

Mr Bamboozle's Fun Fun Fun! Magic Show

EYLF Guide



Room/s: _____

Date: _____

Message to The Director and Staff

Thank you for welcoming Mr Bamboozle and his Fun Fun Fun! 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.

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 Fun Fun Fun! 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)
A large red Cheeky Ball keeps jumping out of Mr B's case and the children initiate helping Mr B. He also asks them for help.

Mr B cleans the top of his curtain but his hat comes off and he has trouble putting it back on properly

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.

Everyone plays the Hands Up game.

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

The Cheeky Ball

The Big Cheeky Ball has gone missing again and Mr B looks for it wherever the children suggest - under the table, behind the curtain, in his hat.

It turns up in his hat and Mr B tries to keep it there by putting his hat on very tight, but that makes his hat come off, so he ends up putting the Cheeky Ball into Time Out

Lotsa Dots

Mr B shows a card with dots on it and he shows how he can trick the children with 1 dot becoming 2 and 4 becoming 5.

Then the children trick Mr B with 2 dots becoming 3 and 5 becoming 6.

They all check the dots - definitely only 3 on one side and 6 on the other, but the children play another trick on Mr B and 6 becomes 8!

The Little Red Ball

Mr B thinks his hanky is his purse! He finds his purse - it's invisible - and he pulls a little red ball from it.

Some of the children help to push the ball into Mr B's closed hand
He tries to make it disappear but it doesn't work. He doesn't give up, he tries again.

This time the children catch him putting it into his pocket and he explains that he has been having trouble with his magic and thought he could trick them, but they're too clever.

This time the children suggest they all use magic words and wriggle their fingers like wands but it doesn't disappear, it just becomes bigger and Mr B thinks it's the Cheeky Ball and someone's playing a trick on him.

Green Balls

A girl comes up to help Mr B. She shakes his hand and is very strong. He pulls a green ball from her ear and 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. Mr B puts one away, but next time his helper, with all the children also helping, makes 4 balls.

Robbie Racoon

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 and nuts but he just has seeds 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 but he needs some funny medical attention.

Mr B explains about First Aid and that Robbie's "not real, but he thinks he is, so don't please don't tell him, ok?" The children are invited to come and pat Robbie after the show.

Too Many Bananas

The children tell Mr B he has a banana in his pocket but he is convinced the children are just trying to trick him and it's just his hanky. He's wrong of course and he blows his nose on the banana.

He asks for a clean hanky - or banana - and when none are forthcoming he tries numerous times to put it away but another always appears in its place. The children help with the magic and there are no more bananas.

Mr B shows all the bananas they made.

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 finish the job and make a beautiful long necklace. It's really big because they did such good magic

Magic Painting

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. But it's not coloured. The children grab colours with their hands and toss them into the air, swishing them around so Mr B can catch them.

Primary colours are introduced and the idea of making different colours (green, orange and purple) is introduced. 3 children come up to help while the rest of the children use their magic wands.

They dry off the painting before turning it over and it is all coloured.

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 Fun Fun Fun theme and it is founded on not giving up when things go wrong.

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
Making reference to the children's parents
Using words of encouragement i.e. "We don't give up after one try do we?"
Asking about the children's marital status
Pointing out it's ok to make mistakes
Children sharing memories of past holidays
Mr B making reference to his grandmother and sharing his birthday card with the children
Ground rules at the start of the show

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
Mr B apologising 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
Children suggesting different kinds of animals
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
Reaching out to grab some colours and swirling them in the air

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
Emphasising health when shaking hands
Making reference to left and right feet on the special assistant's mat
Robbie's healthy food
Explaining the First Aid used on Robbie
Asking the children what they do when someone is hurt

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
The "Cheeky Ball" jumping out for the children to pick up
Counting out the dots together

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?")
Getting the children to count
Using memory "What was I doing again?"
Asking about mixing different colours to make new colours
References to shapes
Asking the children "Who knows what a magician is?"