

# Mr Bamboozle's Don't Give Up! Magic Show

# EYLF Guide



Room/s: \_\_\_\_\_

Date: \_\_\_\_\_

## Message to the Director and Staff

Thank you for welcoming Mr Bamboozle and his Don't Give Up! Magic Show into your service.

Children love magic, so a magical incursion is a very special occasion for them and when done well, is something they'll fondly remember for a very long time. In many cases, children remember their first magic show for the rest of their lives. This presents a wonderful opportunity to link the fun and wonder that already exists within the show to learning outcomes contained within the EYLF.

In order to assist in both documentation and reflection of these opportunities, this guide contains an outline of the show as well as a list of occurrences in the show that relate directly to the EYLF Outcome Areas. It is my hope these will make your job easier.

If possible, please take some time prior to the show to read through this guide and get a feel for what topics will be covered. Staff can introduce these to the children prior to the show. For other activities with the children both before and after the show and for preparing for the incursion, please read my other guide *Getting the Most out of your Mr Bamboozle Magic Show*.

I appreciate your thoughts, comments and suggestions and I'd love to hear them. Please call me on 0432 678 114 or email me at [enquiry@mrbamboozle.com.au](mailto:enquiry@mrbamboozle.com.au).

Thank you. Now, relax and enjoy the show!

A handwritten signature in black ink, appearing to read 'Matt', with a long horizontal flourish extending to the right.

## **Outline**

### **Mr Bamboozle's Don't Give Up! Magic Show**

This outline is provided to jog your memory when writing up journals or reports and for preparing and reflecting with the children.

#### **Outline of the Show**

The show itself is tightly scripted with a beginning, middle and end. It is only through having a tightly scripted show that we can deviate and follow tangents provided by the children, while maintaining the integrity of the show. Thus no two shows will ever be exactly the same, as the children through their interaction and their imaginations have some influence on how and where it goes.

#### **Pre-show**

Music is playing (A selection of cleaned-up modern hits by Kidz Bop)  
Mr Bamboozle greets the children, sometimes playing with a big red ball.

#### **Warm-up**

They all say hello - with eye contact, a wave and a smile. Mr B introduces himself as a magician and some of the children identify as magicians.

Rules of the show explained and Mr B asks them to stay sitting with their legs crossed.

#### **Preparation for Magic**

The children all put on their (imaginary) magic hats and practice with their magic wands. They also learn and practice the special magic words: "Don't give up!"

#### **The Little Red Ball**

Mr B thinks his hanky is his purse! He finds his purse and it looks a bit broken. He's been having some trouble with his magic, but he manages to remove a little red ball from it.

He puts the ball into his hand and tries to make it disappear but it doesn't work. His Grandma always says "You have to try three times by yourself and if you still can't do it, just ask for help." So he doesn't give up, he tries again.

He can't do it again and again, so he asks all the children to help. They all use the magic words and wriggle their fingers like wands but it doesn't disappear, it just becomes bigger.

#### **Green Balls**

Mr B thinks it might work if someone magical comes and helps him. A girl comes up to help. He finds a green ball behind her ear and together they try to make it disappear. It doesn't work, but they don't give up.

On the second attempt it ends up in Mr B's hat! The helper tries again and this time makes two balls. Now everyone helps to see if they can make the two balls disappear. This time they end up with LOTS of balls.

### **Robbie Raccoon**

Mr B's friend Robbie comes out to meet the children. He's a little shy and scurries up Mr B. He has a little something to eat - his favourite food is seeds, nuts and bugs but he just has seeds and bugs today because some children are allergic to nuts.

He has his own cup because Mr B doesn't share his water bottle and he has a drink of water but gets stuck in the cup. Mr B gets him out.

The children are invited to meet Robbie after the show, when they can give him a pat and a cuddle.

### **Special Birthday Necklace**

Last week Grandma Bamboozle sent Mr B a birthday card and present - a Special Birthday Necklace - for his birthday. Mr B reads the card and shows the children the coloured loops Grandma sent. He tells them that he tried and tried but he could not make his special birthday necklace.

The children offer to help and two helpers come up front and they magically clean their hands. The six colours (red, orange, yellow, green, blue, white) of the loops are then introduced.

They try the magic but it doesn't work. They don't give up. A wand and a magic bag are introduced and they succeed in making not a necklace, but a chain. They don't give up. They finish the job and make a beautiful long necklace. It's really big because they did such big magic

### **Magic Poster**

Mr B would like to leave a special colour poster for the children so they can remember the fun they had at the magic show and remember to "Don't Give Up!". But it's not coloured. The children all think of their favourite colour while they do the magic.

They turn the poster over and it has all of their favourite colours in it.

### **Close**

Mr B reinforces the show's messages about not giving up and the children pat themselves on the back and give themselves a big, big clap.

They are invited to take turns to meet and pat Robbie but have to stay sitting with their legs crossed until it's their turn to come and meet Robbie because "if you all come up at the same time he might get a bit scared."

## **Links to the EYLF**

This is by no means an exhaustive list and every single point may not be included in every single show. Although the show is scripted, there is a lot of leeway for input from the children and Mr B will engage with the children and follow appropriate digressions. During the show please make notes of your own thoughts and observations.

### **General**

The show's physical design and props attract, engage and invite each child to transcend the everyday

An "open engagement" contract encourages and welcomes active participation by the children, not just observation

Personal resilience is at the core of the Don't Give Up Magic Show theme and it is founded on not giving up when things go wrong. Hence the name. See what I did there?

### **Outcome 1 – Sense of Identity**

Ground rules at the start of the show

Using the children's names when addressing them

Asking questions specific to and connecting with, individual children

Encouraging the children to cheer each other

Self appraisal when clapping for themselves

Patting themselves on the back

The children meeting Mr B's friend Robbie – the racoon who thinks he's real

The children each coming up and patting Robbie after the show

Making reference to the children's parents

Using words of encouragement i.e. "We don't give up after one try do we?"

Pointing out it's ok to make mistakes

Mr B making reference to his grandmother and sharing his birthday card with the children

Helpers shaking hands with Mr B and making eye contact when saying hello

### **Outcome 2 – Connected to the World**

Children suggesting different kinds of animals

Robbie asking for some food and a drink

Mr B listening to Robbie

Robbie and Mr B sharing some tickling fun

Mr B helping Robbie with his food and drink

The show is flexible allowing for spontaneous interaction

It supports a recognition that sometimes there is no right or wrong answer or approach

Meeting Robbie who is from America

Mr B asking the children about things in their community – things in the room

Reference to doctors

### **Outcome 3 – Physical and Well Being**

Emphasising eye contact when saying hello, shaking hands

Making reference to left and right feet on the special assistant's mat

Robbie's healthy food  
Robbie demonstrating self-help strategies - telling Mr B when he was hungry and thirsty  
The children wriggling their fingers as wands  
It is satisfying for the children to help with the magic both individually and as a group  
Gifting the poster to the children in recognition they have done well  
Explaining the First Aid used on Robbie  
Asking the children what they do when someone is hurt  
Patting themselves on the back  
Giving themselves a clap

#### **Outcome 4 – Involved Learner**

Asking for group participation  
The use of imaginary wands  
Taking turns – letting the children know what they have to do to be selected to come up and help  
Building a sense of curiosity "Do you want to see it?"  
Encouraging the children to try again when the magic doesn't work  
Asking the children what we need in order to do magic  
Listening to the children's ideas for doing magic  
Reflecting with the children at the end of the magic show on what was learnt  
Encouraging the children to use what they have seen in the magic show  
Learning during the show is engaging and FUN  
Identifying the individual colours of the Special Birthday Necklace

#### **Outcome 5 – Communicative Child**

Extending on children's comments  
Making reference to size – large, small etc  
Referencing colours  
Asking the children "Does anyone know my name?"  
Children are encouraged to express how they're feeling  
Demonstrating being happy by dancing  
Encouraging the children to "sit with their legs crossed, hand in the air and a big smile on your face" if they want to come up and help  
Asking the children what Robbie feels like when they're patting him  
Allowing an opportunity at the end of the show for children to say what they have learnt  
Literacy and numeracy go beyond the 'rote' and are introduced in a meaningful context  
The show is specially constructed with participation central to the outcome  
The show allows the children to generate and construct their own views and solutions  
The pace of the show allows for reflection and time to participate  
Allowing the children to determine the action ("Where is it? Should we look?")  
Using memory "What was I doing again?"  
References to shapes  
Asking the children "Who knows what a magician is?"