

Mr Bamboozle's Friends Are Great Magic Show

EYLF Guide



Room/s: _____

Date: _____

Message to The Director and Staff

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.

Thank you. Now, relax and enjoy the show!



Outline

Mr Bamboozle's Friends Are Great Magic Show

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

Structure 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)
Depending upon time, while waiting for all the children to arrive, a yellow smiley ball may keep jumping out of Mr B's case
Mr B may also lose his hat and have trouble putting it back on properly

Warm-up

Mr B gets his microphone working
Children have been laughing at his dancing bottom
They all say hello - with eye contact, a wave and a smile
Mr B asks them to sit with their legs crossed

Shy Ball

A helper comes up holds a paper bag for Mr B - it's not heavy at all
Mr B (who was shy as a child) puts the shy ball into the paper bag
The children say the magic words and the ball is now very big and there are lots of small smiley balls as well (One behind the helper's ear too!)

As a child Mr B made friends at preschool when some children asked him if he'd like to play with them

Photo Album (Part 1)

Mr B has pictures of all his friends and shows the children, but the pages are blank
The children think of their friends and say the magic words
Oops! Now the pages are filled with colourful shapes
They try again and all his friends are there - except for Matrix and Robbie

Robbie (Part 1)

The children meet Robbie - he is a raccoon from America and loves eating seeds and nuts

Robbie has something to eat - just seeds because some children are allergic to nuts

Robbie would like to do some magic but Mr B says no

Mr B shows the children Robbie is not real "but he thinks he is so please don't tell him, ok?"

Mr B again says no to Robbie doing magic and he puts him back in his cubbyhouse

Matrix

Mr B draws a picture of his missing friend Matrix

Her eyes move and she starts to talk

She would also like to do some magic

Mr B says no but relents when Matrix points out he's not being a good friend and that he hasn't been nice to his friend Robbie

Matrix - with some help from the children - makes a huge magic wand appear from Mr B's pocket

Photo Album (Part 2)

A helper rubs off Matrix's face and the children put her picture in Mr B's photo album

Robbie (Part 2)

Robbie is missing from his cubbyhouse and has left a sad face message

The children all say the magic words and he comes back!

Mr B says sorry and Robbie forgives him

Robbie does an amazing magic trick - he makes a rope stand out straight

The children take his picture with their cameras

Photo Album (Part 3)

The children throw their pictures to Mr B, add some special woofle dust and say the magic words and now Robbie's picture is in the photo album

Mr B is very grateful and promises a special present he hopes the children will love

Mr B and Robbie Raccoon Poster

The special present is a poster of Mr B and Robbie Raccoon

But the poster is not coloured in

They rub the colours from their clothes, add some woofle dust and throw it all to Mr B who catches all the different colours

A helper rubs all the colours onto the poster and after some magic words, the poster is all coloured in

Conclusion

Mr B reinforces the show's messages - he didn't listen and didn't share with his friend Robbie Raccoon

We should ask others to play with us

The children pat themselves on the back and give themselves a clap

They are invited to come meet Robbie and give him a pat

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

Relationships are at the core of the Friends Are Great theme and it is founded on relationship building

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

Asking about the children's marital status

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

The show acknowledges that sometimes difference can be uncomfortable but it models acceptance and respect

The characters are defined by a diversity of culture, ability and gender

There are many opportunities for the children to learn about themselves and each other

Outcome 2 – Connected to the World

Mr B used to be shy
Robbie is sad when Mr B doesn't let him play
Mr B showing his photo album with pictures of all his friends
Mr B has friends from when he was at preschool
Meeting Matrix who is a girl with short hair
Explaining that boys can have long hair
Meeting Robbie who is from America
Children suggesting different kinds of animals
Robbie asking to join in
Mr B listening to Robbie
Mr B apologising to Robbie
Asking the children if Mr B has been fair to Robbie
Robbie and Mr B sharing the magic
Mr B helping Robbie to do the magic
The children together helping Mr B and Robbie with the magic
Mentioning the children's brothers, sisters, cousins
Children can choose an issue they identify with to engage
The show is flexible allowing for spontaneous interaction
It supports a recognition that sometimes there is no right or wrong answer or approach

Outcome 3 – Physical and Well Being

Explaining that we are not happy all of the time and that's ok
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 wasn't happy
The children wriggling their fingers as wands
Reaching up to grab some magic woofle dust
Throwing their photos and their colours up front
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

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?"
Asking the children to think about their friends or someone they'd like to play with

Encouraging the children to try again when the shapes appear in the photo album
Experimenting with different ways to do the magic, ie adding woofle dust next time
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 when playing with their friends and family
Learning during the show is engaging and FUN

Outcome 5 – Communicative Child

Extending on children's comments
Allowing the children to determine the action ("What should I do?")
Making reference to size – large, small etc
Referencing colours
Referencing shapes
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
The show gives positive messages about equity through verbal and non verbal actions and it challenges children's gendered identities and abilities
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
Mr B uses questions to 'think out loud' and this helps the children to identify inequality and change the direction/actions of the characters