



# **"We Say No!"**

Script & Analysis

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# “We Say No!”

## *Complete Program Transcripts & Analysis*

**History:** Years ago, I was told about the value of offering an educational assembly, or as I prefer to call it, a motivational assembly. My first assembly effort was a teamwork/self-esteem program that still survives (albeit with plenty of revision) today, years later, as part of my ‘menu’ of choices for the schools I work for.

I think it was about ten years ago that I first got the idea to put together an anti-drug show for schools. At the time, I wasn’t sure where to turn to find any professional input, and not surprisingly didn’t find much. What I did find was laughable, as far as integrating magic tricks into a meaningful program.

For example, I purchased one pamphlet by a “professional” who did offer some good info on drugs, but the outline for his show was a joke. The script basically consisted of this: “Okay, kids, here’s some info on drugs...” and then he’d ramble on about drugs for a while, and then do a trick. Then he’d ramble about drugs for a while and then do a trick. In other words, the tricks he did had no tie-in to what he was presenting about drugs.

I’ve seen and heard of other examples. During the show, the kids totally ignore the drug info because it’s presented just as a lecture. They will then perk up for the magic tricks and then ignore the lecture...

Well, I decided quickly that I didn’t want my programs to be like that. Over the years, I’ve experimented with different effects and different messages. I’ve also been fortunate enough to have as a source of how to present theme shows the terrific Dave Risley.

**How Schools Use This Program:** Schools in my market tend to book an anti-drug program most often in the fall, especially during the month of October because of Red Ribbon Week. That being said, it’s not uncommon to book such shows during the rest of the year, too. Your market may be different, but as you’re getting started, it’s a safe early assumption that most of your programs will be held during the month of October.

Some school officials will want assemblies for all grades in their school and thus will be very open to the idea of two assemblies, increasing your profits. Other schools may want to concentrate only on the younger grades with a magic presentation like this,

and then use different, more hard-edged presentations for the older kids. Other schools will want to use the messages in a program like this for the older grades, as sort of a fun end to an anti-drug multi-week program.

My point here is to be prepared for different requests from your school clients. As you'll soon see, the necessity of different programs for the different age groups has motivated me to create many different routines for this show.

**Objectives Of the Show:** This show was put together with three main ideas that I wanted to communicate to the kids. *One, I wanted to give some basic info on drugs and why they're so dangerous...and this is important, without getting bogged down too much with technical details or statistics.* Kids tend to fall asleep when presented with statistics.

As I see it, and noted children's' educators such as Dave Risley agree with me, the kids are lectured enough, so if you really want kids to respond to your program, it's important to weave the message in and around the magic and laughter...to stand before the kids and do nothing but lecture for 5-10 minutes between tricks is a recipe for disaster. Also, the problem with statistics is that they're very dry—there's nothing visual to hold their attention.

I prefer to make my point and move on, leaving it to the teachers and my Teacher Support Materials to get into the details.

I also prefer to keep things fun as much as possible. While I realize that drug abuse is not a fun topic, I also know that kids respond best to something fun. For that reason, the information about drugs and how they can hurt you only makes up about one third of my show.

Some presenters prefer to assault the kids with scare tactics, telling them how they can and may die by taking drugs. With younger grades, I think this is a mistake. It's been proven that kids learn better when they're having fun, and the last thing you want to do is have the image of frightened children's faces burned into the school officials' minds after the show.

Why? Well, yes, you're there to give the kids some important information, but the school also wanted the program to entertain the kids, too. I think there's a delicate balance that must be achieved. When working for the older grades, I do feel you can get a little heavier, but for the younger kids, try to avoid getting too heavy.

*Two, my second message to the kids is the idea that to avoid getting hurt by the lies of pushers and the harmful effects of drugs, it's important to stay in school and pay attention!* My thinking with this point is that there's no way that I can communicate everything that I'd like in a 45-minute assembly, therefore, I can give a 'plug' for school during my assembly. It's a message I really believe, too, because think about it...if a person really listens to the information presented about drugs and took it to heart as truth, people would probably try drugs a lot less often.

I feel that in addition to self-esteem issues, the problem is that kids may hear what teachers are saying about drugs and may even comprehend it on a certain level, they don't internalize as fact, *that this can happen to me*, such as the full acceptance of the fact that if they jump out of a three story window, they're going to get hurt.

*Three, I also want to focus on the great life kids can have by staying drug-free.* This follows along my thinking of keeping much of the focus on positives and fun and gives me the opportunity to get the idea across that all of this fun and all of the choices they have can be taken away with drugs. There are some great opportunities for self-esteem messages here, as well as comparisons between what your life will be with drugs and without. In fact, I think my explanation over the phone of my message that I incorporate into the effect "Snowstorm" is one of the single most important things that gets me bookings for this program.

Now that you understand where I'm coming from with this program, let's take a look at how I have this book set up.

**Important note:** First of all, as you read these scripts, try to keep in mind that as much as possible I have the effects 'tie in' with the messages I'm presenting. Too often, a magician will come out and say, "Hey kids! Don't do drugs! Now let's do a trick," and that'll be the presentation for an anti-drug show.

Ugh!

It's just the opposite of what I mentioned above and is even worse. At least with the other approach, information was being given...badly, but still given.

My friend from Texas, Todd, and I talk about those bone-headed magician a lot. I used to laugh about it until I realized these boobs were causing other magicians everywhere to have to work even harder to get hired and taken seriously as assembly presenters. Don't be one of them! **While I feel you should feel free to take my ideas and adapt them to many, many other scripts, I strongly feel that the magic and the message must tie together for an effective presentation.** Please keep that in mind if and when you look at other effects to use.

I've done a ton of these anti-drug shows in more than one state, for different ages, and in different markets and have experimented with many other effects that I didn't include in these pages because I wanted you to have the best choices possible.

Also, remember that in this program, you're not just a magician, but also a presenter with a very important message. Please treat it as such.

**How this is set up:** My comments, trick analysis, etc. will appear in ***bold and italics***. The actual scripts of the presentations will appear in regular type. I'll go over the actual individual effect scripts that I use most often, giving you the effects I use for

different age groups, and I'll also give you some alternate presentations as we go on. When finished, the end of these scripts will include a section on breaking down which effects I use for different age groups. I'll include the line-up for grades K-3, 4-6, and even tips for presentations for grades 7 & 8. I'll also give you the line-ups I use when asked to do a program for grades K-6 in one presentation.

As I explain this program, I will list the differences & effects from when I do a "Big Show" set up or a "Fast Set-Up" show. The concept of the "Fast Set-Up" vs. the "Big Show" is explained elsewhere in the course. Obviously, you don't have to offer two shows like this as I do, but as I explain elsewhere in the course, I really feel this kind of offer has several advantages.

As I said before, I usually break the show down into three sections: How drugs can hurt you, why school is so important, and how you can have a GREAT life by staying drug-free.

Over the years, I've developed enough material for my educational shows that I can do multiple shows at the same school without repeating material, which is important to many schools. Since I give you a lot of different choices for effects, as you read the following scripts, keep the basic structure in mind.

**Onto the show!**

## **Control Opening - after you've been introduced-w/Dove Act**

"Thanks everyone! My name is Cris The Magic Man. Everyone say, 'Hi Cris!' Thanks!"

"Before I begin the show, there are a few things we need to talk about. The first thing is this is a LIVE show. I can see & hear you and you can see and hear me, so there can't be any talking so that we can all understand everything that's going on, so if you understand, say 'Yeah!' Good! I know you're going to be a GREAT audience!" *(I used to use the old 'if you don't listen, we'll have to cut out tricks' garbage that some 'presenters' advocate, but now I prefer to use positive reinforcement. Besides, the kids are happy to be out of class, so control isn't a problem in schools if you're good. I actually have an easier time controlling hundreds of kids in a school than 20 kids at a birthday party!!)*

"If you see something you like a lot, I do want you to clap and say 'yeah!' Go ahead! If you see something you didn't like or you didn't think was funny, I still want you to clap and say 'yeah!'" Cool. *(This is continuing the 'control opening' so necessary in school assemblies, but it uses a bit of humor to keep things from getting too boring.)*

"The next thing is, I use volunteers in the show, so if you want to help out during the show, raise your hands like this." *(Hands will usually shoot up)* "But not right now, so put your hands down! *(A good laugh)* "Remember, though, I never call on anyone

making noise, but I know I won't have to worry about that in this school because I can already tell you guys are going to be a GREAT audience and we're going to have a LOT of fun."

"Now, who's ready to see some magic?"

*(At this point, I start my music and then do a dove production routine. The first thing I do is make a silk hanky appear at my hands, followed by changing a white cane into colorful silk streamers. I learned how to do this on Jeff McBride's wonderful tape, 'The Commando Act' from his 'Magic on Stage' series. It's available for \$35 or so at almost any dealer. The vanishing cane is about \$25 from most dealers.*

*(Then I make a dove appear out of a scarf. It's called Dove from Scarf and it's REALLY easy and gets a huge response. It's also cheap—about \$12 from most dealers. I then produce another dove using a technique called a 'dove steal' where the dove is produced from a pocket in my jacket. It's rather difficult, but it looks great! I recommend studying the video works of Tony Clark or Greg Frewin. Or you can use the reliable Dove Pan. It still gets a great response, and is relatively inexpensive--\$40? And is easy.*

*(I also produce an egg from the bird, stealing the egg from my hip, out of a billiard ball holder. This is covered on McBride's second tape in his 'Magic on Stage' series, 'Exotic Mysteries.'*

*(I should also point out that if you want to use birds, you could also use the good ol' dove pan. Despite the fact that magicians will yawn, it still gets a great response simply because you're dealing with live animals.*

*(Of course, you can use any kind of magic in the beginning to prove your competence as a magician; it doesn't have to involve live animals. I do feel it's important to prove yourself as an effective, professional magician because school officials will judge you based on that too, as well as the messages you present! By showing you as a competent magician, the kids will pay more attention to your messages too, because they won't want to miss any quick magic.*

*(Other ideas for a good "Big Show" opening routine would be juggling, linking rings, etc. The point here is to do no more than two minutes, or even shorter. I really want the majority of the show to have important content, so I choose to keep this opening routine, which only serves to show that you're a competent magician, very short. You're there to present messages, not show off.*

*(One more quick note about animals...only use them if you love and respect animals. They're a lot more than just props for your show.*

*(I use the dove act to open a "Big Show" performance, and I outline the advantages of offering schools their choice elsewhere in this course, but for a "Fast*

*Set-Up” I just use the Vanishing Cane to Streamers as a quick way to visually get the kids’ attention. If you’re doing a “Fast Set-Up,” you may want to consider using what Dave Risley calls a ‘quick hitter:’ something fast that gets everyone’s attention.)*

“This program is the second show in my character-building series” (*A quick plug for your other shows*) “and is called “WE SAY NO.” This is very important and I’m going to talk to you in ways that the older kids can understand, and younger kids can understand. We Say No...There are some things that you need to say no to, like drugs. There are good things that your doctor and your parents give you if you’re sick. These are safe. There are also bad things that strangers or other kids will try to get you to take. These people will try to get you to take them by lying to you and telling you how good you’ll feel... but they can really hurt you! (*This is important, something a teacher pointed out to me: little ones need to know the difference between “doctor/mommy” drugs and “bad” drugs in a way they understand.*) We’re also going to be learning about how you can learn the TRUTH about drugs in school, and finally how you can have a GREAT life if you just say NO and stay away from drugs!

## **Silk Streamer/Fountain of Silks**

*(The Silk Streamer is a \$30 special silk that changes from rainbow-colored to black or vice-versa. It’s very colorful, fun, and the production of the Fountain of Silks at the end gets a GREAT reaction. The instructions on handling are on the Magic on Stage: Exotic Mysteries & Classical Magic videos by Jeff McBride. You can get the three-volume set for around \$80. It’s a STEAL! The only really expensive thing you’ll need is a Fountain of Silks, which you can get from my source for about \$100. Or you can simply build your own out of silks you already have. Again, McBride’s video covers making your own, too.*

*(The Fountain of Silks is a production item. It’s basically a bundle of silks folded in a certain way and held in place by a Velcro strap. When you release the strap, the silks unfold. It’s sort of like watching a flower bloom and constantly change colors 14 times. It’s beautiful!*

*(The streamer works pretty much like shaking a sock inside out—it’s that easy. The Fountain of Silks also comes with directions, too. I keep my Fountain hidden behind another prop on my roll-on table, where I can get to it quickly.*

*(I usually use this particular presentation for younger grades, like K-3.)*

*(Start by picking up the streamer, displaying the rainbow colors.) “You kids are very young, and you all can have a very long, colorful life in front of you. You don’t want to ruin that, right?” (Kids will say NO.)*

“Some people will try to get you to take drugs because they think it will help you feel good, and they don’t know that these things can hurt you...or they just don’t care. These drugs will take your colorful, happy life and suck everything good out of it.”

*(Shake streamer, changing colors to black.)* “Do you want everything good taken away from you?” *(Kids will say ‘no.’ Lay black streamer on table, near where Fountain of Silks is hiding. McBride goes over this in greater detail on the video. I just drape my silk streamer right over the Fountain’s hiding place. Pause, then pick up the streamer again, stealing the fountain with it. It’s not a “move,” you’re just picking up another object with it. Since the streamer is now black and the outermost silk of the fountain is black, this is dead easy.)*

“If you learn to say NO to these bad things, you won’t have to worry about how they can hurt you. You’ll be able to live a long, colorful life!” *(Release Fountain, allowing it to open. Freeze! Let the audience enjoy it!)* “Do you want to have a great, colorful, long life?”

## **Blendo With Just Say No Silk**

*(This is the opening I use most often for older grades, such as 4-6. I also use this particular opening when doing a show for all of the grades of a school, like K-6.*

*(To do this, you’ll need a mirror tube. I bought mine from my local dealer for about \$20. It allows you to hide a 36” silk in one side and change four 18” silks into the 36” silk quickly. I use McBride’s handling detailed on Volume Two of the Magic on Stage series.*

*(I found a 36” silk at Hocus-Pocus.com that is primarily yellow and red with the words “Just Say No” on it...perfect for this show! I also use two 18” red silks and two 18” yellow silks. I produce the four individual silks with McBride’s Snap Silk Production, on the same tape. You can produce the silks in any effective manner you wish. You can also use a rainbow blendo silk, skull-n-crossbones silk, or whatever you choose.*

*(The transformation of the four silks into the Blendo gets a great response as a lead-in to the meat of the program. You can transform the silks with a change bag, ghost tube, or pretty much anything that allows you to change one thing into another.*

*(You can also use a simple change bag for this routine, too. As you’ll see, the silks serve as a visual emphasis of each point that I’ll be making in the show.)*

“Well, we’re going to have a LOT of fun today. We’re going to use fun magic...” *(Produce first silk.)* “...music...” *(Produce second silk.)* “...laughs...” *(Produce third silk.)* “And audience volunteers...” *(Produce fourth silk.)* “...to learn why it’s important to say NO to drugs. We’re going to talk about how drugs can hurt you...” *(Put first silk in whatever device you’re using for the Blendo.)* “...and we’ll be talking about how if you’re on drugs it can hurt people you’re close to,” *(Put second silk in device)* “...and we’re going to talk about how important school is and why school will teach you about the lies drug pushers will tell you.” *(Put third silk in device.)* “Finally, we’re going to talk about what a great life you can have just by saying NO!” *(On ‘No,’ produce the Just*

*Say No silk and display it, show that the other silks have disappeared and the message on the silk. It's a great way to customize the show in a professional way that shows the school officials that you have items specifically made for this sort of presentation.)*

## **Stoplight**

*(This effect is a simple trick, which plays big and is easy for kids to understand. It also gets EVERYONE involved, which is an important selling point of my programs...I do involve the WHOLE audience. Schools like that. I also like how this routine allows kids to burn off a little energy...in a very controlled manner. I'm telling kids EXACTLY how to respond, when and exactly what to do. It's very structured. Again, schools like the control factors. You can buy it from almost any magic source for less than \$20.*

*(Stoplight is an effect where you display three 8x11 white cards that each have a different solid color circle on it: red, yellow, and green. You show the cards and then place all three in a folder of folded piece of newspaper. After removing the green card and red card—and showing the backs of each—you ask the kids which color is left. They'll say yellow, but when you open the paper, the only remaining card reads, WRONG. After a lot of jokes and gentle teasing, the kids finally get you to turn the card over, but instead of seeing a yellow circle, the other side of the card reads WRONG AGAIN.*

*(It's a cute routine, and the way that I utilize this in the drug show, I take some of the sucker-effect 'sting' out of it, by shifting the idea to how someone taking drugs will see things wrong.*

*(This is a routine I usually only use for the lower grades, K-3.)*

*“One thing we need to talk about is how some drugs change how you see things.” (Take out newspaper with stoplight cards in them. The trick's instructions make this very simple.) “Before I get into that, I have to ask you a question—Does everyone hear like the holidays?” (Hands will shoot up.) “I really love the holidays and seeing my family and friends. When I get into my car and drive around, I have to be very careful of other drivers. You don't want to hurt anybody, and you don't want anybody to hurt you, so we all need to know the rules of the road. Let me explain what I mean.*

*“Inside this newspaper I have three cards with colors on them. As I point to each color, I need everyone to say in a normal voice what each color is.” (You certainly don't need to encourage the kids to shout as I used to! Lesson learned the hard way. As you point to each color, kids will respond: 'Red!' 'Green!' 'Yellow!') “Good! Now when you see the traffic lights when you're driving, what does this mean?” (Point to the colors again—kids will say 'Go!' 'Stop!' & 'Slow Down!' When they say, 'Slow Down!' I respond by saying, “Some grown-ups think this one means 'Go Real Fast,' so be careful!” This gets a good laugh from teachers & adults. Put cards back on table, in the newspaper.)*

“What I’m going to do is hold up one of the cards at a time and show you both sides. When you see it, tell me what it is— ‘stop, go, or slow down.’ Ready?” (*Hold up the red card and show both sides.*) “Good!” (*Put red card away. Take out green card and show both sides. Kids will say GO!*) “Right!” (*Pick up newspaper, cradling the WRONG card inside.*) “Now, I’ve only got one more card in here. Who knows what it is? (*Kids will say SLOW DOWN!*) “Right! But what if you took some of these bad drugs? These drugs can change how you see things! You may see things that aren’t there! You may NOT see things that ARE there! So what if you saw the WRONG color light and you drove through a red light?” (*Pull out WRONG card and show kids, letting newspaper fall open, showing it to be empty.*)

“You don’t want to take things that are going to make you see things that aren’t there, do you? That would be really scary! You might hurt someone you care about or...you might hurt yourself!

“Now, I kind of tricked you with this card. Do you think I should turn this card over so you can see all the sides?” (*At this point, you can do gags, as Dave Risley and many other child entertainers talk about. For instance, when the kids say to turn it over, you can rotate the card, so the writing is upside down. This is a very gentle form of teasing, and establishes the magician as not being very bright. Of course, younger kids love this sort of thing. For more info on this type of performing for children, go to [www.daverisley.com](http://www.daverisley.com) and get his “How to Perform for Children” 12-tape set. It’s fantastic! Anyway, finally show other side, saying WRONG AGAIN.*) “Well, you did really well! If you don’t want to be WRONG, then say NO if someone offers you drugs.”

## Royal Fantasy

*(This is a terrific card effect for stage that’s easy for kids to understand. I don’t like using most card tricks when performing for kids, but this one is a real stunner. I use it in place of Stoplight when I’m doing an anti-drug program for older grades. Adults really respond well to it, too. Plus, since the effect deals with seeing something you can’t understand, it fits in perfectly with the message of drugs changing how you see things.*

*(Here’s what the audience sees: The magician clearly displays 4 jumbo kings, one at a time, one from each suit. He then places two on the table, one each leaning against a glass, so the audience can keep track of them. The other two kings he holds in his hands, but they are way too big for palming. Plus the cards NEVER leave the audience’s sight. Without ANY funny moves, he then turns each card around, showing that each king has changed into a spot card. Each card can be shown front and back—there are only four cards.*

*(I love this effect! Supposedly, Harry Anderson did it on TV, fine and well, but I judge effects by how my audiences respond—my audiences have responded really well*

*to it. It's a super-easy trick, inexpensive at only \$30, and is great for big audiences. It's available from most dealers.*

*(As you'll see, the effect really lends itself well to the message I'm conveying.)*

“People always talk about how drugs can hurt you and mess up your mind and your body. That's true, but I want to talk about how drugs can mess up people's lives who never take drugs!” *(Hold up the Royal Fantasy cards and begin to display them one at a time to the audience, as per the instructions. I should point out that instead of laying the two cards on the table like you're told, I lean mine against a couple of drinking glasses, so they never leave the audience's sight. I feel this enhances the effect.)*

“Let's try an experiment. This is the King of Spades...Don't forget where it is!” *(Turn the back toward the audience and set it down. You never touch it again until the final revelation. You repeat the lines about identifying each card and stressing that the spectators keep track of it for each card. When you finish, two cards will be leaning on glasses, backs to the audience. You'll be holding two cards in your hand, backs also to the audience.)*

“Ok, everybody remember where each card is? Let's see...what one is this one?” *(Point to the first card you placed on the table. People will guess the card. You slowly and cleanly rotate the face of the card toward the audience. It's changed to a spot card! Do the same with the other three cards. Do it v-e-r-y slowly, making it as clear as possible with your body language that there's no fancy moves going on. This effect is super-easy, but super mystifying.)*

“What if I were to tell you that even if a person doesn't take drugs they can still get hurt by drugs? Here's how: Some drugs change how you see or hear things, you may see something that isn't there. Your senses may be so messed up that you *don't* see something that **is** there. What if your high and you're driving? You may see a light that's red, but to you it could look green. Or you may be speeding through a stop sign and not even see someone crossing the road.

“Drugs are really scary...and they can change how you see things in ways that you couldn't imagine, so the best thing to do is not only say no to drugs but pass the word on and encourage others to say no to drugs.” *(As you can see, I get a little heavier with this routine because it's for older kids, but I still avoid talking about death. Like I said earlier, I don't like to get too heavy...that's just me. Obviously, you can take this material and springboard off to any direction you like.)*

## **Mouthcoil – “Toilet Paper Dance”**

*(There are some school presenters who will tell you never to put something in your mouth that doesn't belong there because it sets a bad example. Judge for yourself, but this routine is one of the funniest things I've ever done. I've never had a single*

*complaint from any school. The idea of putting toilet paper in your mouth is so ridiculous, kids immediately start going ‘yuck! Gross!’ even while laughing, which to me dispels the idea that they’re going to eat it themselves. My handling is based on Jeff McBride’s handling in the Commando Act tape previously mentioned. The spoken lines and the idea of using toilet paper is my own idea.*

*(You can get mouth coils at any dealer for about \$12 for a dozen. Don’t cheap out and buy 17- or 25-foot ones, either—what makes the routine so funny and powerful is the fact that the stuff just keeps coming and coming! Buy 50-footers. You’ll be glad you did, especially for bigger stage shows.*

*(One more thing—don’t use tissue paper like everybody else—use toilet paper. It gets a great laugh!*

*(Basically what happens in this routine is you get a volunteer on stage and hand her a piece of toilet paper. You take one for yourself, turn on some snappy music and encourage the volunteer to mimic your actions. After starting off slow, you’re both eventually bobbing your arms up and down, back and forth, very quickly. Finally, you stuff your toilet paper in your mouth and then stuff the volunteer’s toilet paper in your mouth too. You then pull it out...but then it apparently changes into a multi-colored paper chain 50 feet long! You can also use this routine in place of one of the more expensive effects I use in this show. The anti-drug message for the mouth coil is something I’m very proud of and has proven to be very effective in my programs.*

*(I’ll use this routine for almost any age group for this show as it’s proven to be one of the funniest and most memorable things in my act.)*

*(To volunteer) “What’s your name? Thank you for helping me.” (Please show your volunteers respect. Ask for his/her name and listen to the response. Your volunteers are not just props—treat them as people. Most magicians don’t do this well!)* “I’m going to give you something very special. You get your very own...genuine...state-of-the-art...toilet paper!” *(Hand volunteer their piece of toilet paper)* “Well, it’s not USED!” *(If volunteer is a girl, say, “Well, I know, I’ve got cooties!”)*

*“Here’s what we’re going to do. I’m going to turn on my music. Then what I need you to do is do as I do, meaning if I lift my arms, you lift your arms. We’re going to start off slow, and then go a little faster. It’ll be LOTS of fun! OK?” (Turn on music, hold your own toilet paper, and follow the routine on the McBride video. Develop your own routine—it’s a fun way to really let your personality shine through. Finally, ‘eat’ the toilet paper...then act chagrined, take the volunteer’s toilet paper, and eat it, too! I then pull out a foot or so, wait for the audience reaction, and finally encourage the child to pull the rest of it out. It’s hysterical, and amazing!)*

“Give her a big round of applause! She did a GREAT job! Now, I’m sure you’re all wondering what toilet paper has to do with a SAY NO drug show. Here’s the answer: It’s very silly to put things into you that don’t belong there!

“That was pretty silly when I ate the toilet paper, right? Well, if you thought that, GOOD! Think how much MORE silly it is to use these drugs we’re talking about? Putting things into on purpose that can hurt you is REALLY silly!

“So, if anybody ever offers you something like drugs then all I want you to do is think about that silly magician on stage with toilet paper in his mouth and then you’ll laugh, and think, ‘I don’t want to put anything into me that doesn’t belong there!’ If you think that’s a great idea, clap your hands and say ‘Yeah!’”

## **Multiplying Bottles**

*(The Multiplying Bottles is one of the classic effects in magic. Large, easy to perform, easy for the audience to see & understand, it’s a great effect. There are also different ‘models’ to choose from. My first set cost about \$149. Last year, I purchased a nicer set for about \$260. I’ve seen sets as low as \$80 from different dealers. Each set also comes with a great set of instructions, allowing you to easily create a funny & engaging “sequence” of revealing the nested bottles after you perform a standard “passé passé bottle routine,” which basically involves the bottle & glass switching places. The humor comes from the plot of the magician trying to do one effect and then all of these bottles unexpectedly appearing, causing the magician all kinds of headaches. As you’ll see in the script below, it creates some very funny moments for the children watching your show and gives you the opportunity to tie in the idea of addiction in a very powerful way.*

*(I will use this presentation for most age groups. Some presenters have criticized the use of Multiplying Bottles for younger audiences because of the alcohol labels on the bottles, and they’re right...but in this program, you’re talking about the dangers of drugs and alcohol, so it makes sense that you’d actually use them.)*

“The next thing I want to talk to you about is something you might have seen in stores.” (***Uncover bottles & tubes on table***) “It’s called alcohol. Alcohol is different from other drugs because people over 21 can buy alcohol in stores. Some people think that just because people can buy it in stores that alcohol is okay, but it’s not. Alcohol can hurt you just as much as drugs. Now before I get into the message, I want to show you a really neat bit of magic with this bottle and this glass. I’ve been working on it for a long time. Do you want to see it? OK, this only works with ONE bottle and ONE glass.”

“Everybody can help with this, too! We need a magic word... What if we use the magic word NO?” (***Sometimes, I’ll ask someone what his or her magic word is. Often, they’ll say ‘abracadabra.’ If they do, I often pretend that I heard them say ‘Have a banana. It’s an old gag, but one that works. I like the idea of using NO as the magic word for younger kids. To keep it from being too juvenile for older kids, I’ll often use***

*the title of the show WE SAY NO.*”) “OK, using ‘no,’ we’re going to get the bottle and glass to change places by magic! On the count of 3...1,2,3, NO! Oh, look! They’ve changed places!” (***DON’T show the bottle or glass!***) “OK, now the hard part is making them change back! 1,2,3-NO! And you’ll see that incredibly they’ve changed back!” (***You’ll usually get boos at this point!***) “Who thinks they REALLY changed places? You did? Thanks for coming!” (***At this point, I then go into my regular bottle routine, which is basically making the bottle and glass change places, but every time I try to do it right, another bottle ‘mistakenly’ appears. I keep getting upset and this keeps the kids laughing. My bottle set has 9 bottles total—3 sets of 3 nesting bottles. The routine that came with my set is structured to accommodate 3 sets of 3...your set may be different. Any set of bottles that you buy will include a set of instructions and sequence for revealing the bottles. The key here is to react with surprise and embarrassment whenever another bottle unexpectedly makes its appearance. I act very upset, stressing over & over that I only wanted ONE bottle. As you’ll see, this perfectly sets up the idea of addiction.***)

(***Looking at 9 bottles***) “Whoa, that’s too many bottles! Did you like that? Remember in the beginning, I said I only want ONE bottle, and I started off with only ONE bottle. Then I got another, and I really didn’t want it, and then I got another, and I really didn’t want it either, and then I got another, and another, and another...that’s what alcohol AND drugs do to you!

“They will change your brain and change your body, so you don’t want just one—but you want more and more, and you lose control. You CAN’T stop.

“This is called ADDICTION, and it’s really scary! By the time you finish, you’re really hurt, and your life is ruined, so the best thing to do is to not even try any of them one time.

“There’s a special magic word to keep those things away. The magic word is NO. On the count of three, let’s all say the magic word NO all together! 1,2,3, NO! GOOD!

“That’s the magic word I want everyone to remember, whenever anyone offers you something you shouldn’t take. It’s a very important magic word and you may need it in your life.” (***Take away bottle table.***)

## **Mysterious Wine bodega**

***(This is a really neat item that I often use just for the older grades. Basically, the effect is this: The magician displays a box that contains six different alcohol bottles, each with a number from one to six on it. After talking a little about each bottle, the magician reaches into the box and covers just one bottle with a solid tube. The audience is invited to guess which bottle is in the tube. Whatever they guess, the magician reveals the tube actually contains a bottle of 7-Up. The kicker is when the box is opened to reveal all six bottles of alcohol are gone!***

*(I've only seen this advertised at a couple of places, such as Hocus-Pocus.com. When I began doing anti-drug shows on a regular basis, I noticed that at least in my market I was getting a lot of calls for junior high anti-drug shows...grades 7 & 8. Thinking the Multiplying Bottles was a little too juvenile for this hard-to-please age group, I found this little gem on the Internet for about \$150. It's made by Harries of Sweden, which has a nice reputation for turning out quality products.*

*(What I like about this routine is the fact that I force the audience to think about the answer I'm looking for. I often have to go through 5 or 6 people before I get the answer I'm looking for, but that's okay because I feel that if they're entertained AND they have to think, well, they're going to retain the message much better.*

*(This trick is easy to perform, highly visual, and, with the routine I developed, interactive, with a great message. What more could you ask?)*

*"I want to change gears now and talk a little about alcohol. Some people will tell you that alcohol is okay to drink because it's legal...if you're over 21 you can buy it in a store. That doesn't matter—it can still hurt you! I want to show you something..." (At this point I walk over to the table where this trick is set up.)*

*"I've got six bottles of different alcohol here..." (Open front panel to show bottles, then replace it.) "They're all different..." (Take out one bottle at a time. Begin to read the labels of the bottles, putting each bottle away after you're done. I often comment on how the manufacturers will use colorful or pretty label designs to hook you in. I also work in some jokes at the alcohol's expense...such as the bottle that has a sailing ship on it. I call it the "Old Spice Drink.") "...and one thing people sometimes tell you is 'this alcohol isn't as bad because of the alcohol content.' Well, it still doesn't matter; because even being impaired a little bit means you're killing brain cells! This means that none of them is safe, so don't let anyone try to trick you. Now I'm going to give you a little test. Whoever I call on that gets it right first will get a surprise." (At this point I put the tube inside the box, load up the 7-Up bottle and place it next to the box.)*

*"Ok...here's where I'm going to try to trick you. I put one of the bottles in this tube. I put the SAFEST one in here. I'm going to tell you that it's a TRICK question! Raise your hand if you know which one I put in here." (Here's where the kids begin guessing. It takes a little time, but someone gets the right answer eventually. The answer I'm looking for is: 'none of them, because all alcohol is bad' or something like it. You have to sort of guide some groups, by saying it's a trick question and it's what I just told you and so on, but it's a good reinforcement of what you just talked about. When someone gets it right, I say,) "Very good! NONE of those six bottles is safe...so I use number 7...7-Up!" (Reveal 7-Up bottle, which I then present to the person who gave me the right answer.) "He did a great job getting the right answer. No alcohol is safe, so I decided it would be a good idea to make all of that alcohol disappear." (At this point, open and disassemble the box, showing that the alcohol is gone!)*

## Multiplying Wands/ 8-ft Appearing Wand

*(The 8-ft Appearing Wand was something I stumbled upon by accident. It's a cheap little gem, about \$20 from most dealers. This wand is NOT segmented like an Appearing or Vanishing Cane—It operates on a different principle, so you can use it very close up—in fact, I use it in my birthday shows. The Multiplying Wands is around \$25-\$30 and is simply a set of 5 nesting wands. They're very visual and funny for audience-volunteer tricks. I like this routine because it transitions nicely into the Rocky routine soon after, which then transitions nicely into the Rocky Zig-Zag Routine...Everyone flows together. I should add that I only do this routine for younger kids, grades K-3.)*

“I've got something back here that I'm going to need a couple of volunteers from the audience...” *(Call on two volunteers and invite them on stage.)* “Sometimes, on the street, some people may offer you something that they say will make you feel better. *(Bring out paper bag with the Appearing Wand inside.)* “They're lying to you! You see, they're going to be HIDING the truth from you. They're going to try and hide how much drugs can hurt you. They don't want you to know the truth!

*(To first volunteer)* “So...if you have to say something to one of these people, you can say the magic word. What's the magic word?” *(The volunteer will say NO.)* “Great! See, they're hiding just how much harm drugs can do to you.” *(Begin pulling Wand out of the bag.)* “And what's scary is that the lie is bigger and worse than you can imagine!” *(Pull out more of the wand.)* “And just when you think it can't get any worse, it does! The problems keep coming and keep getting bigger!” *(At this point, look puzzled at the wand.)* “This is ridiculous!” *(Hand the 8-ft Wand to volunteer.)*

“This is actually my HUGE wand! Be careful!” *(To second volunteer)* “Do you think it's a good idea to say NO to things that can hurt you?” *(Child will say YES)* “Good!” *(At this point, get out the nested Multiplying Wands.)*

“You see, sometimes these drug pushers will tell you that if you're tired, these drugs will make you feel better, or they'll make you feel happy if you're sad! You don't have to listen to a big lie like this. You have more choices in life. Let me show you what I mean...” *(Put wands in child's armpits, hands, and under chin or in mouth.)* “See all those magic wands? That's choice! You don't have just one choice. If you're not feeling good, you can go to a doctor, or talk to a grownup you trust. You have many other choices! Having these choices is a lot better and a lot healthier and a lot more fun than one big lie. On the count of three, I want everyone to say the magic word NO again...1,2,3, NO!

“Now, since these two have my magic wands, they're going to help me make my friend appear.” *(Get Dove Pan, which is loaded with Rocky. You can also use your favorite production device if you don't own a dove pan. Just use something you can squeeze the raccoon into.)*

## Rocky

*(Rocky The Raccoon was one of those things that I've seen a ton of magicians use. For that reason, I avoided it like the plague for the first 14 years of my career as a professional magician. In the last year, I added it to my "A" list of performing material. Now I know why it's so popular—It rocks! You can pick them up for about \$35 from your favorite dealer. These guys are funny, visual, easy to use, and best of all can be performed surrounded and outdoors! My routine was heavily influenced by David Williamson, as I'm sure a lot of magicians were influenced.)*

*(Holding Dove Pan.)* “Ok, what was the other magic word we used earlier? No? Right! On the count of three, everyone say ‘No’ and my two volunteers will wave the magic wand, and hopefully my friend will appear. One...Tuesday...Wednesday...Oh, sorry! Let’s try again ... One... February ...March.... Oh, sorry! One more time...one .... B.... C.... Oops! One more time... One...Two...Three...Abracadabra! Here he is! *(I first heard of miscalling the counting from Dave Risley. For younger audiences, it's a cute, fun way to get the audience to respond. They love correcting you if you say something wrong! At any rate, using the wands from the last routine to produce Rocky is a nice transition from one routine into another.)*

“Oh, he’s still asleep! Ok, how about a nice round of applause for my helpers! *(Take wands and politely dismiss volunteers.)* “Good job, you two. All right, I need to wake up my little friend....” *(Carefully take raccoon out of pan. At this point, do your favorite Rocky routine. I make mine scurry up my chest, steal ‘goodies’ from my pocket, and so forth. Again, David Williamson is the current master of this effect. After Rocky ‘plays’ for a minute or two, it’s time to get back to business.)*

“Ready to see him do some REAL magic?” *(Raccoon whispers to you.)* “Oh, you want to do THAT one? All right.” *(Bring out Zig-Zag prop)*

## Rocky Zig-Zag

*(The Zig-Zag is one of the old illusions that's pretty much become as associated and recognized with magic as much as pulling a rabbit out of a hat. That said, I don't see too many people performing the full-sized Zig-Zag with a female assistant anymore, because it became such an overused prop. The 'Rocky Zig-Zag' is a cute way to extend your Rocky routine. Basically, Rocky gets split into three pieces! Because of the way the prop is constructed, you're able to pull the middle section out completely and show that the middle of the raccoon has “disappeared.” The trick's pretty pricey—about \$150, although it does come complete with a raccoon.*

*(Other cheaper options are: The old pulling a rope through someone's neck trick—just comb through old magic books. You'll find it. For older kids, I'll substitute a Hand Chopper in place of Rocky. You can pick up a Hand Chopper really cheap, around \$60, from most dealers. My arm chopper routine for older audiences only*

***follows this routine. For the Big Show set up with only older grades, I'll sometimes bring my 6-foot tall French Guillotine and get someone to put his or her head in it! I always clear usage of such a prop with the school beforehand, though.***

***(For little kids, using Rocky is the way to go, even if you just do the rope-through-neck on him instead of a live person. The 'tie-in' is the same—that is, the idea of drugs only hurting you if you take them.)***

“This is a very dangerous magic trick. How many of you kids have ever seen a girl on stage during a magic show get put into a box like this and then the magician puts these big thick blades into the box and then it looks like she has been cut into THREE pieces?”

“Well, it’s too dangerous to do this with children, so I’m going to use my little friend here!” ***(Indicate Rocky.)***

“I need a person to come up to the edge of the stage and inspect these dangerous PLASTIC blades of doom!” ***(Get a volunteer to edge of stage.)*** “Check these over and make sure they don’t have any hinges, they don’t come apart, or anything like that, OK? Good!” ***(Politely send volunteer back to seat.)***

“I’m going to put the raccoon into the box.” ***(Raccoon looks at you...you can do a few more gags, such as making him jump out of the box.)*** “No! You’ll be fine! It was YOUR idea!” ***(Finally latch him into box.)*** “And we’re even going to pull his tail out so you can see the tail at the bottom.” ***(Slide plastic 'blades' thru two slits in box.)*** “Some people may think the raccoon just bends but watch this— ***(Slide the middle out and show that the raccoon’s middle is gone!)*** “Some people may think this is a pretty cool magic trick, but he doesn’t like to do this because it’s pretty scary. Now, he volunteered to do this because he wants you to understand how bad drugs are.

“If you look at this trick, it seems pretty dangerous, but it’s just a trick. If you look at drugs, they’re REALLY dangerous for a number of reasons. It’s hard to remember sometimes which drugs do what. Some drugs will make you tired, some drugs will make you see things that aren’t there, and they can hurt you in a bunch of different ways, so the lesson is to remember that the only way drugs can hurt you is if you take them! If you don’t take them, then they can’t hurt you, right? So on the count of three, I want you all to say the magic word NO...1,2,3, NO! Good job!”

***(Put section back into box and pull blades out.)*** “Ok, now since my friend here doesn’t take drugs, they can’t hurt him, so even though he’s doing this dangerous trick, it’s not going to hurt him.” ***(Take raccoon out of box.)*** “He’s all whole! Give him a big round of applause!”

## **Arm Chopper**

*(This is the routine I use when dealing with a group of older students, say grades 4-6 or 7. I know a lot of people will say you shouldn't use any kind of chopping device magic trick like this in schools...I agree in theory, but I've been doing this for so long and I can honestly say I've never received a single bad comment in ANY school. I believe this is for several reasons—first, I ONLY do this for older students, NEVER for any group below fourth grade. Second, I stress over and over that it's 'just a silly magic prop,' and I even tell the audience that it has a trick blade in it! Third, I keep the whole presentation 'light & fluffy,' in other words, I never try to scare anyone with it, as I've seen some performers do. Fourth, I use a very small arm chopper, not my six-foot guillotine without clearing it through the school first!! Finally, I don't use the standard visual gags that, while funny, aren't appropriate in schools such as the fake hand or the bloodstained newspaper or any of that.*

*(The debate over a prop like this in schools will rage on long after I'm gone. I've considered dropping it for years, and after listening to other experts cry out about how you shouldn't use it in school, I still debate with myself whenever I use it. Just consider this: In 15 years I've never received a single complaint and I pass out several - not just one, but several - evaluation forms to teachers after the show. It's one of the funniest parts of the show and it includes an important lesson: that drugs can only hurt you if you take them. Judge for yourself whether you want to use it.*

*(My arm chopper was only about \$60, which is very reasonable considering how much time I get out of it.*

*(I came up with this idea because I didn't want to use the zig-zag trick previously described for older kids—just too juvenile. As you read this, you may recognize some of the verbal gags. I came up with some of them on my own, but most are so obvious I'm sure they're not original with me. Trying to give proper credit to most of the lines would be like trying to credit the originator of the double lift or the first creator of the cups and balls!*

*“For this next thing, I'm going to need two VERY BRAVE volunteers!” (Of course, the hands shoot up. Picking your volunteers here is very important. I truly don't want anyone to be scared, so this is one time where, for me, it's okay to pick the biggest, most obnoxious looking guy in the audience that you can find. For my second volunteer, I then pick a girl. This allows a lot of amusing back-and-forth banter, as you'll see.)*

*(To male volunteers) “Hi! I'm Cris, what's your name?” (No big secrets, here—just remember to always get your volunteers' names. It's only polite.) “Now, I asked the two of you up here to help with something a little scary. I'm going to bring something out that many people your age are scared of. Don't worry, I won't hurt you...” (At this point, I bring out the carrot or whatever food item I'm going to chop. I'll hold it up proudly...usually the audience will stare at me in confusion. Also take note of the fact that I referred to their age group as 'people your age,' not kids. It means a lot to them.) “Don't you see? It's healthy food! Ahhhh!” (I'll also make little darting motions toward*

*the front row, as though I'm trying to 'frighten' them. Some audiences will continue to sit there in confusion, which makes adults laugh. I'll act very disappointed at this. Other kid audiences will play along, throwing up their hands in front of their faces in mock terror. It can be very funny!)*

“Aw, forget it! Would you do me a favor?” *(Turning toward one of the two volunteers)* “Would you take a bite out of this? I want everyone to know that it’s real.” *(I hand the item to one of the kids. At this point, he/she will look at me in a mixture of horror/disgust. I'll then take the item and hand it to the other volunteer as I say:)* “OK, fine! Here, YOU take a bite of it!” *(If the second volunteer also refuses, I say,)* “Oh, we CERTAINLY wouldn’t want to eat anything the magician gave us! I’ll take a bite...Oh, that’s gross. I shouldn’t have left it in my car for two weeks...” *(Very funny! On occasion, I will get a volunteer who enthusiastically chomps down on the carrot. If this happens, I act very surprised and say,)* “Oh, wow, he did it! Don’t worry; I’ll give him the antidote after the show...just kidding! Anyway, I wanted everyone to know that it’s a real carrot because I’m going to put it in THIS:” *(I pull out the Arm Chopper and place it upright on my table.)*

“This is the magician’s Arm Chopper...or...” *(I pick up the carrot and hold it up as I say,)* “Salad Shooter! But seriously, magicians are always trying to scare audiences with these things, like they’re real dangerous. I’m actually going to reveal a Magic Secret to you.” *(At this point, my eyes get really wide, and I hold my hand over my mouth as though I've just done Something Very Bad!)*

“Here it is: There’s a fake blade in there! Here, I’ll prove it everyone. I’ll put the carrot in the chopper and push the blade through. Since it’s a fake blade, it won’t cut the carrot, then we’ll know safe to put Johnny’s (*volunteer*) hand in there. Sound good?” *(Of course your audience will enthusiastically agree.)*

“Let’s count to three...one...two...three!” *(On three, I push the blade through the carrot, chopping it in half, letting one half drop down on the floor. Of course, as everyone reacts, this is perfect misdirection to 'set' your chopper to safely pass through the volunteer’s hand.)*

“Don’t worry, I won’t mess it up with your hand! I’ve done this trick professionally 9 times!” *(Hold up three fingers—they’ll call you on it.)* “Oh, that’s not right? Well, I’ve never actually *done* this trick, but I read the instructions and I’ve got a good idea of how to use it. Would you put your hand in there?” *(At this point, your volunteer will put his—yes, I usually try to use a boy—in the device. If he doesn’t, I never push the issue, instead turning to the other volunteer. Yes, sometimes the girl will want to 'show up' the boy, although I never point this out. Regardless, picking volunteers for this is very important, as you don’t want someone to really be scared. It’s not the point, and if you think it is, shame on you, don’t do the effect!)*

*(When the person puts his hand in, I ask him,)* “Are you right-handed or left-handed?” *(Usually if the person is right-handed, he’ll put in his right hand, and so*

*forth.) “Oh, well, we’d better use the OTHER hand, just in case.” (I then turn to the second volunteer and say,) “Would you hold your hands underneath here, just in case, you know, something should...fall off.” (Say the ‘fall off’ line in ‘stage whisper,’ dropping your voice down enough that the whole audience picks up on the fact that you’re trying to ‘hide’ what you’re saying even though they can still hear you...very funny technique!)*

*(Continuing) “In fact, GRAB his hand so he can’t back out. Now, I notice that Sara (girl volunteer) has on a nice shirt, and blood stains, so when I chop off his...” (Pretend to ‘catch’ what you said and quickly blurt out,) “If! IF I chop off his hand, uh...” (Look around you, eyes on the ground.) “Just fling it into the audience, OK?” “OK, let’s count to three! One...two...wait! Are you sure you’re ready?” (To the ‘victim’) “OK, one...two...three!” (Push the gimmick blade ‘through’ the person’s hand. Congratulate your volunteers and send them graciously back to their seats.)*

“GREAT job, thank you so much! BIG round of applause to them! Was anyone a little scared or nervous during that trick? Now, I want everyone to know that it was JUST a trick, and he really wouldn’t get hurt.

“What if someone who wasn’t a magician came up to you on the street and REALLY asked you to put your hand under a sharp blade? Would you do it?” (The kids say ‘no.’) “Good! You see, drugs do all kinds of things to hurt us...but the best way to avoid getting hurt is to not try them. Just like sticking your hand near a sharp blade. You’re only going to get hurt if you really do it.

“What we did up here was just a trick—but if someone asks you in real life to do anything dangerous, don’t stick your arm near a sharp blade. Just say no because in the real world, the danger is real.”

## **Silk Road**

*(The Silk Road is a production tube that allows you to show an unrolled tube empty and yet produce tons of stuff from it. It’s very colorful, fun, and the production of the 6-foot silk at the end gets a GREAT reaction. The instructions for building the tube- for a couple of dollars- are on the Magic on Stage: Exotic Mysteries video by Jeff McBride. You can get the three-volume set for around \$80. It’s a STEAL! The only really expensive thing you’ll need is a 6-foot dragon or butterfly silk, which you can get from hocus-pocus.com for about \$100. Or you can simply use streamers and smaller silks or spring flowers. The silk tube looks GREAT but does have rather tight angles.*

*(You can also produce the silks from a Square Circle or most any other production device. The important thing here is to produce silks from ‘nothing,’ working your way up from smaller silks and streamers to larger silks, as it plays in very well with the following script.)*

“Now, I don’t have time in a 45-minute assembly to tell you about all of the dangers of drugs and all of the things they can do to you...” (*True, and in the past, I’ve been lightly criticized by a teacher every once in a while for not mentioning this drug or that drug, so this routine is a nice subtle answer to that concern that also makes a great point about school.*)

“That’s what school is for. You can learn about each and every drug and exactly what they do. You can also learn about anything you want in school and get the knowledge to do anything you want in school. That’s the problem with pushers, you see...” (*At this point, show the production tube or whatever device you’re using empty.*) “People into drugs don’t see the value in school. They just see an EMPTY building. They don’t see what SMART people see...” (*Begin producing the smaller streamers or silks first. You want to build the routine.*) “Smart people see a place with IMPORTANT stuff inside...” (*Produce a medium sized silk or streamer or flowers.*) “People who are smart enough to see this ‘empty’ building...” (*Show tube empty again.*) “...know that inside they’ll learn how to make something GREAT out of the life they have!” (*On this line of script, this is when I produce my six-foot dragon silk and open it up for everyone to see. It looks VERY impressive!*) “So clap your hands if you see not an empty building but a very IMPORTANT building that can help you have the best life you possibly can!”

## **Knots Off Silk**

*(I first came across this beautiful effect while watching a dove video. I fell in love with it, and quickly added it to my show. It’s available from most dealers for about \$30. Get it from Hocus-Pocus and it even includes a video explaining it, as it’s one of those things that’s so simple it’s actually tough to understand at first!*

*(The effect is as the title suggests: The magician ties a knot in a silk and then slides the knot off the silk and sets it on his table. He repeats this a second time and reveals that the silk itself now has two large holes in it.*

*(This would also be a good place to substitute a Cut-n-Restored Rope routine if you didn’t want to buy the Knots Off Silk.)*

*(With silk in hand)* “We’ve talked about drugs can only hurt you if you take them. That’s so true! People who try to get you to try drugs are going to lie to you.” (*‘Tie’ knot*) “See this knot? They try to tell you that the drugs will only make you feel a certain way for a little while. They WON’T tell you that drugs can hurt you forever! What happens is...” (*Look puzzled as you pull off the knot and set it aside.*) “...it takes away your good health.” (*‘Tie’ another knot*) “Then drugs take away your mind, so you can’t even think straight!” (*Slide knot off silk and set aside.*)

“Long after drugs have stopped making you feel a certain way, and you think you’re done, you’re not! You can NOT just set them aside like I did with these knots. You can be stuck with your health ruined forever!” (*Show silk with two holes in it!*) “So, one more time, I need you to say the magic word NO on the count of three...1,2,3, NO!”

Good job! Because you don't want something that takes away your mind so you can't remember who your family is, do you? No! You don't want your health taken away, do you? No! Let's all say the magic word 'No' on the count of three. One...Two...Three...No! Great job!"

## **Royal Dubious Domino**

*(I remember seeing a friend of mine perform this when I was about 10 or 11 and being absolutely floored. I recently found this version for less than \$5, so it's an inexpensive little thing to put in your act that's still visible from quite a distance.*

*(The effect is simple. You show a large domino with one dot on one side and four dots on the other. Flipping it over, the audience now sees three dots where there was one. Flipping it over again, we now see six dots where there was four before. The magician explains how he hides certain dots on both sides to give the illusion of more dots. For instance, on one side there are two dots and five on the other side. Soon, however, the audience sees that there really is SIX dots and then THREE dots. The confusion ends with the display of EIGHT dots on one side!*

*(The secret to this is the white dots—some are painted on the black surface while others are magnet pieces that rest on top of the painted dots. You simply slide them into place as per the directions.*

*(This trick, as the name would suggest, is a product of Royal Magic, which means you should be able to find it virtually anywhere. I also reserve this routine for the younger grades.)*

*(With Domino prop in hand)* “Now we're going to talk about the TRUTH! Who's ever seen a domino THIS big before? I've never seen one this big. Now, how many dots are on this side? One! Good! *(Flip over card and show four dots.)* “How many are on this side? Four, good! Now here's a neat magic trick— *“(Flip over card and show '3' dots)* “Look, more dots! Pretty amazing, huh? How many were on the other side? Four? *(Flip over card, showing a pattern of '6' dots—5 visible.)* “Now how many do you see? Isn't that incredible? Actually, it's not.” *(Act embarrassed, dejected.)* “I'm only fooling you. See, if I cover this dot, it looks like 4 or if I uncover it and put my hand here, it looks like 5 or 6 because of the pattern. It's the same thing on the other side.” *(Flip card over.)* “If I put my hand here, it looks like one dot, but if I put my hand here, it looks like 2 or actually 3 because of the pattern.

“That's what drug dealers do to you, too. They try to tell you how drugs make you feel good for a while, but then they try to HIDE the bad effects from you. They'll try to trick you into believing that drugs can help you have a good time. They trick you into not knowing or not believing that you can get hurt taking them.

“If you kids stay in school, you can learn the truth about drugs. See, we don’t have time in this special program today to learn about ALL of the different things drugs can do to you. That’s why school is such an important, great place! School will help you see the truth!

*(While showing 2 dots to kids, slide the ‘6<sup>th</sup>’ dot into place on the other side.)* “How many dots are on the other side?” *(Kids will say “5”)* “Well, look at that! Six!” *(Flip the card over, showing six dots. As you talk, slide the ‘3<sup>rd</sup>’ dot into place on the other side away from the kids.)* “See? That’s the truth! How many were on the other side?” *(Kids will say “2”—flip over card, revealing 3 dots.)* “Now there’s three! If you pay attention in school, then no one is going to be able to fool you with lies about drugs.” *(As you talk, slide the ‘7<sup>th</sup>’ and ‘8<sup>th</sup>’ dots into place on the side facing away from the kids.)* “This means you’ll know it all, and nothing will be hidden!” *(Show the side with eight dots to the audience.)*

## Deja Voodoo

*(This is a nifty mental magic-type of effect from Dan Harlan, off of his ‘Pack Flat, Play Big’ series of videos. This effect is off of the Mentalism Show video. I use this effect for older grades, especially grades 7 & 8.*

*(Basically the effect is this: The magician invites two spectators onstage to help. Each is handed a large card – in my case, each is a giant piece of poster board about two feet by 18 inches. The magician also holds two cards.*

*(Each card has a picture of a cartoon voodoo doll on it with a different ‘punishment’ on each one: one card shows the doll losing an eye, one shows the doll with its foot on fire, one with a blade piercing the stomach, one with a pin in the neck, one with its head missing and one with it’s arm missing.*

*(A member of the audience picks which of the two volunteers will be the “victim.” One number out of six is named. Let’s say it was 5. The “5” card shows the doll getting stabbed in the stomach. The magician reassures the audience member that he has the CURE: Hanging from a table in plain sight the entire time is a large card that reads CURE on the front. When the card is turned over, there is a replica of the doll...but with a large band-aid covering the wound on the stomach!*

*(The trick works on the “Hot Rod” principal. Have your force card third from your left, as you and the kids hold them. If THREE is the number chosen, count from your left to the third card. If TWO or ONE or SIX is named, SPELL the number from the left. If FOUR is named, count to four from the right. If FIVE is named, SPELL five from the right, one place for each letter. It’s old as dirt, but very effective.*

*(You can make up the voodoo doll pictures yourself or with the assistance of a graphics program if you have one. The descriptions are enough to give you an idea of*

*how to make each card—don't be graphic, though. Schools won't like it. Stick to "cartoony."*

*(The routine is simple to do and simple to put together. You can 'build' it for pennies. You can make it as large or as small as you want. I made a very large version for anti-drug shows and a smaller version for smaller shows. I suppose you make up a very tiny version for strolling gigs.)*

*(This routine is what I do for older grades when the school asks me to do a show for the whole school, grades K-6 or higher, which means that I won't be doing the Arm Chopper. As you'll see, the message is very similar.)*

*"I need two very BRAVE volunteers!" (When the volunteers get up on stage, ask their names—let's say it's Stacy and Ron-- and then hand out the cards as per Harlan's instructions.) "We're going to have some fun with this magic doll!" (I usually don't elaborate on voodoo in schools.) "Of these two volunteers, who should be our VICTIM? Ron? Ok!" (I let the audience choose.) "As you can see, each card has a HORRIBLE punishment on it..." (I then briefly go over what's on each card.) "Doesn't this look like fun?" (You can have a lot of playful fun here.) "Stacy, name a number from one to six, and that will be Ron's punishment!" (After the number is named, point out the corresponding card with the punishment on it and put away the others. Point out the CURE card that's been on display since the piece began.)*

*"As you can see, Ron, I've got the CURE for your punishment...right here!" (I flip the card over, showing the band-aid, which gets a very nice response.)*

*"Thank you, Ron and Stacy, you can go back to your seats... Well, what we just saw was fun. No one really thought Ron was going to get punished! But in real life, if you take drugs, you're punishing yourself! It's best not to try them. But some people will try to tell you that a certain drug isn't as bad as others. Well, that's like Ron trying to decide which punishment he wants! I know your teachers want you to know what every drug does to you and that's important and I'm sure that they also want you to know that they're ALL bad. The only way to avoid the PUNISHMENT is to not try them at all!"*

## **Dancing Hanky**

*(This wondrous effect is made by Sean Bogunia and is available for about \$300 from many dealers, including the one I recommend, hocus-pocus.com. The first time I saw it, which coincidentally was the first time I'd ever seen a Dancing Hank type of effect, I was hooked. I actually saw a friend of mine perform it live, in a small club, which made the experience even more wonderful. It's my favorite effect in my entire repertoire.)*

*(It does have a few drawbacks— it does involve thread, so a glittering backdrop is ESSENTIAL to perform this effect. My backdrop is silver, sequined cloth. You may*

*also use Mylar, which is a pain in the butt to store and set up, but actually hides the thread better.*

*(Also, as the ads might say, it really is one-man! I know the price tag may scare some people away, so you can certainly substitute other effects. Consider expanding the Rocky routine. Or maybe if you already own a card fountain, you can wrap this presentation around that? If you have Barry Mitchell's Bulls Eye Book, you can use that, as I do in other theme shows. Try spring snakes in a can. The point is, you want something with movement, something that apparently has its own energy. Anything like that fits the bill and ties into the theme for this effect. From Hank Lee's Magic, you can also get a Don Wayne Dancing Hank for about \$30 that does similar movements without the thread effects of jumping out of the bottle and so forth. It's cheaper and almost as good. Use your imagination!*

*(For my money, though, this effect, the Dancing Hank, is worth the effort. It comes with amazingly clear video instructions, too. One more note—the bottle used is any bottle, there's no 'gimmicks' in it.)*

"I want to show you one of my favorite magic effects." *(Put bottle on stand and suitcase on your table.)* "This is so cool!"

"If you stay in school and pay attention, you're going to learn how much FUN you can have if you just remember the magic word NO. It's such an important word! It's up to me to tell you about a few things and then it's up to your teachers to cover the rest. By saying NO you'll feel better, too.

"Drug dealers will try to tell you how good drugs can make you feel..." *(Slow down your speech as you shuffle to the front of the stage)* "...but really.... drugs.... just make you.... want to .... fall asleep." *(Lay down on the stage. Yes, lay down! Don't say anything for about 2 seconds. Let it sink in. Kids will giggle, but that's okay. They'll remember this.)* "That's not any fun, right?" *(Sit up)* "Do you want to take something that makes you feel bad, so you don't want to play anymore? No! I know kids! You want to play! You have energy! You want to run around!" *(Stand up.)* "I see kids in schools running around, playing. You kids have more energy than I could ever DREAM of! Isn't that fun?"

"You don't want to take something that makes you feel bad. I know I don't. I'm going to show you just how important it is with a friend of mine.

"When I was growing up, I REALLY wanted LIVE animals for my magic shows! My mother asked me what kind of animals I want. I told her I wanted a GREAT BIG SNAKE!" *(Adults will usually begin shifting in their seats!)* "Don't worry, my mother said I wasn't allowed to have a snake because it didn't have any legs. I thought about that and then asked if I could have a spider! They've got LOTS of legs! Well, my mother said no, because spiders had too many legs. I thought about that for a while and said, 'what about a dog? They have four legs!' My mother said no, we couldn't have a dog...our

apartment was too small. I said, ‘mom, I really want a dog I can name Spot!’ Unfortunately, all I got stuck with was a hanky named Snot!” (*With that I pull out the white hanky, in preparation for the Dancing Hanky effect.*) “Yes, grownups, I know, that was a long set up to a bad joke!” (At this point, I drop the hank into the bottle.)

“But I wanted to use him to show you that drugs trap you. You’re stuck, just like this hanky in the bottle. That’s not any fun! Well, I’m going to show you how much different it is by not being on drugs. Drugs trap you but saying NO will FREE you! You’ll have a LOT of energy! Watch!”

*(From that point, in my Dancing Hanky routine, I’ve already dropped the hank into the big plastic bottle on stage, turned on my music and begun my routine. If you use Sean Bogunia’s “Ultimate Dancing Hank,” you’ll be able to construct an even more complex routine than the one that I do. It’s really an amazing piece of magic. I know that John Calvert also sells a great Dancing Hanky effect that only uses one offstage assistant for a much cheaper price, so if you work with an assistant, you may want to check his version out. It’s called “Casper” and I’ve seen it on a few different sites, including the source in my Report. Anyway, after the effect is over, I put the hanky away and say...)*

“Isn’t it great how much energy you can have by saying NO to drugs! It’s so important! If anyone ever offers you drugs, just think about the little hanky and how it couldn’t do anything fun because it was trapped by drugs. Without drugs, you can have the energy and mind to do anything!”

## **Floating Carpet**

*(I usually do this routine for the younger grades, as I think the Floating Carpet is too juvenile for older grades, although I’ve recently purchased a new type of levitation so I may incorporate this into my older grades’ assemblies, too. At this point in the show, if I’ve been doing a Big Show Set-up, then in my case I’ve had the ‘pet carrier’ for the birds resting on my Floating Carpet off to my right side. I’ll remove the pet carrier and roll the Carpet to center stage, both because I want the effect to be the focus of everyone’s attention and also because I want to protect the angles of the effect!*

*(A few words about floating tricks for audience members—the version you pick should first and foremost be SAFE and virtually mistake-proof. I recently heard a horror story about a child being injured on a popular flotation effect. I can’t name it publicly for legal reasons, but do pick a sturdy unit, and I wouldn’t buy a used one, either—you don’t know how long or how much it’s been used.*

*(I’ve been using the Floating Carpet in my kids’ shows for over 6 years. Available from a lot of dealers for about \$325, it’s sturdy, dependable, and gets a good response...under the right circumstances. I bought mine under the recommendation of another professional. My evaluation of it is a little...muddy. For younger audiences,*

*grades K-3 or maybe 4, on a raised stage it gets a really good response. For birthdays, which is what I originally bought it for, it gets a good response as long as kids don't scoot forward and peek underneath the thing! It does have angle issues, but it's totally safe, which is my bigger concern.*

*(For the angle reasons, I recently purchased an X Walk-A-Way Suspension from Klamm Magic. Its support is rated for 200lbs, and the angles are much better. Although you couldn't do it at birthdays—it's just too big—it's great for stage. I'm really pleased with it, plus now I've got two different "levitations" for different situations.*

*(With that out of the way, let me say that with the exception of conservative religious groups, as far as what you do during your program, nothing will sell a show over the phone with a prospect like telling them you'll float someone in the air!*

*(On a cheaper note, if you follow my "Fast-Set-up" idea, you can substitute any cheaper/smaller floating effect and use the same message. You can float a borrowed dollar in the air with thread, or you can use a 'daytime séance' fake hand to float something, almost anything! Just eliminate the references to swords—which come with the Carpet-- in the script and insert your favorite floating effect.)*

*(With the carpet on center stage)* "I've got some questions for you. How many people have ever felt sick? How many of you have ever felt tired? Or sad? Drug dealers will try to lie and tell you that these horrible things, these drugs, will take all of those problems away. They're lying because drugs only hurt you in the end.

"I'll need a volunteer from the audience..." *(Pick a boy volunteer...not a girl! This may seem strange to inexperienced magicians but picking a girl for a floating trick can be dangerous for a couple of reasons: First, if she's wearing a skirt, you'll see how I get my volunteer to sit cross-legged on the carpet in the accompanying video...obviously modesty would make that potentially embarrassing if the girl is wearing a skirt. Second, if you need to help the child up onto the carpet as I occasionally do, you may need to lift the child up by putting your hands under their arms and lifting—with girls, that may be a problem. Frankly, I've never received any complaints about inappropriate actions during the show, but a fellow magician I met in Atlanta told me a few horror stories that really made me cautious about certain things. The fact is certain kinds of people LOVE to sue others. Better safe than sorry.)*

*(To child)* "Would you mind sitting on this seat here? Sit with your legs criss-crossed, applesauce, so we can see underneath the platform you're sitting on. And for this to work, would you mind wearing the magic hat? *(For either of my floating devices, I have a decorative cloth on the unit right up until I 'float' the child—I do this to hide the support bar. The Carpet is a little angle-sensitive. The X Walk-A-Way is much better for stage. I then pull out a big goofy purple hat, like an old-style wizard might wear.)* "This is the instructions for the trick— *(I pull out a laminated 8 x 11 paper that I made myself on Microsoft Word.)* "The instructions only have one page...it says,

‘Place Your Bottom Here’ so we’re all set.” *(The sign has an arrow pointing straight down. I hold this right over the child’s head. This usually gets a laugh from the teachers.)* “Okay, fold your hands together and relax! Good!

“The lesson here is how you DON’T want to listen to the lies that the drug pushers will tell you...” *(Pick up swords)* “...like how you won’t feel bad anymore or you won’t feel sad anymore, or other lies.”

*(Position first sword under the seat of the carpet.)* “They’ll tell you that drugs will help to hold you up if you’re feeling down, just like this sword is helping to hold our helper up. I’m here to tell you that just like that sword, drugs won’t help you, they’ll only hurt you in the end.” *(Position second sword.)* “You need to remember that each and every one of you is a special person, and you each have the power to say NO. You won’t need to use any drugs to help you get through rough times.” *(Pull away rear support under the carpet.)* “You won’t need ANYTHING that hurts you to help hold you up!” *(Pull away first sword.)* “You can get through life...with the help of your family, friends, and on your own!” *(Pull away second sword, so that the volunteer ‘floats.’ Wait a few seconds, allowing pictures to be taken or whatever, then put support back under carpet and politely dismiss your helper.)*

“Give my volunteer a big round of applause! Now, help me by saying the magic word NO one more time...1,2,3, NO!”

## **Zombie**

*(This is my version of the classic Zombie routine. In my not-so-humble opinion, it’s the funniest version ever created. It’s simply a Styrofoam ball covered with fake fur and two big wiggly eyes. It’s attached to the traditional Zombie gimmick and made to rise out of a wooden box that has a vertical slit in it to allow the gimmick to go up and down. Most magic shops carry a zombie kit for around \$30 that includes a silver ball, the gimmick and foulard...which is a fancy word for ‘cloth.’ Jeff McBride’s video series Magic on Stage: volume 3: Classical Magic teaches a wonderful handling of the classic Zombie. As you’ll see on my video, though, my routine is very simple as far as manipulating the Zombie. I spend most of my time & energy creating a ‘persona’ for the Zombie, adding in all these facial gestures and humorous bits of business.*

*(I’ve been doing this routine in one form or another for over 18 years, and it’s evolved into one of the highlights of my show. Try it, you’ll like it! I’ve also produced a video that deals with my Zombie routine that covers all the psychology, construction of gimmicks, bits of business, etc. I do offer it for sale separately. I normally sell it for \$29.95, but for users of this System, it’s available for \$19.95. Email me at [phantasmsmagick@hotmail.com](mailto:phantasmsmagick@hotmail.com).*

*(Here, though, is a real quick run-down on how to prepare your existing Zombie that’s been collecting dust: First, buy or build a wooden box roughly eight inches square. Cut a slit down the back of one wall to allow the ball to go into the box*

*while it's attached to the gimmick. Get a lid and padlock for the box. Glue some fake fur to the ball, covering it completely. Glue two "wiggly" eyes to the ball and you're done! You may consider using a Styrofoam ball, as it accepts glue better.*

*(You can also use a puppet or ventriloquist doll or even Rocky Raccoon here. The whole point of this routine is to use another character to help you "recap" the show. I'll sometimes use my live birds for this, right before I change them into my ferret! The point here is you have a lot of possible choices.*

*(I should also add that I can do this effect for most ages, grades K-6, although you may want to be careful with younger grades, K-1, because they can sometimes get a little frightened.)*

"What I want to talk to you about next is VERY important, but first I have to get a little friend of mine from behind stage. I hope he's in a good mood..." *(Go behind stage and get the box, handling it very carefully.)* "...because the last time I did this, well, he was kind of grumpy. *(Set box on table)*

"He's really cute! Inside this box, under lock and key, I have a full-grown TRIBBLE! I know, many of you are asking what's a tribble? Well, a tribble starts off really cute and tiny, but after they grow up, like some adults they get cranky.

"This is the part that makes me nervous." *(Unlock the lock on the box.)* "Because once the lock is off, it means the little beast inside can get out at ANY time, so be REALLY quiet! Don't make a sound, not a peep! *(As you say 'peep,' you let the lock fall, hitting the top of the box. Jump at the sound.)* "Oops! I hope I didn't wake him up! I'd better check! *(Slowly lift up cover of box. Wait a few seconds to build tension, and then slam it down!)* "Wow, he almost got my nose!

"You know what, though? I think he has some questions for you. *(Lift the lid and pretend to listen to the critter.)* "Everyone, just answer 'yes' or 'no.' First question...are drugs bad for you and can they hurt you? Yes, good! Second question...can you learn the truth about drugs in school? Yes, good! Last question...can you have a great life by staying away from drugs? Yes, good! Oh, one more! What's the magic word you can use if someone tries to get you to try drugs? NO, Good! *(This technique, using an animal or puppet to recap what you've talked about in the body of the show is very important to teachers. You're reviewing and summarizing your material to really drive home the fact that the kids need to remember what they've learned. Although the scripting is my own, I learned of this idea from Dave Risley. From here, I finish the magic routine for laughs.)*

"He didn't seem to be in the best of moods, but I'm going to let him out anyway!" *(Take cover off box. Slip cloth over box and put finger-I use my thumb—into Zombie gimmick.)*

“Okay, I’ve got the cover over the cage, that will hopefully make him fall asleep like you’d do with birds...

“Everyone watch the top of the box. Sometimes, he’ll try to sneak out without me knowing it. (*Make Zombie rise and drop sharply when you’re not looking. The kids go nuts.*) “What? No, I think you’re trying to fool me! (*Repeat this a few times. Again, study the video! Finally, get down close to the box, so when the Zombie comes up, it looks like you’re nose to nose. Freeze! Kids will laugh like crazy, like you ‘caught’ each other.*)

“Uh-oh, here he comes!” (*Float Zombie back and forth, so kids get a chance to see both hands, which will silence skeptics! Kids almost always think it’s my hand moving until this part.*)

“See that weaving motion? That means he’s looking for fresh meat! (*I say “fresh noses” for younger kids. Make Zombie dart out at kids a few times. Loads of laughs!*)

“Uh-oh, I warned you, here he comes! Look out because he’s really really...cute!” (*Poke Zombie over the cloth so everyone can see how cute he is.*)

“See, he’s not all that scary, huh? Now everyone say, ‘good-bye to my friend!’ (*Make Zombie fly backstage and even ‘yank’ you out of view. Very funny!*)

## Snowstorm/Airborne

*(Although any method will work, I use Jeff McBride’s method of the “Snowstorm in China” from his Magic on Stage Series: Exotic Mysteries. His method is clean, will work solo or with an assistant, can almost be done surrounded if you’re careful, and plays huge!*

*(You can buy Snowstorms from most dealers. Ask for ‘ultimate snowstorms.’ They’re looser, and therefore easier to ‘spread’ during the snowing process. Other brands I’ve tried had the confetti packed WAY too tight, and as a result made it difficult to ‘spread’ the load during the routine.*

*(‘Ultimate’ snowstorms are available for about \$15 for a dozen. You’ll need a fan, too—about \$12.00.*

*(I also use “Airborne”—the method of floating a drinking glass in the air while you’re pouring liquid in it—as a ‘lead-in’ to Snowstorm. It makes a nice one-two effect. “Airborne” is available from most dealers. My version was about \$35 and allows you to attach the gimmick to almost any bottle, meaning you can use the appropriate kind of bottles for whatever audience you happen to be performing for.)*

“I do so much talking during my show that I just need a quick drink before I go on.” (*Bring out bottle & glass for “Airborne” and float glass while talking and pouring. You don’t notice it, which helps make it more surprising and magical.*)

“This next thing will probably surprise you...” (*Let go of the glass!*) “Oops! That’s my drink! Now people ask me, ‘Cris, can you do a magic trick with anything?’ Well, people hand me stuff all the time, like a shoe or something, but the strangest thing anyone ever handed me was—toilet paper!” (*Pull out a roll of toilet paper.*)

“I want to use this to make a point to finish off this show. How many of you have ever jumped into the river with your clothes on? When you got out, did you feel really weighed down and heavy because of all the water your clothes were holding?” (*While you’re talking, put toilet paper in an empty glass. Make your movements slow and deliberate, so everyone can see what you’re doing. Pour the liquid on it. Take out the toilet paper, and wring it out, showing it to be quite waterlogged & soaked.*)

“It’s kind of the same thing with drugs. Drugs will weigh you down, just like when your clothes were soaked in water. It’s not going to feel good. It’s going to hold you back because you won’t be able to think right, and you won’t have any choices in life. You’ll be held down. So, my final message to you today is...” (*Squeeze most of the water out of the toilet paper so kids can clearly see it dripping. Pick up fan and load for snowstorm.*) “...The best thing you can do is say no to drugs. That way, you’ll have lots of choices in life, to do all kinds of great things, fun things, in school, work, and beyond!” (*Fan snowstorm...again, McBride’s video teaches the easiest, best switch I’ve ever seen for the packets.*)

## Control Closing

*(Again, I have to credit Dave Dee with this closing sequence, although I’ve added some strong bits that I think really elevates it much further. Teachers absolutely LOVE it! It sets you up as a professional who really understands and appreciates the plight of teachers.)*

“Have you had a good time today? Good! Here’s the most important part of the show...your teachers are watching you now. They didn’t have to bring in a special program like this. They could’ve had everyone stay in class. They decided to bring in a special program that taught you important things but was a lot of fun, too.

“Here’s the best way you can say thank you to them—show them respect! They’re watching you, now. Show respect to your teachers, to your principal, and your school by NOT talking. Don’t talk to your friends...no whispering to your neighbors. Keep your mouths closed. You’ll have plenty of time to talk about the show after school, but for right now, no talking.

“Show your teachers that bringing in a special program like this will NOT be difficult for your teachers to get you to and from your classes for the rest of the day, and maybe I’ll be able to come back sometime.

“For now, though, let’s WHISPER the magic words “We Say No” one last time on the count of three...one...two...three...’We Say No!’ “ (*This idea, whispering the magic words, does two things: First of all, it puts the name of my program on the tips of their tongues one last time which is always nice from a marketing standpoint...because even the teachers do it to ‘play along’ with the younger grades, and Two, it brings the energy level WAY down before I turn things over to the school officials. They really appreciate this!*)

“Thanks everyone. My name’s Cris The Magic Man, and I’ll see you later...” (*At this point, if I’m not in a hurry to either pack up my stuff or get set for another group, I’ll try to stay backstage, so the kids aren’t tempted to yell “By, Cris!” as they leave. They certainly mean well, but I really like to stay out of sight, so the teachers have an easier time controlling the students.*)

**After the students have cleared out, I like to thank the person who hired me and the principal, too, if he/she is available. Sometimes I’ll get an opportunity in the conversation to mention my other programs. If it’s a new school client, very often I’ll bring one of my information packs with me; identical to the one you received with your course. Try it, as this technique has worked wonders in getting me additional work, either from the same school or a neighbor school.**

## **Some Tips for Grades 5 & 6 and especially 7 & 8...**

Many times I’ll be contacted by a school that wants to focus the anti-drug show only on the older grades. Their reasoning is that the older kids are the ones who are most often facing temptation, so they focus their energy on them. When that situation comes up, I tend to adjust the show quite a bit and spend more time on the ‘dangers of drugs’ and ‘you can have a great life’ portions of the show.

This is where I’ll use a lot of mental magic, as long as it’s still simple to understand, visual, and a lot of fun.

Another presentation that I’ll use with older groups, one that I didn’t put in the regular script section is an effect called *the Puzzle*. Here’s what happens: A spectator comes up and is asked to place their hand in a bag of puzzle pieces and show several to the audience, verifying that they’re all different shapes, colors, etc. After dropping the handful back into the bag, he or she is encouraged to close his/her eyes and by ‘psychic power’ select only one piece. When this is done, the performer whisks a cloth off of an easel that’s been in view the entire show. It reveals a puzzle of the Mona Lisa, in a frame...with one piece missing. Of course, the piece selected fits and completes the Mona Lisa’s famous smile.

It's a fabulous routine that's easy to do, gets the volunteer to do the magic (which I love) and is easy to tie-in to an older grade anti-drug show. Quite simply, I talk about the fact that every person is unique in this world—no matter the fads or what's currently popular, we're all different. Every one of us. And, most importantly, we don't need to do drugs or do anything else that's stupid or dangerous just to fit in. I'll also talk about how everyone needs school to "finish" their life, with education being the final 'piece of the puzzle' because all of the talent and/or money isn't worth anything if you don't have the education and training to know what to do with it in life. Finally, when I pull away the cloth, I state that no matter how different someone may seem to you, there is and should be a place for everyone to fit in. I sometimes get requests from schools to talk about ethnic diversity, and this presentation allows me to work that in perfectly.

The only problem? The manufacturer doesn't make *The Puzzle* anymore, or so I've been told. I bought one of the last ones. For that reason, I left this presentation out of the regular section. I didn't want readers to get excited about the perfect tie-in for this effect only to find out they couldn't get one. Still, I wanted you to have the idea in these notes because you may get an idea of how to use this routine with a different prop.

Important Note: As I prepared this "Second Edition" of my course, I've heard of dealers selling The Puzzle again. Check out the ads in MAGIC magazine.

Situations where I'm performing for grades 7 & 8 are what prompted me to develop the presentation with the puzzle: I want to get the idea of school being important across without sounding like I'm lecturing the kids for 45 minutes. The show should still be fun!

This is a problem I've seen with certain other marketers' anti-drug shows. They come down really hard on the kids and use scare tactics, talking about death, and all sorts of things. While I feel that it's important to get those points across, especially to the older kids, I think a lot of entertainers take it too far and make the show harder to enjoy.

With the anti-drug show, in the older grades I feel it's best to treat them as adults and give them as many opportunities to 'do the magic' and show off as much as possible.

Also, doing a lot of standard magic will cause your audience to turn on you—don't do anything juvenile. If you pull out a Stratosphere for junior high kids...the results won't be pretty. They may be fooled, but they won't be impressed.

For this age group, I'll use the birds, the vanishing bottles, the puzzle effect, the arm chopper, or guillotine, etc. When looking for effects for older kids, I'll try to focus on things in which they get to be the star and 'do' the mind reading or something that seems to have an element of danger, like the arm chopper. I also try to balance mental magic with regular magic, because this age group can be tricky.

Finding the right balance can be tricky, and while I'm not claiming this presentation is perfect—what is in this world? -- the feedback both from teachers and

students tells me that everyone has enjoyed the show and come away from it with some good messages.

## **My Line-Ups for The Different Age Groups**

I'm now going to give you the line-ups I use in the different situations I've been booked. Obviously, you'll need to refer to the scripts for details and alternate suggestions, but I wanted you to have the actual line-ups. I should also mention that I've listed a lot more in these scripts than I actually need but having a large 'menu' allows me to rotate out different material if schools have seen more than one show, because like a lot of pros, I do have my favorites that I tend to go to.

Also take note of the fact that I usually use 10 actual effects in my programs. This, for me, has proven to be the best to fill out a 45-minute assembly. I know some performers may look at this and think, "Wow! That's just too many!" Fair enough, as I know plenty of performers are adept at "stretching" routines. While I agree in theory, I've been complimented by many many schools for my ability to 'keep the show moving' and 'not dragging things out.' I should also add that I'm a very high-energy person and I talk a little faster than the average person.

You may wish to cut this list down, which is fine. My system works well for me. With any materials that you purchase like this, there will always be the need for adjustments. I'm merely stating what I do and inviting you to take it and use it as you wish.

As you look through these lists, please keep in mind that this is what's worked fantastic for me. You can, of course, substitute any appropriate effect that you already own into the line-up. In the lists, notice that I've given little one-phrase or one-sentence "memory joggers" so you'll know how the structure of each line-up moves along as it pertains to the motivational messages.

A final note: when performing for what I call a "combo show," that is all the grades together such as K-6, I try to keep things interesting for the older kids, but I'll restrict myself from using anything that would remotely frighten the younger grades, like the Arm Chopper. I'll also cut out most mental magic, as a lot of that stuff flies over the younger grades' heads.

### ***Grades K-3 or Grades K-4...Big Show Set-Up***

1. Control Opening
2. Birds – *establish credibility as a magician*
3. Silk Streamer/Fountain of Silks– *Introducing the show*
4. Mouth Coil – *It's silly to put things in you that don't belong there.*
5. Stoplight – *Perceptions change*
6. Multiplying Bottles – *Addiction/Alcohol is also bad for you*

7. 8' Wand & Multiplying Wands – *Truth about drugs*
8. Dancing Hank – *Without drugs, you'll have lots of energy! With drugs, you won't.*
9. Floating Carpet or Other Levitation – *You don't need drugs to hold you up!*
10. Snowstorm – *Drugs way you down. Without drugs, you have unlimited choices.*
11. Control Closing

### **Grades K-3 or Grades K-4... “Fast Set-Up”**

1. Control Opening/Vanishing Cane to Silks
2. Silk Streamer/Fountain of Silks – *introduce show...drugs are bad!*
3. Mouth Coil – *It's silly to put things in you that don't belong!*
4. Stoplight – *Perceptions change*
5. Multiplying Bottles – *Addiction/Alcohol is also bad for you.*
6. Domino – *Find out the truth about drugs in school.*
7. 8' Wand & Multiplying Wands – *Long life & choices ahead of you without drugs*
8. Rocky - *Recap*
9. Snowstorm – *Without drugs you'll have LOTS of choices. Spread the word!*
10. Control Closing

### **Grades 3-6 or Grades 4-6... “Big Show” set-up**

1. Control Opening
2. Birds – *establish credibility as a magician*
3. Blendo – *Introduce program*
4. Mouth Coil – *It's silly to put things in you that don't belong there!*
5. Royal Fantasy – *Drugs change perceptions.*
6. Mysterious Wine Bodega – *Alcohol is all bad, regardless of alcohol content.*
7. Arm Chopper – *Drugs can only hurt you if you take them!*
8. Silk Road – *Drug dealers only see school as an empty building*
9. The Puzzle – *School is the last piece of the puzzle to success.*
10. Snowstorm – *Drugs weigh you down. Without drugs, more choices in life.*
11. Turning Birds into Ferret - *recap*
12. Control Closing

### **Grades 3-6 or 4-6... “Fast Set-Up”**

1. Abbreviated Control Open: Not as child-like
2. Blendo – *Introduce program.*
3. Mouth Coil- *It's silly to put things in you that don't belong there!*
4. Royal Fantasy – *Drugs change perceptions.*
5. Mysterious Wine bodega – *Alcohol is all bad, regardless of alcohol content.*
6. Arm Chopper – *Drugs can only hurt you if you take them!*
7. Silk Road – *People on drugs only see school as an empty building.*
8. The Puzzle – *School is the last piece of the puzzle for success.*

9. *Zombie - Recap*
10. *Snowstorm – Say no to drugs and have lots of choices in life!*
11. Control Closing

### ***Grades K-5 or Grades K-6... “Big Show”***

1. Control Opening
2. *Birds – Establish credibility as a magician.*
3. *Blendo – Introduce the show.*
4. *Mouth Coil – It’s silly to put things in you that don’t belong there!*
5. *Royal Fantasy or Stoplight – drugs change perceptions*
6. *Multiplying Bottles – Addiction*
7. *Silk Road – People on drugs see school as an empty building*
8. *Dancing Hanky – Without drugs, you’ll have energy!*
9. *The Puzzle – School is the last piece of the puzzle for success in life*
10. *Snowstorm – Without drugs, lots of choices in life*
11. *Birds to Ferret - recap*
12. Control Closing

### ***Grades K-5 or Grades K-6... “Fast Set-Up”***

1. Control Opening/ Vanishing Cane to Silk Streamers
2. *Blendo – Introduce show*
3. *Mouth Coil – It’s silly to put things in you that don’t belong there!*
4. *Royal Fantasy or Stoplight – drugs change perceptions*
5. *Multiplying Bottles – Addiction*
6. *Silk Road – People on drugs see school as an empty building*
7. *Dancing Hanky – Without drugs, you’ll have lots of energy!*
8. *Rocky - recap*
9. *Snowstorm – Without drugs, you’ll have lots of choices in life.*
10. Control Closing

## **Final Words**

Well, there you have it—everything that I currently use in my anti-drug programs. If you have any questions about this program or anything else in the course, feel free to contact me. For anyone new to school shows, you won’t find much knuckle-busting sleight of hand, but instead good solid commercial material that will entertain, amaze, motivate, and amuse your audiences and impress school officials, which is far more important.

Take this material, study it, and adapt it as I have or use it in conjunction with tricks you already do well. Once you’ve got the presentation down, go to work booking it. Thanks for buying this program and let me know if your success!

Good Luck!

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