

Mr Bamboozle's

Incursion Guide



Name of show:

Date:

Message to the Director

Thank you for having Mr Bamboozle come to your service for a fun and magical incursion for the children.

This guide provides a framework to enable staff to maximise the opportunities provided by this – and all – incursions. It guides staff in drawing the value from the incursion and maximising its benefit for the children.

All services are different and you may already have your own processes for getting a great deal from incursions. Treat this guide as a resource to be drawn from - there is something here for everyone.

Please encourage staff to reflect on the incursion with both the children and each other. By articulating what didn't and didn't work they will not only increase their understanding of the potential impact a good incursion can have, they'll also raise their expectations of incursions in the future.

As services demand more from their incursions, the quality and value you can expect will also be raised. And that's good for everyone.

I hope you get to see the show.

Best regards,

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

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How to Use this Guide

Congratulations – you'll be hosting a Mr Bamboozle magic show incursion. It will be a fun and rewarding experience and one you're sure to love!

This guide is designed to assist you - the educators - to not only maximise the children's involvement, fun and enjoyment of the show but also the learning opportunities it presents.

We all know children learn best when they're having fun and the magic show will be very memorable for them. Please read through this guide and draw on its contents as you see fit.

Suggested use of this Guide:

- Read through the whole guide
- Take it to the next staff meeting and spend 15 minutes discussing it and how you might incorporate some of its ideas
- Plan related activities for the children
- Ask other staff members to fulfil certain roles (to lead particular activities, to take photographs etc)
- Conduct pre-show activities for the children
- Make notes during the show
- Conduct post-show activities
- Reflect and make notes
- Update EYLF records (See also Mr Bamboozle's EYLF Guide)

Planning for the Show

Maybe you have incursions into the centre regularly or maybe it's a once-a-year occurrence. Either way there are things that you can do that will directly affect the success of the performance and the impact it will have on the children.

Inside or outside – Weather conditions (wind) can affect some tricks and a backdrop can never be used outside. Additionally heat and shade issues must be taken into consideration. There are also less distractions for the children inside so in most cases inside shows are preferable.

The room – the larger the space the better as the performer can always reduce it if necessary with curtains, mats and lines on the floor. In a rectangular space a wider frontage is best. Take into consideration the direction in which the children will be looking and glare coming in from outside.

Mr B prefers to be backed into a space against a wall or windows. That means no doors (that will be in use during the show) behind or directly to the sides of the performance area. People coming and going are a distraction for the children.

Chairs – not for children if possible. Having all the children on the floor brings them together as a group and as an audience having a shared experience. Use mats on hard floors to give them a defined space.

Seating arrangements – the importance of this cannot be overemphasised. Mr B's shows are written for the 3-5yo children and as such they should be front and centre. If there are younger children attending they're best grouped together at the rear or one side sitting with their educators. That way they feel safe and if they need to leave at any stage there will be minimal disruption to the other children.

Group size (3-5yo) – 40 is the maximum number in term of having each of the children involved and feeling like a part of the show. With groups above 40 the children on the edges are not as engaged and it's not such a personal experience for them.

Temperature – no matter the time of year, the children will get warm when sitting together and getting excited. In summer use fans and/or air con. In winter by all means take the chill off the air but turn heaters off before the show. Ensure there is adequate ventilation.

Incursion Day

Pre-Show

- Staff who are clearing the performance space know to have it cleared 20 minutes before the show
- Introduce yourself to Mr B as the coordinator of the incursion or Room Leader. Let him know what activities you have undertaken with the children so he can relate that to them during the show
- Mr B will bring special name labels with him – have these filled out by staff before the show for both children and staff. They're special stickers so press them on hard!
- All staff know the start time of the show and to start bringing the children in 5 minutes prior
- Staff who will be taking photos know this in advance and have a camera ready – memory card has available memory and batteries are charged
- If the children have made hats or wands etc as part of pre-show activity, they should bring these into the show. Hats can be placed on the floor during the show so as not to disrupt the view of other children

During the Show

Taking notes – Use Mr Bamboozle's EYLF Guide to make notes during the show. Note anything unusual, memorable or funny that particular children did or said and which children assisted Mr B on stage.

Taking photos – If possible have at least 2 staff members taking photos and try to get them not only of the performance but also of the children's reactions during the show. Having photos of both will be useful later on and they are priceless!

Children disrupting the show – You wouldn't expect a singer at a concert to stop singing every time they had to deal with someone coming up on stage – it would spoil the show for everyone. Let staff know it is their role to reinforce good show etiquette, not Mr B's. Continuously disruptive children can be moved to sit with staff during the performance.

Staff – children will mirror staff behaviour. Staff should be involved in the show along with the children – wiggling their fingers and saying the magic words etc.

Post-Show

- A staff member leads the children to say thank you to Mr Bamboozle. This shows the children appreciation and good manners
- A staff member directs the children in coming up to meet and pat Mr B's friend Robbie
- Have a member of staff on hand to take photos of the children meeting Robbie
- The staff should also come up and meet Robbie
- Staff direct the children to their next activity

Pre and Post-show Activities

General Activities

Discussions about magic

Has anyone seen a magic show previously?
What tricks can magicians do?
What tricks do they think Mr Bamboozle will do?
Will he have any animals?
Does anyone know someone who can do magic tricks?
Can any of the children do magic tricks?
Would they like to demonstrate to the group?
Talk about good manners during a magic show

Drawing

The children can draw posters of what they think Mr Bamboozle looks like – does he have legs?
Draw posters of what the magic show might look like
Draw posters welcoming Mr Bamboozle to the centre/school

Dress ups

Have the children come on the day of the show all dressed up. This may or may not have a magic theme – coming as Spiderman or a Disney Princess for example would be great

Cooking

Cooking up some magic with the children. Try the Fizzing Magic Potion or Wizardly Goo recipes listed in Appendix A.

EYLF-Related Activities

Outcome 1: Children have a strong sense of identity

Activities

- Children can explore magic tricks themselves or create a magic trick area, or share their ideas with their peer group. Children will develop knowledgeable and confident self-identities.
- Look at the children's likes and dislikes. Make a graph or tally system to document which children liked or disliked particular magic tricks

- Documenting the children's voices – "My favourite magic trick is....."

Outcome 2: Children are connected with and contribute to their world

Activities:

- Research and explore the top 10 famous magicians from around the world

Eg: David Copperfield, Harry Houdini, Jean Eugene Robert-Houdin, David Blaine, P.C. Sorcar, Doug Henning, Penn and Teller, Criss Angel, Harry Blackstone Sr, Harry Potter

- Gather pictures of these magicians and look at similarities and differences.
- Having Mr Bamboozle come to the service as an incursion.

Outcome 3: Children have a strong sense of wellbeing

Activities:

- Fine motor skills are refining through arts and crafts.
- Occupational Therapy techniques for strengthening hand movements could be incorporated into using a wand.

Outcome 4: Children are confident and involved learners

Activities:

- Making a magic wand
- Making a magicians hat
- Creating a bingo game with images such as Mr Bamboozle and other related magic accessories.
- Any kind of experimentation could be turned into a magic outcome!
- Hypothesising after an incursion from Mr Bamboozle in which we discuss all the possibilities and children's thoughts.
- Making wizardly goo – see Appendix A
- Making Fizzy magic potion – see Appendix A

Outcome 5: Children are effective communicators

Activities:

- Any kind of story book that reflects magic would be suitable, e.g. *Instant Magic* by Jon Tremaine; *The Secret World of Magic* by Rosalind Kerven; or *Roosevelt Rat's Learn Magic: From A to Z* by Roosevelt Rat
- Make your own story book of the show using your photos and captions – get the children to help with the words

Drawing on Show Content

Anything in the show can be used for the children's learning if it is memorable for them.

For example, suppose the children are learning about animals. You might ask "Who remembers what animal Mr Bamboozle had in his magic show?" You can show the children a picture book you've made of the performance and of Robbie the Raccoon during the show as well as photos of some of the children patting him later.

Questions for discussion might include:

- What kind of animal is Robbie?
- Where is he from?
- Do you know any other animals from America?
- What did he eat?
- Why?
- Was he a wild animal?
- What wild animals do you know?
- Do we pat wild animals?
- Where do wild animals live?
- Where does Robbie live?
- Was Robbie friendly?
- Do we always pat friendly animals?
- When is it ok to pat friendly animals?
- How do we pat animals without hurting or scaring them?
- Should we talk to them when we're patting them?
- What should we always do after we pat an animal?

There are clear messages of being a good friend in the Friends Are Great Magic Show. Explore these with the children.

Reflective Practice

Reflective Practice is a means by which we take time to consider activities or events and what we can learn from them. In this way we can enrich our experiences and more accurately inform future decisions. Just as the EYLF encourages educators to have the children reflect on their experiences, so too we can incorporate it into our professional lives.

Start with the children - talk to them and ask them what they liked and didn't like and why. Document their responses.

Review the notes you made during and after the show and transfer any relevant points of note to the children's personal journals. Share these with other staff members.

What positive behaviour should be recognised? E.g. particularly polite or creative behaviour or ideas. Was there positive behaviour that was unusual and should be reinforced? E.g. a normally quiet or shy child was more communicative or expressive than usual.

Were there any negative behaviours that need to be noted? Do these need to be discouraged? How? E.g. A child calling out inappropriately or repeatedly interrupting the show.

Was there anything in the content of the show you can use to reference or reinforce teaching points with the children?

Are there any strategies used during the show that you can use in the children's learning? i.e. incorporate comedy, clowning, surprises, magic, contrived story telling etc into the children's regular activities

Talk to other staff members and ask them what they liked and didn't like and why. Document their responses.

Share feedback from the children with other staff, Room Leaders and Director as appropriate. This will help to inform decisions on future incursions.

If you keep a record of all your EYLF-related activities for auditing purposes, ensure it is updated.

Appendix A

Craft Instructions

Fizzing Magic Potion

The kids will look forward to creating this magic potion that fizzes and changes color before their eyes.

What you need:

Water

Vinegar

Baking soda

Red cabbage juice (see below on how to make red cabbage juice)

Tall glass

What to do:

Give each child a glass and fill it with 2 tablespoons of red cabbage juice. Add 1 tablespoon of baking soda and stir to dissolve. Place the glasses on a towel or pan, unless you don't mind a mess. Pour 2 tablespoons of vinegar into a separate cup. Hand the cups with vinegar to each child and get ready. Tell them to pour the vinegar into the juice-baking soda mixture and watch the potion fizzle and bubble up while it magically changes color.

Reason: when the vinegar, an acid, reacts with the baking soda, a base, it forms a gas called carbon dioxide causing the solution to bubble. The anthocyanin in the cabbage changes color when it reacts with the base and acid solution.

Red Cabbage Juice: chop the red cabbage into pieces (about 2 cups). Place the chopped cabbage in a pot and pour enough boiling water to cover the cabbage. Cover and let the mixture sit for about 20 min. Strain the cabbage leaves out of the liquid and you have your red cabbage juice. Make the juice ahead of time so it is ready for the magic potion.

Wizardly Goo

This magical wizard's goo is cool, clammy and glossy. It looks sticky, but it's not. If you pull on it quickly, it will snap. If you throw it on the ground, it will bounce and if you set it on the table, it will form a puddle. Kids will love it.

What you need:

- 2 tablespoons of white glue
- 2 tablespoons of water
- 1 drop of food coloring
- 2 teaspoons of borax solution
- Glitter
- Spoons
- Glass or plastic cups

Borax Solution:

This will make a big batch of solution for all the kids. Mix 1 tablespoon of borax (which can usually be found in the laundry aisle at the supermarket) with 1 cup of warm water. Stir well until it dissolves. Label the container "Borax Solution".

What to do:

Mix the glue and water in the plastic cups. Stir them with a spoon until it is completely mixed. At this point add the glitter and mix well again. Now add the one drop of food coloring to the glue-water mixture. Just one drop or the goo will stain everything it touches. Add the 2 teaspoon of the borax solution to the glue solution and stir. Keep stirring, it should form a blob. If there is too much liquid in your glass then add a bit more borax solution and stir again. You should have a nice mushy goo blob. Take it out of the glass and knead it in your hands.

You now have glittery, glossy, wizardly goo. Have fun. Store the goo in a zip-lock bag or air tight container.