

CURRICULUM CONNECTIONS

Bill Blagg's Magic in Motion



Major support for the Student Enrichment Through the Arts program has been provided by

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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>

Dear **TEACHER**,



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!



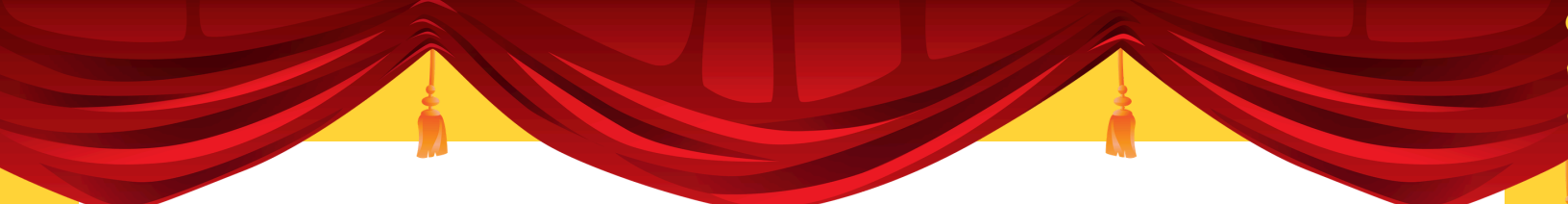


Theater Etiquette

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.



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**

BILL BLAGG'S MAGIC IN MOTION

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 lives in Milwaukee, WI with his wife Kristin (and their dog Daisy). When Bill is not performing magic, he can be found at his magic workshop creating new magic & illusions to thrill or educate his audiences!

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.



BILL BLAGG'S MAGIC IN MOTION

PRE AND POST SHOW THINKING



GROUP WORK!

For this engagement, you are going to use the first part of a Visible Thinking Routine called 3-2-1 Bridge. You will begin this engagement before the show, and then complete the other half after seeing Magic in Motion.

1. Set up several chart papers with the following organizer:

Before

PART ONE Initial responses: How do magicians use science to create magic?	PART TWO New responses: How do magicians use science to create magic?
Three thoughts or ideas	Three thoughts or ideas
Two questions	Two questions
One analogy	One analogy
BRIDGE: Explain how your new responses connect to your initial responses.	

2. Break students into small groups.
3. Have groups complete part one only. Students can share their thinking with the rest of the class when finished.
4. Save the charts for after the show. Students will reflect on their new thinking after seeing *Magic in Motion*.

For this engagement, you are going to use the second part of a Visible Thinking Routine called 3-2-1 Bridge. You will complete this engagement after the show.

1. Pass out the original chart papers to the small groups:

After

PART ONE Initial responses: How do magicians use science to create magic?	PART TWO New responses: How do magicians use science to create magic?
Three thoughts or ideas	Three thoughts or ideas
Two questions	Two questions
One analogy	One analogy
BRIDGE: Explain how your new responses connect to your initial responses.	

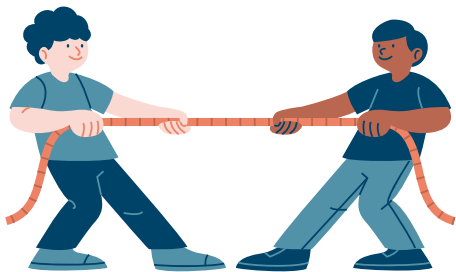
2. Have students complete part two.
3. Now have students work together to complete the bridge.
4. Present your thinking to the rest of the class.

BILL BLAGG'S MAGIC IN MOTION

Newton's Laws of Motion

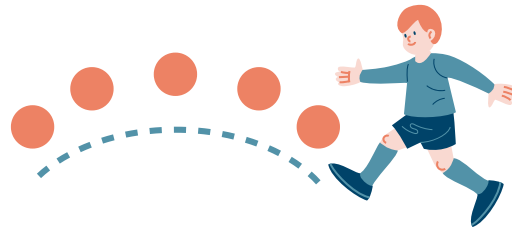
The following illustrations exhibit samples of Newton's Law of Motion. Identify what law of motion each illustration exhibits and explain why.

1) Tug of war



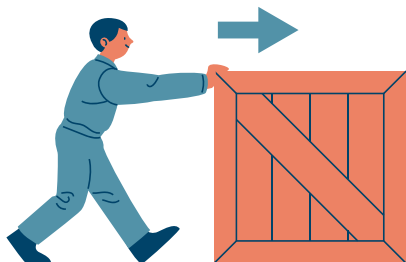
What law is it?

2) Kicking a ball



What law is it?

3.) Pushing a box



What law is it?

BILL BLAGG'S MAGIC IN MOTION

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:

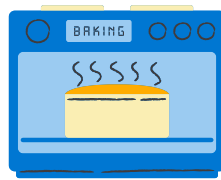
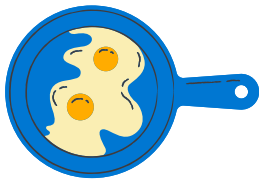
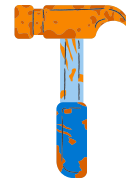
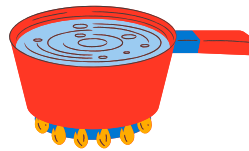
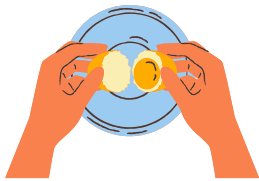
BILL BLAGG'S MAGIC IN MOTION

CHANGES IN MATTER

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

- | | |
|----------------------|---|
| <input type="text"/> | 1. A piece of paper is torn in half. |
| <input type="text"/> | 2. A banana turns brown after being left out for a few days. |
| <input type="text"/> | 3. Ice cubes are left out on a warm day and melt into liquid. |
| <input type="text"/> | 4. A nail rusts after being exposed to air and moisture. |
| <input type="text"/> | 5. A piece of bread is toasted in a toaster and turns brown. |
| <input type="text"/> | 6. A glass of water is heated and starts to boil. |
| <input type="text"/> | 7. Mixing vinegar and baking soda, causing a fizzy reaction. |
| <input type="text"/> | 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.

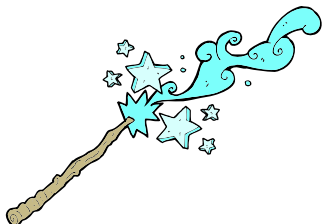


BILL BLAGG'S MAGIC IN MOTION MAGIC WAND



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 MAGIC IN MOTION

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

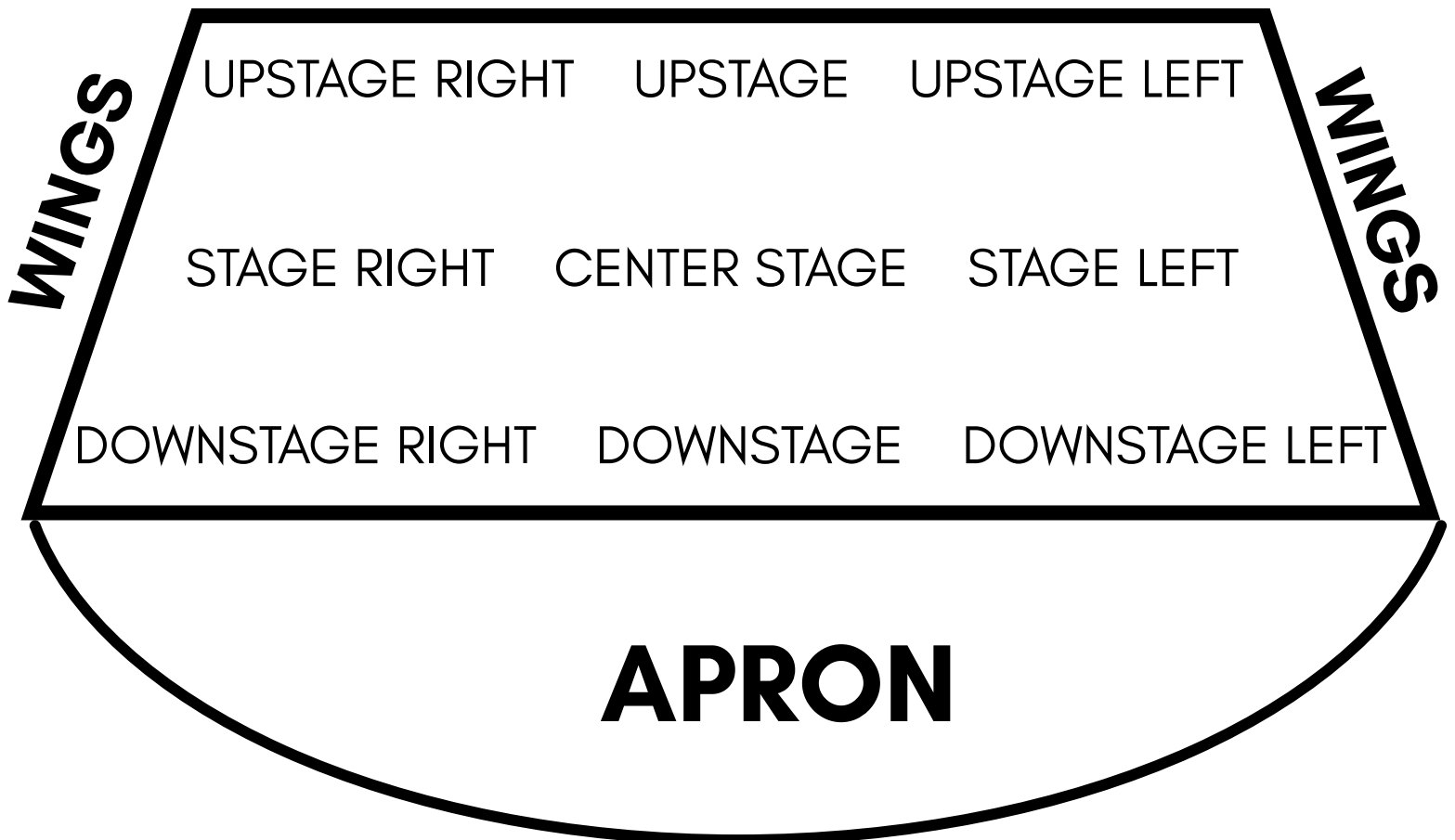
9	1	13	5	14	15	21	7	8

THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are "out" and become part of the "house" to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

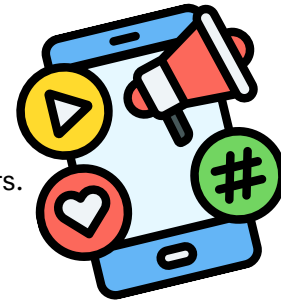


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

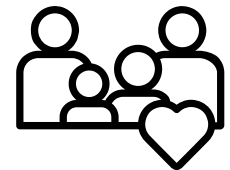
This turns curiosity into a cooperative learning activity.



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.

M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **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:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- 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!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: The Magic of Bill Blagg

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.K.12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.12.EE.3.1	Make inferences to support comprehension.
ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.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 <u>has the ability to cause motion or create change.</u>
SC.4.P.10.2	Investigate and describe that energy <u>has the ability to cause motion or create change.</u>
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.

CURRICULUM CONNECTIONS DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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Florida Theatrical Association
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