BROWARD CENTER FOR THE PERFORMING ARTS®

SEAS
STUDENT ENRICHMENT THROUGH THE ARTS

Established 1915 BROWARD County Public Schools

CURRICULUM CONNECTIONS

Bill Blagg's The Science of Magic

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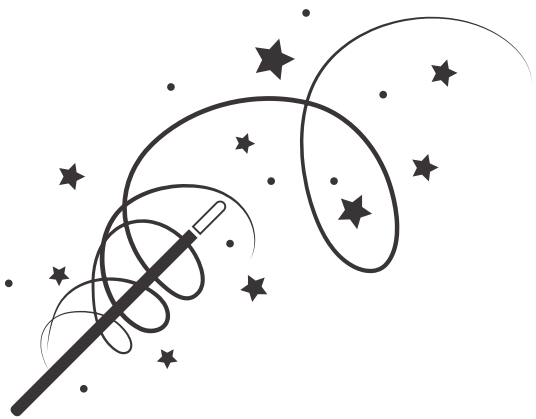
Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

https://tinyurl.com/ElementarySeasWelcome



BROWARD CENTER FOR THE PERFORMING ARTS®
EDUCATION PROGRAMS

Dear Educators,

We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.

Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!

BEST TEACHER EVER

Teacher's Lounge

Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.

BILL BLAGG'S THE SCIENCE OF MAGIC

SYNOPSIS:

About Bill Blagg:
To say that Bill Blagg has had a magical life would be no exaggeration. He received his first professional magic book from his great-grandfather, which eventually led to building magic props with his dad. These early beginnings paved the way for what is now known as The Magic of Bill Blagg.

Today, Bill is one of the nation's top touring illusionists. His theatrical brand of magic thrills thousands of people every single year. Bill's live performances leave people in complete disbelief as he creates the impossible in a way only he can do.

Bill prides himself in performing new, never-before-seen illusions such as the world's only rideable hoverboard. He is also known for instantly teleporting across theaters, squishing his body from 6 feet to 6 inches tall, passing through the blades of an industrial fan, and much more!

Bill constantly receives standing ovations from those who experience his one-of-a-kind talents. He looks forward to sharing his blend of magic, personality and performance with you!

Both magic tricks and science experiments can leave people scratching their heads in amazement. Sometimes it seems there's not much difference between magic and science.
What are magic tricks anyway?

Magic tricks are really just illusions.

The magician knows the secret of how to do the trick. However, to the audience the trick looks like magic because they don't understand how the trick was done.
Many magic tricks are really just simple **science** experiments. The magician adds a few magic words and makes you believe that something supernatural and mysterious is happening.
Magicians are master showmen and work very hard to fool audiences by using misdirection and manipulating their senses.

In the end, there's a scientific explanation for how the trick works that has nothing to do with magic or magic words.

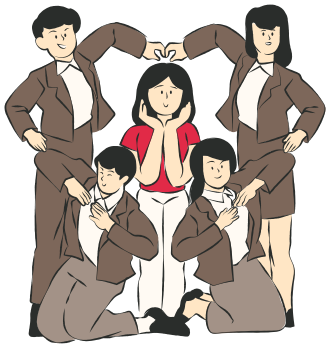
HEY TEACHER...TRY TABLEAU

Students can create a TABLEAU to retell a story or summarize a key event. For example, after reading a book or a historical event, students can work in groups to create a frozen scene that represents an important moment. This helps students grasp key plot points, character emotions, and overall themes, while also practicing critical thinking, problem solving and summarization skills.

Introduction to Tableau-Creating Images

With students standing in a circle, introduce Tableau

• A Tableau is a STILL IMAGE or PICTURE demonstrating an idea, person, or thing. It is as if a moment of action from a play, show or musical is frozen.
• Tableaus are SILENT
• Tableaus are strong when they use DIFFERENT LEVELS.



Practice Multiple Levels

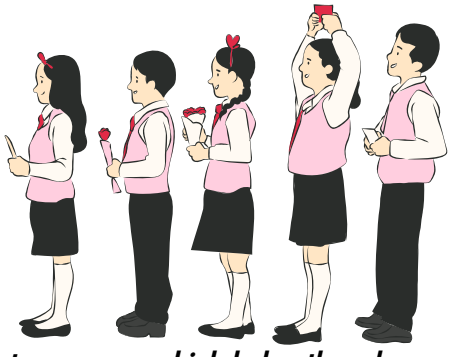
• Tell students to think about if there are levels between 1 and 10
1 is as low as you could possibly go,
10 is as high as you could go without jumping
5 is you standing still at normal height
Let's practice showing different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.

Now let's practice Tableau

• Instruct students to practice individual still images by creating an image/picture of the prompt BY THEMSELVES of the following (provide one at a time) while they try to use different levels.
Count 1-2-3 Freeze and then Relax in between each as the students create their Tableau.
• How they are today
• A tree feeling
• A frog on a lily pad

Tableau in GROUPS

• Have them find a partner or a group (teacher's choice)
Their job is to create TOGETHER AND WITHOUT TALKING a Fountain.
• Have student groups share their images with the rest of the class.



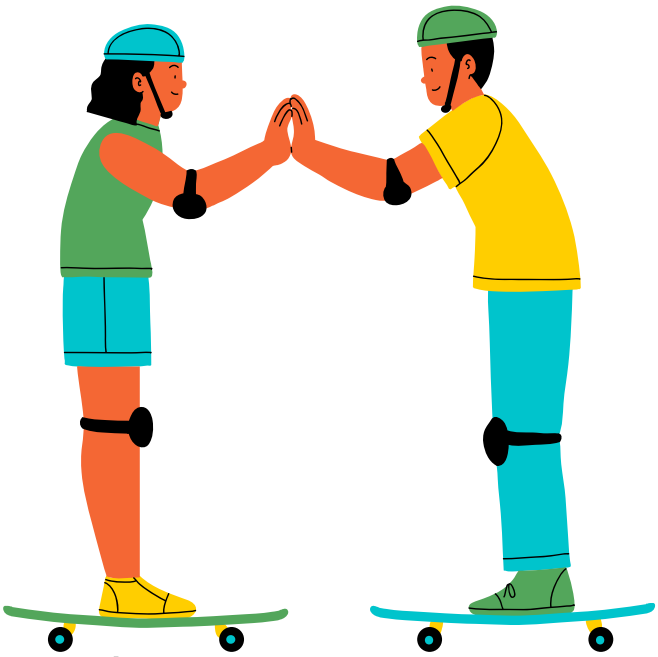
TEACHER'S NOTE:
Here are a few key reasons why tableau is particularly helpful for students:
1.Collaborative Learning: It promotes teamwork. Students work together to create a scene, which helps them learn about collaboration, communication, and understanding different perspectives.
2. Engagement and Focus: Tableau keeps students engaged by giving them an active role in the learning process. Rather than passively watching, they are physically involved, which can help with focus and retention of the material.
3. Simplifies Complex Ideas: For students, breaking down a story into key moments and actions (via tableau) makes it easier to understand complex ideas, emotions, or historical events, especially when the abstract nature of the story might be difficult to grasp.

HEY TEACHER...TRY TABLEAU

BILL BLAGG'S THE SCIENCE OF MAGIC

Try these scenes in groups with your class and decide which laws of motion they are:

1. **An invisible tug of war**
2. **Lifting a very heavy box**
3. **Swimming using arms and legs all the way around an olympic sized pool (classroom)**
4. **Astronauts floating in space**
5. **Student's choice!**



BILL BLAGG'S THE SCIENCE OF MAGIC VOCABULARY

Motion: a change in position compared to a place or an object that is not moving

Force: push or pull on an object.

Unbalanced Force: a force that causes a change in the motion of an object

Push: a force that moves an object away from something

Pull: a force that moves an object toward something

Gravity: a force that pulls objects toward each other

Mass: the amount of material that makes up an object

Energy: the power to make matter move or change

Friction: a force that slows or stops motion between two surfaces that are touching

Speed: rate of motion, or the measure of the distance an object travels in a certain amount of time

Velocity: how fast and in what direction an object is moving. Speed and direction of a moving object

Position: where an object is in relation to the objects around it

Simple Machine: something that uses force to make work easier

Fulcrum: fixed point on which a lever rests

Lever: a simple machine made up of a stiff bar that moves freely around a fixed point

Kinetic Energy: the energy of motion

Potential Energy: stored energy, energy caused by position

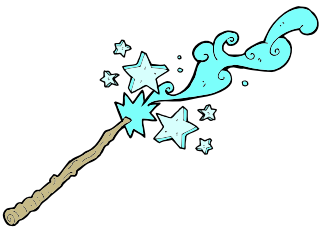
Pressure:(as in barometric pressure) the weight of the air

Newton's Laws of Motion: three fundamental laws of classical physics developed by Sir Isaac Newton that describe the relationship between an object and the forces acting upon it.

MAGIC WAND

You find a magic wand. What do you do with it? Write a well-constructed paragraph outlining your plan.

I found a magic wand and _____

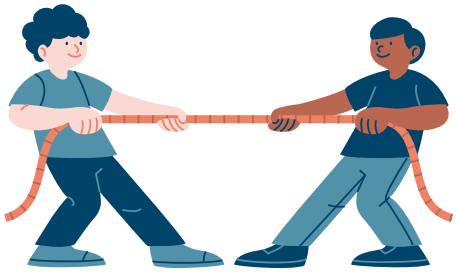


BILL BLAGG'S THE SCIENCE OF MAGIC

Newton's Laws of Motion

The following illustrations exhibit samples of Newton's Law of Motion. Identify what law of motion each illustration exhibits and explain why.

1) Tug of war



What law is it? .....

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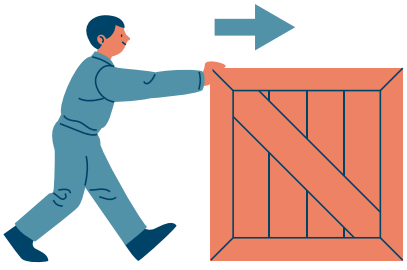
2) Kicking a ball

What law is it? .....

3.) Pushing a box



What law is it? .....

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.....

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.....

FORCES

Use the words below to fill in the blanks.
Some words may be used more than once:

strength	speed	pull
push	direction	shape

A force is a _____ or a _____ that causes an object to change its _____, its _____ and even its _____.

Forces have two important properties: _____ and _____.

True or False?

1. Every force has an equal and opposite force acting on it: _____
2. Gravity is an example of a force: _____
3. Forces come in pairs: _____
4. A force can make an object speed up, but can not make it slow down: _____
5. Motion is when something changes its position: _____
6. Forces only work when they are in direct, physical contact with each other: _____
7. If two forces are the same strength, the object will move: _____
8. Nothing moves unless a force acts on it: _____
9. An object will only move when the opposing forces are balanced: _____
10. How an object moves depends on the strength and direction of the force: _____

Explain how forces work when an item is at rest:

_____

_____

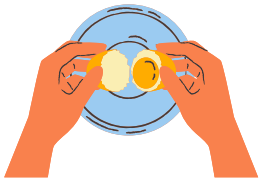
_____

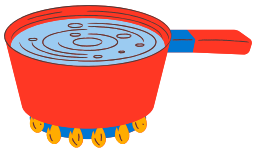
CHANGES IN MATTER

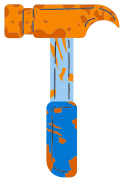
Identify whether a given situation is a physical or chemical change. Write PC for physical change and CC for chemical change.

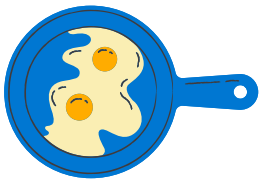
1. A piece of paper is torn in half.
2. A banana turns brown after being left out for a few days.
3. Ice cubes are left out on a warm day and melt into liquid.
4. A nail rusts after being exposed to air and moisture.
5. A piece of bread is toasted in a toaster and turns brown.
6. A glass of water is heated and starts to boil.
7. Mixing vinegar and baking soda, causing a fizzy reaction.
8. Carving a piece of wood into a bird sculpture.

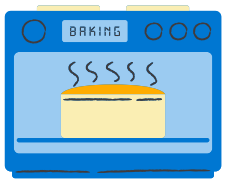
Label whether a given illustration is a physical or chemical change. Write PC for physical change and CC for chemical change.

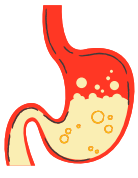












CRACK THE CODE: SEL

positive affirmations

Use the key below to help you crack the code!

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

9		1	13		23	15	18	20	8	25

9		1	13		22	1	12	21	5	4

9		1	13		12	15	22	5	4

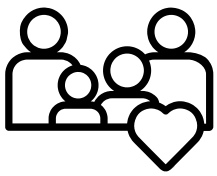
9		1	13		2	18	1	22	5

9		1	13		5	14	15	21	7	8

K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

Bill Blagg's The Science of Magic

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (**B.E.S.T.**)/**NGSSS**	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Next Generation Sunshine State Standards/Science	
SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.
SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.
SC.5.P.13.1	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.
SC.5.P.13.2	Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.
SC.6.P.13.3	Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.
SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another.

My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical .... stars.

We'd love to hear from you! If you'd like to submit this review, please send to jenriquez@browardcenter.org