any questions? Begin!”

Instructor Notes:

- Either the group seems to get this quickly, or they struggle. If they struggle, often the hoop goes up! Say that they must have misunderstood the instructions. The hoop is supposed to go down, not up!
- If kids blame each other, you may want to address this. E.g. How does that make someone feel when they get blamed? What does it make them want to do? (Argue back, which is not productive, or withdraw, which hurts the team.) So, when you blame, are you helping or hurting the team? (Hurting. Pointing out the problem may be positive. But upsetting the other person is negative.) How can you express your feelings in a more positive way that will help the team?

Rope Sequence

Time: 30-35 mins

Props: 1 sheet, 1 large jump rope.

Agenda:

Peek a Who Ice Breaker 5 mins

Group Jump Rope 15-20 mins

Over the Line (if time) 10-20 mins

Notes:

- Do this on same day as you teach rope tricks. They'll have their ropes for Houdini ropes. Consider skipping Over the Line.
- Need a high ceiling or outside to do Group Jump Rope.

PEEK-A-WHO

Time: 5 mins

Props: Sheet

Type: Ice Breaker

To Play:

- "Everyone fold your arms. Those of you with your right arm on top, come over here to Team A. If your left arm is on top, go to Team B." (If the teams are unequal, even them out.)
- "I will hold this sheet up between the teams. When it is up, each team chooses 1 person to sit next to the sheet, facing the sheet. When I drop the sheet, 2 people will be sitting face to face, and each tries to call out the other's name first. Whoever calls out the other's name first (correctly) gets to take the person over to his team. The object is to get everyone on your team. Any questions? Let's begin. I'll hold up the sheet, & someone from each team sit next to it."
- Variations: After they have done this a few times, try these variations:
 - Two per team sit at the blanket. Which pair shouts the other pair's names correctly first?
 - The two (1 from each team) who sit at the blanket sit back to back. The team gives clues re who the other person is. E.g. "yellow shirt, guitar player,..."

Instructor Notes:

- Do this for a few minutes, or until all players are over on 1 team. If 1 team wins real fast, you might play another round, mixing up the teams a bit.
- It's ideal to have 2 people raise and lower the sheet—1 at each end. But if no one is available (without detracting from the teams' numbers), it can be done with just the facilitator.

GROUP JUMP ROPE

Time: 15-20 minutes

Props: 1 jump rope at least 25' long.

Type: Initiative

To Play:

Two people swing the rope (one of whom is usually the facilitator). The group starts all on one side of the rope. The object is for everyone to jump through the rope—first one at a time, then 2 at a time, 4 at a time, 8 at a time, then the whole team jumps together.

The rope is swung, and team members jump through it. First, do 1 person at a time until everyone successfully jumps through. If someone isn't successful, send them back in line. They try again until they make it. Encourage their team to coach them.

- Once everyone has jumped through to the other side of the rope, everyone gets back to the original side & 2 people at a time jump through the rope. When each pair has successfully jumped through, do 4 at a time, 8 at a time, then everyone at once.
- If someone is not comfortable jumping rope, they can swing the rope. (Usually the facilitator and one other person swing the rope.)

OVER THE LINE

Time: 10-20 mins

Props: 20' long rope, or a straight line on the floor

Type: Initiative

Props: You need a straight line on the ground. This can be a rope, a crack in the sidewalk, a line in the carpeting, etc. The line must be at least as wide as the participants when they are lined up shoulder to shoulder.

Number of Participants: 6-12 works well. If over 12-15, split into multiple groups, each using its own line (or portion of the same line).

Activity: The challenge is for the group to step over the line all at the exact same time. Their feet must hit the ground on the other side of the line at the exact same instant. They should start back from the line at least 4-5 feet. As they attempt to step over the line, get in position to be able to hear and/or see if they all step onto the ground on the other side of the line at the exact same time. If they don't, they must go back to their position away from the line and try again until they succeed, at which point the activity ends and the debrief begins.

Tips on Running This: Generally, the group learns more if they don't succeed for a number of times before they get it. They may get frustrated, which is good—frustration makes for good learning. If it's too easy and they do it the first time or two, they won't learn as much.

How lenient should you be in judging whether they stepped at the exact same instant or not? At first, be pretty strict. If this goes on for a while, you may want to loosen your criteria a little. It's usually a high if they succeed.

No Props, Physical Games Set

Time: 30 mins

Props: None

Agenda:

Gotcha 5 mins

Pair Tag 5 mins

Transformer Tag 5 mins

Everyone's It 5 mins

Go To & Touch Blue 10 mins

Human Tic Tac Toe 5 mins

GOTCHA

Time: 5 mins

Props: none

Type: Ice Breaker

To Play:

- Everyone stands in a circle (including facilitator).
- Have everyone hold out left hand palm up, left arm bent 90%. Now extend right index finger up in the air, and put it down on the palm of the person to your right.
- When facilitator says the magic word, everyone tries to grab their neighbor's index finger with their left hand, and simultaneously pull their right index finger away with their other neighbor grasping it!
- Do a false start. E.g. 1...2...(wait a moment & see if anyone jumps. Then say "Abra-kid-abra".
- Repeat a couple times. Then do some variations.
 - Change hands. Right palm goes up, & use left index finger.
 - Put palm facing the floor & index finger pointing up.
 - Have players close their eyes. Let anyone in the circle yell the magic word.

Instructor Notes: Don't do this more than 6-8x, or a fun game becomes overdone.

PAIR TAG

Time: 5 mins

Props: none

To Play:

- Players pair up. Designate a play area. Approx 15'x15-20'.
- The tallest in each pair—say, player A—is IT. IT (A) tries to tag her partner, B. Then B becomes IT & tries to tag A. This continues for a few minutes.
- Start by giving the group a quick demo with you & a partner chasing each other back & forth (not running) a couple times.
- IT must remain stationary for 10 seconds to give her partner a chance to move away.
- Rules:
 - No running.
 - Stay within designated area.
 - No head tags
 - If physical contact occurs, make it gentle.
- Stand in the middle as a benign obstacle.
- After 2 mins, or so, have each pair become a team, find another pair and play with them. Pairs should hold hands or link arms. So 1 pair is IT and the other pair gets chased.
- After 2 mins or so, when the action slows down, call out "10 seconds left. Don't be the last one to be IT." This raises the excitement to finish off the game. Not that it matters who is the last IT.

TRANSFORMER TAG

Time: 5 mins

Props: none

To Play:

- "Half of you are heads. Put 1 hand on your head (demonstrate). The other half are tails. Put 1 hand on your tail (butt). (Demonstrate). When I say GO, heads try to tag the tails, and the tails try to tag the heads. If you get tagged, you become a member of the other group, and change where you put your hand. We'll see which group winds up controlling the world. Any questions? Go!"

Instructor Notes:

- Running is ok in this game, if there is room.
- Repeat a couple times until it starts to lose its appeal.

EVERYONE'S IT

Time: 5 mins

Props: none

To Play:

- Everyone is IT. Try to tag others & avoid being tagged. No head tags. No running.
- When you are tagged, kneel down to prevent multiple tags.
- Let's see who is the last one remaining. Ready? Go!

Instructor Notes:

- Play 2-3 rounds.
- A round usually takes about a minute. If it goes much longer, consider introducing the no back-up rule: When 2 face each other, the first one to back up or retreat is caught and must kneel.

GO TO AND TOUCH BLUE

Time: 5-10 mins

Props: none

Preparation: Have in mind 5-10 places to send them in the room, or just outside if appropriate, and things to touch in these areas (e.g. something blue; something metal, something smaller than a bread box,...)

To Play:

- (Cluster a group.) "I'm going to call out some places for everyone to go and something for you to touch when you get there. No running. Ready?" (Start calling out where in the room they should go—by the bleachers; go to the blackboard; to the door; etc., and what they should touch.)

Instructor Notes:

- Call the destinations out fairly rapid fire. This is just a fun, group sort of scavenger hunt.

Ball/Balloon Sequence

Time: 35 mins

Props: 1 soft juggling ball/person for upchuck; 1 balloon/person + extras; 1 paper/person for tank.

Agenda:

Upchuck 7 mins

Choo Choo 10 mins

Balloon Frantic 15 mins

Tank (extra) 5-10 mins

UPCHUCK

Time: 7-10 mins

Props: 1 soft juggling ball per person

Type: Fun activity

To Play:

- "Everyone take a ball. When I say "Ishkabibel", everyone throw your ball up in the air, and try to catch a different ball than the 1 you threw. The object is, as a group, to catch as many balls as possible. (You must catch them in the air. Catching after it has bounced doesn't count.) There are ____ balls. How many do you think you can catch? You must throw your ball at least 10 feet up. I.e. you can't just throw it up a little bit like this (demonstrate a very short toss.) Ready? Ishkabibel!"
- "Everyone who caught a ball, hold it up high." We had ____ catches. Well done! I'm going to give you a couple minutes to discuss what you can do to catch even more next round....How many do you think you can catch this time? Ready?"...

Instructor Notes:

- Do several rounds, trying to get the group to continuously improve their score. Permit time for them to plan, if they wish.
- Watch for kids blaming other kids. Try to quell this through discussion. E..g. How does that make you feel when someone blames you? When someone feels bad, are they going to want to play well? No,

they may just withdraw & hurt the team. What's a way to improve our score without making someone feel bad?

CHOO CHOO

Time: 10 mins

Props: 1 9-10" round balloon for everyone, plus a couple extras

Type: Initiative/fun activity

To Play:

- "Everyone blow up a balloon and tie it. If you need help, let me know."
- "Line up single file behind this starting line (point to a line on the floor). Put the balloon between your belly and the back of the person in front of you, so it stays in place. Put your hands at your sides."
- "The object of this activity is for all of you, as a group, to cross the finish line (point to a line ~15' or so away) without dropping or popping any of the balloons. Keep your hands at your sides. Your hands may not touch the balloons. If a balloon hits the floor, we start over again behind the line. Any questions? Go!

Instructor Notes:

- Ideally, they'll fail a few times, then achieve success. Modify the rules accordingly to try to make this happen. E.g. if they are struggling, perhaps permit them to use their hands (or use them 2x). If they make it easily the first time, consider having them do it again over a longer distance, a more challenging course—e.g. one that entails a turn, going through obstacles, stepping over something, etc.

BALLOON FRANTIC

Time: 10 mins

Props: 9-10" round balloons in assorted colors. Approx 1/person + 7-8 more; a watch.

Type: Fun activity/initiative

To Play:

- "Everyone blow up & tie 1-2 balloons. Let me show you how big to make it. (Demo. Make it big, but not too big.) If you need help, raise your hand."
- (Put balloons nearby) "When I say "Jeepers", we start a balloon in the air. The object is for you to bat it in the air and keep it from touching the ground. Every 15 seconds or so, we introduce a new balloon. If a balloon touches the floor, I yell "Beesirk". 6 beesirks & the game is over. The goal is to go a long time before you get 6 beesirks.

One person may not hit the balloon more than 2 times in a row. If this happens, the team gets a beesirk. Also, if a balloon is on the floor for more than 5 seconds, you get a beesirk. Any questions? Jeepers!"

- When the team gets 6 beesirks, announce their time. Give them a few minutes for planning. Then do ~2 more rounds (allowing planning time before each).

TANK

Time: 5-10 mins

Props: 1 fleece (or wadded up paper) ball/participant

Type: fun

To Play:

- "Pair up. 1 of you is the tank. The other is the driver and weapons expert. The tank gets to hold a weapon—a ball—in each hand. The tank closes its eyes and walks with bumpers up (hold palms out, elbows bent, palms about chin high). The driver directs the tank, telling it where to go and

when and where to fire. Since the tank is walking with eyes closed and bumpers up, it throws like this (demo)—more of a shotput or a push that a wind up and throw.

Tanks are in the playing field. Drivers are nearby to the side. If a tank gets hit with a weapon, immediately switch and have the driver become the tank and the tank become the driver. Any questions? Drivers load up your tanks and start them in position. Tanks, bumpers up and close your eyes. Ready, go!”

Instructor Note:

- Let them play a few minutes until they start to get bored. Generally, let most play both roles a couple times or so.

Quick and Easy

Time: 60 mins

Props: None, except 9 pieces of paper for tic tac toe

Agenda:

Tiny Teach 15 mins

Count Off 5 mins

Welded Ankles 10 mins

Back to Back Triple Change 10 mins

What Do You Look Like When... 10 mins

Human Tic Tac Toe 10 mins

Notes: Use these individually as fill-ins when have a few extra minutes, or as a whole sequence.

TINY TEACH

Time: 15 mins

Props: none

Type: fun activity

To Play:

- “Everyone get a partner.”
- “This activity is called ‘Tiny Teach’. You will teach your partner something; then your partner will teach you something. It can be anything—how to whistle with a blade of grass; How to do a magic trick; How to do a dance step; etc. Are there any questions? Take a few minutes to teach, then a few minutes to be taught. When you are both done, sit down in the circle.”
- (When each pair is done & sitting in the circle:) “OK, I’m eager to see what you learned. Who can show something they learned?” (Get several, or all if they’re all comfortable to show what they learned.)

COUNT OFF

Time: 5 mins

Props: none

Type: Initiative

To Play:

- “This activity is called ‘count off’. Everyone closes their eyes. The challenge is for your group to count from 1 to 20 (1,2,3,...) without pre-planning or communicating. No two people can speak at once. If that happens, the group must start over. So, for example, one person yells ‘one’, another calls ‘two’, etc. No pre-planning and two people can’t talk at the same time. Do you think you can do it? Everyone close their eyes. Begin!”

Instructor Note: If they get it the first time, have them try it again. Groups rarely get it 2x in a row.

WELDED ANKLES

Time: 10 mins

Props: none

Type: initiative

To Play:

- “Everyone line up shoulder to shoulder. This activity is called ‘Welded Ankles. The challenge is for you, as a group, to get from this line to that one (approx 15 ft away). Think you can do it? Oh yeah, I forgot to mention 1 thing. Each of your ankles are welded to the person next to you’s ankle. Your feet must always be in contact with your neighbor’s foot. If any connection is broken, the group must start over. Any questions? Ready, begin! “

Instructor Notes:

- If they haven’t gotten it after 12 mins or so, announce that they can have 2 last attempts.
- This is harder than it seems!

BACK TO BACK TRIPLE CHANGE

Time: 10 mins

Props: none

Type: fun activity

To Play:

- “Everyone get a partner. Stand in 2 rows facing each other, so you are facing your partner. Spread out a little.”
- “Look at your partner. Now both of you turn around. While your back is turned, change 3 things about you. I’ll give you a minute to do this. Is everyone ready? OK, turn back around, face your partner, and see if each of you can guess what was changed.”
- Perhaps repeat one more time.

WHAT DO YOU LOOK LIKE WHEN...

Time: 5-10 mins

Props: none

Type: fun

To Play:

- “Grab a partner. Stand back to back. Spread out a little. I’ll say ‘What do you look like when...’ Then I’ll fill in the blank. You get ready what you look like. When I say “Turn”, you jump and turn, facing your partner, showing each what you look like. Ready? What do you look like when...
 - you first roll out of bed?
 - You overslept by an hour and are late for school
 - The boss says ‘You’re fired!’
- “Now you think of some. Who has one for the group?” (Take a few. If you need some more, here are some others:)
 - Your puppy goes to the bathroom on your shoe
 - The teacher announces that you got 100% on your test!
 - The teacher says you got none of the answers on the test correct.
- “Lastly, you and your partner come up with 3 scenarios. Turn back to back. Think of one. When you say ‘turn’, both of you turn, and see if you can have your expressions be from the same one. (Try this a few times.)

HUMAN TIC TAC TOE

Time: 10 mins

Props: 9 squares or sheets of paper

Type: initiative/fun

To Play:

- “Who likes tic tac toe? We’re going to play human tic tac toe. Here’s our tic tac toe board. One at a time, each of you go onto the board and make a move. Cross your arms over your chest if you want to be an X (demo); and put your hands over your head in a circle if you want to be an O (demo). We’ll alternate X’s and O’s. Just jump up whenever you feel like it. Ready? Let’s begin. Who wants to start first?”

MINEFIELD

Time: 15-20 mins

Props: Boundary marker 75-100 ft; Lots of various juggling props

Type: Initiative

To Play:

- Have the kids help set up. Designate the playing field—a large rectangular or square area—using the boundary marker, or other natural markers. Litter a variety of items throughout the playing area. Make it so there are many ways for 2 people to walk together from 1 end to the other.
- The activity: Kids pair up. 1 kid in the pair closes his eyes, and is verbally lead through the “minefield” by the other kid, his coach. The goal is to encounter 0 or a minimal # of obstacles. Then the pair reverses roles.
- Setup: Err on the side of making the field too crowded than too easy.
- Have the kids get in pairs. One person will close their eyes and put their “bumpers” up—i.e. their hands out in front of them, so they don’t run into anything. They keep bumpers up the whole time.
- The other will be the guide. The guide can talk freely, but should not physically touch her partner unless safety is an issue. The close eyed partner can talk freely as well.
- Everyone starts at one end, and the challenge is to get through to the other. Tell players that when they get to the end, they should switch rolls & come back the other direction.

Instructor Notes:

- To make it harder, you can add consequences for touching: going back to the starting line, or counting them as points (the object being to have as few points as possible).
- You can also ask the pair to set a goal for the # of touches.
- To increase the challenge, put objects that must be stepped over, or gone through (e.g. a hula hoop).

CIRCLE OF CONNECTION

Time: 5-10 mins

Props: None

Type: Ice Breaker

To Play:

- Facilitator introduces himself by telling some things he enjoys. E.g. “I like gardening, crossword puzzles. I like to watch old movies, I like to travel...”
- When someone in the group hears something they have in common, they link arms and take the floor with what they like, or telling things about themselves. Until someone links arms with them and starts talking.
- The idea is to get the whole group linking arms in a connection. The last person must find a link with the first person to complete the circle.
- To end it, say ”and by the way...Those things which link us together bring us a bit closer together as well.” Or, note that we have a group of such diverse people, but we all have things in common that join us together.

Theater and Improv Games

Ali Baba - Everyone in a circle. We are going to establish a rhythm, by saying, all together 'Ali Baba and the 40 Thieves'. Keep repeating this.

One person starts making a gesture to this rhythm, say, tapping your head with you left hand. When the sentence is repeated, the player next to her takes over this gesture, while the first one starts a completely different new gesture. Third time the sentence is done, player three does the first gesture, player two does the second gesture and player one invents a new one again. And so on.

This is also a concentration game, though it's not really difficult. All one has to do is watch the previous player, and next time, take over her gesture. When you're watching what everyone else is doing you're going to get lost though.

Alien, Cow, Tiger - Everyone in a circle. There are 3 things a player can be:

- An alien: hold you index fingers up next to your head, as little antenna's and say 'Bleeb bleeb', bending inwards into the circle;
- A cow: bend forward, hold your right hand on your tummy and go 'Mooooo'
- A tiger: push your right hand forward, imitating a claw and roar.

On your sign, every player decides to become one of the three. The idea is for everyone to become the same, which obviously won't be the case, the first time. Re-do this until everyone is in sync.

Invent your own animals (or things) and let players become juke boxes, birds, whatever.

Bippety Boppity Boo - Silly warm-up to get the blood flowing. A players in a circle, one player in the middle. The player in the middle closes his eyes, holds right hand pointing in front of him, and spins around. When done spinning, open your eyes and say, as fast as you can 'Bippety Bippety Boppity Boo'.

The player you're pointing to, and his 2 neighbors, need to build an elephant in less than the time the middle player needs to say 'Bippety Boppity Boo". An elephant consists of a trunk, made by the middle player, by holding your nose with one hand, and extending your other arm through the arm that holds the hand that holds the nose (does this make any sense?). The neighboring players each form a big ear, using both arms. Don't forget to attach the ears to the elephant's head.

Any player that cannot get his/her part done by the time the middle player does ' Bippety Boppity Boo' becomes 'it' and takes place in the middle of the circle.

You can really invent any object or create to replace the elephant. Try

- a car, with 2 wheels and a set of wind screen wipers
- a cow, with an udder and 2 horns
- a washing machine, with 2 players building a 'box' with both arms, and the middle player waving her arms in a circle in front of her. All go 'rumble rumble'
- a bunny, with 2 paws (middle player) and 2 rabbit ears (neighbors)

Bunny – (Similiar to Bippety Boppity Boo) Extremely silly game, to pump up the energy. Get everyone in a circle. One player becomes the body of a bunny - this is done by holding both arms in front of your chest, elbows touching your rib cage, and letting hands hang. Her 2 neighbors become the 'ears' of the bunny, by

waving a hand next to the middle player's ears. All 3 say 'bunny bunny bunny' together, until the middle player 'throws' a 'bunny' to another player in the circle. This player becomes the bunny body, and his neighbors get to do the ears.

Play this game at a high speed. Mumbling 'bunny bunny' en masse gives a nice energy boost.

Try playing in slow motion. Hilarious!

Alternatively, you can really invent any object or create or replace the bunny, as long as you invent a sound along with it. Try

- a car, with 2 wheels and a set of wind screen wipers, going 'vroom vroom'
- a cow, with an udder and 2 horns, going 'moo moo'
- a washing machine, with 2 players building a 'box' with both arms, and the middle player waving her arms in a circle in front of her. All go 'rumble rumble'
- an elephant, with 2 big ears and a trunk, making an elephant sound (if you don't know what an elephant sounds like, just invent a sound).

Do as I do – One person steps up in front of the class and does a simple movement and then repeats it over and over. It can be any simple repeatable movement. For example – Marching in place, swinging their arms, scratching their head etc. **IMPORTANT** – The action must be repeatable. The student can't jump, then kick, then swing their arms. It is one movement that they do again and again, If it is a kick, then they kick, kick, kick until after this next part.

Another student steps up, stands next to them and tries to mimic exactly what the first student is doing, looking the same way, moving when they move. When they feel they are copying it perfectly they tell the other student that they have it. The first student can then sit down. This second student then takes the movement they copied, and adds a simple, repeatable transformation. For example, if the person before was kicking, this student may begin kicking both legs alternately, or swinging their arm while kicking. The rest of the class will one at a time continue the process until the original move is totally transformed

It is important to stress that the transformation is a subtle one and that it should not be a huge dramatic changing of the action copied.
the idea.

Dubbing- This game is like a dubbed foreign film. It is played with four people. Two people act, and two other people do the dialogue. The people doing the acting must react to the dialogue they are given, and the people doing the dialogue must be willing to take up cues from the people acting.

Greetings - All players start milling about the room. You then ask them to greet each other, perhaps just by shaking hands. Players just shake hands, move on, and greet the next player they meet. Then ask the players to greet each other in a more specific way. Possibilities are:

- greet each other like you greet a long lost friend
- greet someone you don't really trust
- greet someone that smells good
- someone that you know stole your money
- someone with bad breath
- greet someone like you are a cowboy
- greet someone like you are a soldier

Group Interview – Have 3 player sitting next to each other on 3 chairs facing the audience. They are then interviewed by either a player or you. The gag is that they have to answer as one person. They answer each question at the same time and have to work together to say the same words. This is tricky because they don't know what the other 2 players are going to say. It helps if they slowly sound it out.

Ask them:

- What is your Name?
- What is your Favorite color?
- Where are you from?
- Do you have any brothers or sisters?
- How old are you?
- And any other questions you or the audience can come up with.

Mirror - Players per 2, facing each other. They can move (arms, legs, eyebrows) slowly, and the other player will mirror them. This is a game of give and take - no-one should be (continuously) leading. Keep movements slow.

Try this with the whole group: everyone in a big circle, and everybody mirrors everybody else.

Overboard - This is a nice elimination warm-up. Everyone spreads out in a staggered line, like in an aerobics class. Then someone calls one of the following:

- 'Land ahoy' - and everyone hops on one foot, doing a salute with one hand
- 'Hit the deck' - all down on the floor in a push-up position
- 'octopus' - make groups of 2, one person on hands and knees and someone else over him or her in the same position
- 'Man overboard' - groups of 2, one bending back and knees and the other on the first's back (piggy-back style)
- 'two three four' - all sit down and start rowing Whoever is last drops out. Repeat until all but one are out.

Open Hand - Let the players walk around the room leisurely. Then ask them to stop, open their hands, and let something fall out of the sky, right into their hands. Let them name the object in their hands, set it aside, move on and open their hands again.

Some people find this a bit of a scary game, as if they are afraid they are not going to come up with anything. Explain that there are no wrong answers.

Some players will complain that everything that falls out of the sky is a dead bird (or whatever). Explain to them that this is fine too. Most players, if reassured that they really can't go wrong, move on to other stuff after 10 dead birds or so.

You can tell players they can vary the way they extend their hands or hand. They can hold hands in front of them, above their head or close to the ground. See if different stuff shows up.

A slightly less difficult version of this game can be done by having players put their hands in their pockets and take something out. Make sure they all got pockets if you want to play this game. This version is slightly easier, as anything in their pockets, like dust, or the way the fabric feels, can trigger an idea; when holding your hands out there is very little to trigger an idea.

Pass the Ball - All players in a circle. Ask the players to pass a mimed ball [present] to others (one ball at a time). The ball becomes heavier, until it weighs a ton, or extremely light, extremely big (and light or heavy) or extremely small (and light or heavy). Actors need to show the ball's characteristics in the way it gets passed.

Photo - The group moves around the room as different characters. Your job is to yell FREEZE and the students all stop right where they are. You then explain that they need to notice exactly where they are in the room, the exact way they are looking, the exact way they are standing, etc.. next you say GO and they begin moving. Then you say GO BACK and they have to go to the spot they were just in exactly. The point is for them to know their body and where it is in relation to the room and everyone else.

Try:

- Elderly People(They almost always bend over with a cane. Ask if all elderly adults walk with a cane)
- Their Parents When They Are In Trouble(They generally walk around shaking their fingers and yelling. Ask them if that is what really happens if they get in trouble. The responses will surprise you.)
- Monkeys or Chickens(SILENT/QUIET- You will have to silence them/or keep it quiet or it will get out of control fast)
- The sheriff in a western
- Their Teacher
- The President of the USA
- And whatever else you can come up with

This game requires room to move. I teach this game with sound off, meaning that they can make no sounds. But it is up to you.

Shrinking Box - Players pantomime that they are in a very large box. Show audience all the sides. Then the box gets smaller. Show the audience how small it is getting. Then they must figure out a way to escape. The actor must do a good job showing the audience how they have escaped so they can correctly guess how.

Slow Motion Tag - Play tag, but in slow motion. Immensely entertaining if played well; players are not to escape the tagger by making a sudden movement, and the tagger cannot lash out to tag another player. Tell players to breathe, scream and groan in slow motion.

You may want to have the players exercise walking in slow motion first, to make sure they are aware of how they (naturally) move, and learn how to stick with that in slow motion.

Word-at-a-Time Story- In this game the players tell a story by going around a circle, each contributing one word. The object is to create a coherent story with consistent characters, point of view, and plot. Players should concentrate on reacting specifically to the word said right before them. Preplanning is useless, because the other players do not know what you have planned. This game also will not work if players attempt to make things difficult for the next player, or try to be funny. All they will succeed in doing is making the story become ridiculous, then nonsensical. This game works on focusing on the purpose of the game rather than trying to be funny, and on focusing energy.

Whoosh - Everybody in a circle. Start with one person, who waves both hands to his/her neighbor, saying 'Whoosh'. The next person passes the Whoosh to his neighbor, and that way the Whoosh is passed around the circle.

There's 4 other sounds/movements that can be made.

- 'Wow': indicated by saying Wow, and moving both arms down. A Wow changes the direction of the Whoosh

- 'Zap': instead of passing the Whoosh to your neighbor, it gets zapped to the person you point to. The receiver continues with either a Whoosh to his neighbor, or another Zap to another person. A Wow after a Zap returns to the Zapper.
- 'Grooooooooooovelicious': for this one the whole group bends down and up again in a kinda groovy way, all saying Grooooooooooovelicious. Afterwards, the person who started the Groovelicious sets the Whoosh in motion again, in any direction.
- 'Freakout': indicated by waving both hands in the air. Everybody starts screaming and moves to the center of the circle. When everybody's freaked out a new circle is formed, and the starter of the Freakout sets the Whoosh in motion again (or Zaps, or does a Grooooooooooovelicious).

Rabbit in Hat Camp Prop List

Prop	Bin	#/Child	Storage	Trick	Do kids keep?	Half day	Full day
Napkin Cocktail	Cake Cabinet R	4	Big Tub	Napkin Ball, Napkin Rose	y	y	Y
Spoon Plastic	Cake cabinet R	1	Big Tub	Spoon on Nose	y	y	Y
Flip Switch	Circus	1/CASE	separate	Magi-Screen	NO	y	Y
Cup Styrofoam 8 oz	Electric	2/CASE	loose	Water in Hat Skit	NO	y	Y
Pick an Animal	Lit A2-02	1	Big Tub	Pick an Animal	y	y	Y
Rabbit-Hat Card	Lit D1-06	~10	Big Tub	Hat Cards	y	N	Y
Half Business Card Blank White	Lit D1-07	1	Big Tub	Hat Cards	y	N	Y
Jumbo Playing Cards	Lit D1-19	2	Pkt Fldr 2	Card in Paper	y	y	y
Blank Face Bicycle Poker Size Deck	Lit D1-29	1/CASE	Big Tub	Super Sleuth	NO	y	y
Bicycle Deck Poker Size (regular)	Lit D1-30	1/CASE	Big Tub	Super Sleuth	NO	y	y
Made Up Pocket Folder #1	Lit D4	1/CASE	Pkt Fldr1	Various	NO	y	y
Pick an Animal laminate 11x17	Lit E1-10	1/CASE	Inside Pkt	Pick an Animal	NO	y	y
Coin Toss Review Game	Lit E1-11	1/CASE	Pkt Fldr 2	Coin Toss Game	NO	y	y
Fortune Teller Review Game	Lit E1-12	1	Pkt Fldr 2	Fortune Tellers	NO	y	y
Goat Chicken Card	Lit E2-13	1	Big Tub	Goat to Chicken	y	y	y
Monkey Boomerangs Large	Lit E2-14	1/CASE	Big Tub	Monkey Business	NO	y	y
Rabbit Hutch Paper	Lit E2-15	1	Big Tub	Sponge Rabbits	y	y	y
T-shirt Trick Mental Choice Spelling Guide	Lit E2-16	1/CASE	Pkt Fldr 2	T-shirt prediction	NO	y	y
Paper Green	Lit E2-17	2	Pkt Fldr 2	Card in Paper	y	y	y
Puzzlers-A Rab 20	Lit E2-18	1	Pkt Fldr 2	Puzzlers	Y	Y	Y
Wordle Notebook-C	Lit E3	1/CASE	Inside Pkt	Wordle Jeopardy	NO	Y	Y
Animal Telepathy Cards (set of 12)	Lit E4	1 set	Big Tub	Animal Telepathy	y	N	y
Vanishing Elephant Cards	Lit E4	1 set	Big Tub	Vanishing Elephant	y	N	y
Thumb tip and silk	Prop	1	Big Tub	Rabbit from Bill Hat	y	N	y
Balloon Pump	Prop A04	~7/CASE	Inside Pkt	Animal Balloons	NO	Y	Y
Animal Balloon	Prop A05, A06	1 bag of 250	Inside Pkt	Animal Balloons	Y	Y	y
Squirt Bottle small	Prop C07	2/CASE	Big Tub	Shady Lane skit	NO	y	y
Bunny Ears	Prop C08	1/CASE	Big Tub	Magi-Screen	NO	y	y
Bunny Tail	Prop C08	1/CASE	Big Tub	Magi-Screen	NO	y	y
Play Bill	Prop G03	12/CASE	Big Tub	Smart Gum Skit	NO	N	y
Monkey Boomerangs(Puzzle)	Prop G10	1	Big Tub	Monkey Business	y	y	y
Made up 5 Wand Bundle	Prop G13	1/CASE	Inside Pkt	1st class	NO	y	y
Paddle Rabbit/Hat	Prop H09	1	Big Tub	Rabbit Paddle	y	N	y
Cup Paper (small/Dixie)	Prop I05	8/CASE	Big Tub	Water in Hat Skit	NO	y	y
Thumb Tip	Prop J01	1	Big Tub	Pet Sit, Gift of the Magi	y	y	y
Playing Card Deck	Prop J09	1	Art Kit	Card Tricks	y	y	y
Finger Spy	Prop M01	1	Big Tub	Finger Spies	y	y	y
Finger Puppet (mouse)	Prop M02	1	Big Tub	Invisible Mouse	y	y	y
Sponge Rabbits	Prop M03	1 set	Big Tub	Sponge Rabbits	y	y	y
Made Up Art Kit	Prop R02	1/CASE	Art Kit	Various	NO	y	y
Hat Black Plastic	Prop R03	2/CASE	loose	Water in Hat Skit	NO	y	y
Handle White Plastic	Prop R04	1	Big Tub	brief case part	y	y	y
Newspaper	Prop S01	6 double sheets	Inside Pkt	Newspaper Tree	y	y	y
Wand Black Plastic	Prop S02	1	Inside Pkt	Last class	y	y	y
Envelope 6.75	Prop S02	1	Big Tub	Rupert the Envelope	y	y	y
Thick Rubber Bands	Prop T06	1	Big Tub	hat cards	y	N	y
Brief Case Cardboard	Prop Table	1	separate	hold items	y	y	y
Envelope 10x13	Sales	3/CASE	Inside Pkt	Last class	NO	y	y
Round Sticker Sheet	Sales	1 sheet /camp	Pkt Fldr 2	Gift of the Magi	y	y	y
Store Demo Case	Store	1/CASE	separate	Store	NO	y	y

¹ Art Case contains: 1) 2 scotch tapes 2) 2 staplers 3) 1 pack of extra staples 4) 2 adult scissors 5) blue tak 6) box of crayons 7) ziplock sandwich bag full of rubber bands 8) 2 sharpees 9) 2 glue sticks 10) pens-2 boxes. 11) fabric crayons. 12) kids scissors.

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Packed by: _____ date: _____

Last Rev 5/6/14

Comedy Camp 14 Prop List

Prop	Bin	#/Child	Storage	Trick	Do kids keep?	Half day	Full day
Spoon Plastic	Cake cabinet R	2	Big Tub	dinner table silly skills	NO	NO	y
Paper Plate	Cake cabinet R	8/CASE	Big Tub	plate walking	NO	NO	y
Peacock Feather	Circus	1	mail tube	circus silly skills	NO	NO	y
Scarves-plastic (red, yellow, & blue)	Circus 02	1 set of 3	Big Tub	scarf juggling	y	NO	y
Cup Styrofoam 8 oz	Electric	1	Big Tub	dinner table silly skills	NO	NO	y
3-8 Clubs Long Card Gag	Lit D1-10	1	Pkt Fldr 2	long card revelation	y	y	y
Jumbo Playing Cards	Lit D1-19	1	Big Tub	Bigger trick	y	y	y
Made Up Pocket Folder #1 ²	Lit D4	1/CASE	Na	various	NO	y	y
Name that Doodle laminate 11x17	Lit E1-06	1/CASE	Inside Pkt	comic quickies	NO	y	y
T-shirt Trick Mental Choice Spelling Guide	Lit E2-16	1/CASE	Pkt Fldr 2	T-shirt trick	NO	y	y
Paper Square - Wallpaper Gag	Lit E3-11	1	Pkt Fldr 2	paper silly skills	y	y	y
Comedy Handout '14	Lit E3-12	1	Pkt Fldr 2	jokes	y	y	y
Balloon Pump	Prop A04	~6/CASE	Inside Pkt	Animal Balloons	NO	y	y
Animal Balloon	Prop A05,A06	1 bag of 250	Inside Pkt	Animal Balloons	y	y	y
Rubber Chicken 8"	Prop B12	1	Big Tub	graduation gift	y	y	y
Clown Squeaker	Prop B13	1	Big Tub	squeaker	y	y	y
Tape Green	Prop C02	2 rolls/case	Big Tub	flower gag	y	y	y
Flower Plastic	Prop C02	1	Loose	flower gag	y	y	y
Finger Box	Prop C03	1	Loose	finger box art proj	y	y	y
Snapper	Prop C04	1	Big Tub	snapper	y	y	y
Snake Can Mini	Prop C05	1	Big Tub	Gag	y	y	y
Plastic Nose & Glasses Disguise	Prop D02	1	Big Tub	Gag	y	y	y
Vampire Teeth	Prop E01	1	Big Tub	Gag	y	y	y
Bug in Ice Cube	Prop E06	1	Big Tub	Gag	y	y	y
Play Bill	Prop G03	1	Big Tub	money silly skills	y	y	y
Pennies	Prop G05	1	Big Tub	money silly skills	y	y	y
Poms	Prop H01	1	Big Tub	dinner table silly skills	NO	NO	y
Straws	Prop H02	1	Big Tub	flower gag	y	y	y
Cup Clear (9 oz)	Prop I07	0.5	Big Tub	dinner table silly skills	NO	NO	y
Playing Card Deck	Prop J09	1.2	Art Kit	comedy card tricks	y	y	y
Bandana assorted	Prop M04	1/CASE	Big Tub	comic quickies	NO	NO	y
Made Up Art Kit ¹	Prop R02	1/CASE	Na	various	NO	y	y
Bag White Shopping with Handles	Prop S01	1	Loose	Gag Bags	y	y	y
Bag Brown Big	Prop S01	1	Big Tub	Bigger trick	y	y	y
Ziplock Bag Sandwich	Prop S03	1	Big Tub	money silly skills	y	y	y
Rope White	Prop T02,T03	6'	Big Tub	rope tricks	y	y	y
String	Prop U02	4'	Big Tub	dinner table silly skills	NO	NO	y
Envelope 10x13	Sales	1/camp	Inside Pkt	forms at end of camp	NO	y	y
Paper Clips	Sales	2	Big Tub	money silly skills	y	y	y
4 Gag Pack Whoopee Cushion	Store C03	3/CASE	Big Tub	Ooga Booga skit	NO	y	y
Store Demo Kit	Store	1/CASE	Separate	Store	NO	Y	y

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Last Revised 5/6/14

Balloon Camp Prop List

Prop	Bin	#/Child	Storage	Trick	Do kids keep?	Half day	Full day
Made Up Pocket Folder #1 ²	Lit D4	1/CASE	Loose	various	NO	y	na
T-shirt Trick Mental Choice Spelling Guide	Lit E2-16	1/child	Inside Pkt	T-shirt trick--art	y	y	na
Plastic Top/Helicopter	Prop A01	1	Big Tub	novelty balloon	y	y	na
Balloon Helicopter	Prop A02	1	Big Tub	graduation gift	y	y	na
Balloon 9"	Prop A03	20/CAMP	Big Tub	games	y	y	na
Balls (go in balloons)	Prop A03	1	Big Tub	novelty balloon	y	y	na
Balloon Pump	Prop A04	~6/CASE	Inside Pocket	inflate anim balloons	NO	y	na
Animal Balloon	Prop A05, A06		Big Tub	balloon twisting	y	y	na
Balloon Racer	Prop A07	1	Big Tub	novelty balloon	y	y	na
Balloon Water	Prop A08	200/CAMP	Big Tub	water balloons	y	y	na
Sling Shot	Prop A08	1/CASE	Big Tub	water balloons	NO	y	na
Plastic Nozzle	Prop A08	1/CASE	Big Tub	water balloons	NO	y	na
Balloon Punch	Prop A09	1	Big Tub	novelty balloon	y	y	na
Balloon Bee Body	Prop B01	2	Big Tub	specialty balloons	y	y	na
Balloon Geo Flower	Prop B02	2	Big Tub	specialty balloons	y	y	na
Balloon Heart	Prop B03	2	Big Tub	specialty balloons	y	y	na
Balloon Spiral	Prop B04	1	Big Tub	novelty balloon	y	y	na
Balloon Rocket	Prop B05	1	Big Tub	novelty balloon	y	y	na
Made Up Art Kit ¹	Prop R02	1/CASE	Loose	various	NO	y	na
Bag White Shopping with Handles	Prop S01	1	loose	hold balloons	y	y	na
Envelope 10x13	Sales	1/CAMP	Inside Pkt	hold forms-end of class	NO	y	na
Store Demo Case	Store	1/CASE	separate	Store	NO	y	na

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Last Revised 5/6/14

Packed by: _____ date: _____
print name

La
Last Rev 5/8/14

Circus Camp Prop List

[illegible]

1 Art Case contains: 1) 2 scotch tapes 2) 2 staplers 3) 1 pack of extra staples 4) 2 adult scissors 5) blue tak 6) box of crayons 7) ziplock sandwich bag full of rubber bands 8) 2 sharpees 9) 2 glue sticks 10) pens-2 boxes. 11) fabric crayons. 12) kids scissors.

2 Pocket Folder #1 contains: 1) a) wand ladder/magic names laminated sheet. b) Newsletter sample laminated. c) presentation skills sheet. 2) Attendance Roster/Group Store sheet 3) Parent letters 4) blank paper 5) show reminder fliers 6) store forms 7) evaluation sheets 8) a) newsletter forms (1/4 sheet) b) photo release forms (1/4 sheet) 9) Where go from here sheets 10) Big bills 11) birthday flier w/\$25 coupon 12) camp schedule.

Last Revised 5/6/14

Packed by: _____ date: _____
print name

La
Last Rev 5/5/14

Prop List - Addra-Kidabra

Prop	#/Child	Bin	Storage	Trick	Do Kids Keep?	8 wk	7 wk	6 wk	5 wk	4 wk	Camp
Lost at Sea	1	Lit B2-01	Pkt Fldr2	Lost at Sea	y	y	N	N	N	N	Y
Table Coin Card	1	Lit B2-02	Pkt Fldr2	Table Coin Card	y	y	Y	y	y	Y	Y
Sticker: You Will Choose the Pile with one.	1	Lit B2-03	Pkt Fldr2	Mental Choice Lite	y	y	Y	y	y	Y	Y
Puzzlers-Mathmagic 20	1	Lit C2-10	Pkt Fldr2	Betchas	y	y	Y	y	y	Y	Y
Pad of Paper 1/8 sheet	1	Lit C3	Pkt Fldr2	4 dice test, Lost at Sea	y	y	Y	y	Y	Y	Y
Made Up Pocket Folder #1	1/CASE	Lit D4	Pkt Fldr1	various	NO	y	Y	y	Y	Y	Y
Mighty Mentalist laminate 11x17	1/CASE	Lit E1-07	Inside Pkt	Mighty Mentalist	NO	y	Y	y	Y	Y	Y
T-shirt Trick Mental Choice Spelling Guide	1/CASE	Lit E2-16	Pkt Fldr 2	T-shirt prediction	NO	N	N	N	N	N	Y
Arrowheads	1	Lit E3-04	Pkt Fldr 2	Arrowhead	Y	N	N	N	N	N	Y
Balloon Pump	~7/CASE	Prop A04	Inside Pkt	Animal Balloons	NO	N	N	N	N	N	Y
Animal Balloon	1 bag of 250	Prop A05, A06	Inside Pkt	Animal Balloons	Y	N	N	N	N	N	Y
Chinese Wallet	1	Prop F06	Big Tub	Question Box	y	y	y	y	Y	Y	Y
Pyramid Puzzle	2 pieces	Prop F08	Big Tub	Pyramid Puzzle	y	y	y	y	Y	Y	Y
Play Bill	7 (same)	Prop G03	Big Tub	Bendover Bill (art)	Y	N	N	N	N	N	Y
Play coins: 2 ea: penny, nickel, dime, quarter.	2 ea	Prop G06	Big Tub	Question Box, Even Odd Psychic, 41¢	y	y	Y	y	Y	Y	Y
Made up 5 Wand Bundle	1/CASE	Prop G13	Inside Pkt	1st class	NO	y	Y	y	Y	Y	Y
Poms	7	Prop H01	Big Tub	Cattle Rustlers	y	y	Y	y	Y	Y	Y
Dice	4	Prop H05	Big Tub	Dice tricks	y	y	Y	Y	Y	Y	Y
Cup Clear (9 oz)	1	Prop I07	Big Tub	Dice Cubes	y	y	y	y	Y	Y	Y
Thumb Tip	1	Prop J01	Big Tub	41¢	y	y	N	N	N	N	Y
Coin Purse	1	Prop J04	Big Tub	41¢	y	y	Y	y	Y	Y	Y
Playing Card Deck	1	Prop J09	Art Kit	Card Tricks	y	y	Y	y	N	Y	Y
Color Vision Box	1	Prop K04	Big Tub	Color Vision (art trick)	Y	N	N	N	N	N	Y
Mystic Symbols	1 set	Prop K07	Big Tub	Mystic Symbols	y	y	N	N	N	N	Y
Mighty Mentalist Card (color shapes)	1	Prop Q03	Big Tub	Mighty Mentalist	y	y	Y	y	Y	Y	Y
Made Up Art Kit	1/CASE	Prop R02	Art Kit	various	NO	y	y	y	Y	Y	Y
Handle White Plastic	1	Prop R04	Big Tub	brief case part	y	y	N	N	N	N	Y
Envelope 6.75	2	Prop S02	Big Tub	Mental Choice Lite, Half Baked Prediction	y	y	y	y	N	Y	Y
Wand Black Plastic	1	Prop S02	Inside Pkt	Last class	y	y	y	y	Y	Y	Y
Brief Case Cardboard	1	Prop Table	separate	hold items	y	y	y	y	Y	Y	Y
Envelope 10x13	3/CASE	Sales	Inside Pkt	Last class	NO						Y
Lorax	1	Sales	Pkt Fldr 2	Lorax Art Trick	Y	N	N	N	N	N	Y
Store Demo Case	1/CASE	Store	separate	Store	NO	y	y	y	N	N	Y

Art Kit contains: 1) 2 scotch tapes 2) 2 staplers 3) 1 pack of extra staples 4) 2 adult scissors 5) blue tak 6) box of crayons 7) ziplock sandwich bag full of rubber bands 8) 2 sharpees 9) 2 glue sticks 10) pens-2 boxes 11) fabric crayons (camp) 12) kids scissors (camp).

Pocket Folder 1 contains: 1) a) wand ladder/magic names laminated sheet. b) Newsletter sample laminated. c) presentation skills sheet. 2) Attendance Roster/Group Store sheet 3) Parent letters 4) blank paper 5) show reminder fliers 6) store forms 7) evaluation sheets 8) a) newsletter forms (1/4 sheet) b) photo release forms (1/4 sheet) 9) Where go from here sheets 10) Big bills 11) birthday flier w/\$25 coupon. 12) camp schedule (spring semester).

Packed by: (print name) _____

Date: _____

Last Rev 05/14/14

Math Whiz in the Making Camp 14 Prop List

[illegible]

1 Art Case contains: 1) 2 scotch tapes 2) 2 staplers 3) 1 pack of extra staples 4) 2 adult scissors 5) blue tak 6) box of crayons 7) ziplock sandwich bag full of rubber bands 8) 2 sharpees 9) 2 glue sticks 10) pens-2 boxes. 11) fabric crayons. 12) kids scissors.

² Pocket Folder #1 contains: 1) a) wand ladder/magic names laminated sheet. b) Newsletter sample laminated. c) presentation skills sheet. 2) Attendance Roster/Group Store sheet 3) Parent letters 4) blank paper 5) show reminder fliers 6) store forms 7) evaluation sheets 8) a) newsletter forms (1/4 sheet) b) photo release forms (1/4 sheet) 9) Where go from here sheets 10) Big bills 11) birthday flier w/\$25 coupon 12) camp schedule.

Last Revised 5/6/14

Packed by: _____ date: _____
print name

La
Last Rev 5/5/14

Magic Mystery Camp Prop List

[illegible]

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Packed by: _____ date: _____
print name