

The Kid Show Series



Yubble Drig

Vol.1

Troy Murphie

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YUBBLE

DRIG

Hot on the heels of my first e-booklet 'Gobbledygook', comes this offering of original audience tested routines and business for the children's entertainer. Included in this text are links to video demonstrations where deemed necessary and product pages so you'll know exactly where to purchase the required props. On offer in this volume is a slice of age appropriate material that has been my bread and butter for the past 13 years of performing shows at childcare centres, libraries, birthday parties, shopping centres and festivals. Where relevant to copyright law, I have not discussed the workings of the props, but have done my best to integrate both written and visual cues so that once you have the prop in hand there will be no guess work on your part. I have also footnote labelled the routines in red with the best suited performing situations for the specific routine, for example, [suitable for childcare shows, library shows](#), etc.



Entertaining kids is a tricky business and may take years of experimenting to develop a range of suitable material. The problem that many performers in this field face is that kids are inherently honest and have no inhibitions when it comes to critiquing your performance during showtime. "Seen that before!", "Boring!" ...are some of the choice commentaries you'll initially hear. But don't let this throw you; every children's entertainer has to go through the same apprenticeship, and in the end it's more of a blessing than a curse. It teaches you to invent.

How? Well firstly, I would suggest steering clear of the 'staple' kid show routines. Don't get me wrong, you can still use the 'time proven' props. Just dress them differently. Use a different story (patter); a different ending. Be yourself.

My three key steps during the creative process are:

- Adapt
- Evaluate
- Evolve

This is a constant process.

Adapt -

What are the current trends in a child's world?

Toys, Movies, Celebrities, Computer Games etc. Design a routine around this. For example, in one of my childcare shows I produce Lightning McQueen (*from Disney's Cars*) from an apparently empty Toy Box. First I purchased the toy car from Kmart, and then built a Toy Box around its dimensions based on the Tip-Over Box principle. So in essence I not only adapted my production item to suit my audience age group, but I also adapted my choice/design of production box to resemble something familiar. I mean, just about every kid owns a Toy Box! But mine is a slightly different type of Toy Box. It's Magic!!

Now, remember I said this is a constant process. Change the production item to match the latest movie and you're instantly 'trendy'. Not only to the kids, but also to the adults doing the bookings. "I think we'll book this magician. He sounds really good. He makes Lightning McQueen appear and the kids love that movie!"

Also for the younger audiences, adapt your routines to content they are currently learning about. Turning taps (faucets) off properly, sun safety, proper hygiene (washing face, cleaning teeth, washing hands) etc.

Evaluate -

After your first couple of performances make sure you evaluate the routine. Because there are such strict permission laws with videoing children, I often just make a digital recording of the performance. From

this recording you will be able to hear vital information including audience response as well as the overall pacing of your routine, what works well and what needs tweaking. Whenever I review older audio recordings from when I began, it's a benefit to realise how much improvement has gone on over the years, which brings me to...

Evolve – *definition: 'to develop gradually'*

The third step in my creative process is a natural by-product of the first two steps and brings us back full circle to Step 1 - Adapt.



I hope the following material inspires you all in some way to be creative with your own performances. Most of the enjoyment I derive from performing is knowing that my routines, the stories and gags are unique.

Take for example the title of this book. Yubble Drig. They are not real words. I just made them up. But although it's not part of any language, it describes what this book is about.
- Being creative.

Troy Murphie
East Maitland, Australia
March, 2015

Special thanks to Terry Herbert and Guy Bavli for granting permission to feature Tel's Bells and informing me on the history of the prop. Steve Axtell for allowing mention of The Magic Drawing Board. Sean Bogunia for granting permission to feature Impossible Hank. Colin Rose from Five of Hearts Magic for his permission to feature Balls Up. Boretti from Germany for permission to feature the prop Hugo the Ladybug; and last but not least, Chris Harvey, the best Jig Doll manufacturer on the planet.

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CONCENTRATION –

This is one of my favourite ways to open my kid shows. The first version can even be performed surrounded which is perfect for those difficult shopping centre bookings. I utilised a Two Bell Monte premise for the routine structure. All you need are two identical Tel's Bells (*by Terry Herbert & Guy Bavli*). These bells are manufactured so that they will emit a ring only when the performer desires, and are well worth the initial investment. Most of the time I incorporate the 'Lolly Bag Gag' from my first e-booklet 'Gobbledygook' at the end of this game, although I have found it just as successful as a stand-alone routine. Just leave out the **highlighted line** in the first paragraph if this is the case. I've also added an alternate ending where one bell disappears, plus a version for school performers with a 'healthy eating' theme.

Watch a demonstration of Concentration [here](#).

Patter

I know how much boys and girls like to play games, so we're going to start the show today with a game I call Concentration..... and it uses two bells. One of them works (*ring*) and the other one doesn't (*no ring*). So what I'm going to do is mix these bells around and then it'll be your job to tell me which is the bell that rings. ***Now the great thing about this game is that the person who guesses which is the bell that rings will win themselves a Lolly Bag!** Are you ready to play?

Mix, mix, mix, mix, mix, mix, mix, mix.

Alright, put your hand up if you think you know which is the bell that rings. Is it this bell here or this bell there?

(Select child to guess: – Whichever bell the child chooses show that it doesn't ring)

No, it's this one here. *(Ring other bell)*

We'll try again.

Mix, mix, mix, mix, mix, mix, mix, mix.

Alright, put your hand up if you think you know which is the bell that rings. 50/50 chance. Is it this bell here or this bell there? This bell there or this bell here?

(Select child to guess: – Whichever bell the child chooses show that it doesn't ring)

No, it's this one here. *(Ring other bell)*

Now, do you see why I call this game Concentration? It looks like some of you are going to have to concentrate just a little bit harder.

Are you ready to play? Here we go.

Mix, mix, mix, mix, mix, mix, mix, mix. Now, which is the bell that rings?

Put your hand up if you think it's this bell. *(Motion to first bell)*

Put your hand up if you think it's this bell. *(Motion to second bell)*

And put your hand up if you really don't care.

Okay, I'll pick somebody who doesn't care, that way no one is left out. *(Select child to guess: – Whichever bell the child chooses show that it doesn't ring)*

No, it's this one here. *(Ring other bell)*

*I'll tell you what. Seeing as though you're having so much trouble, I'll make the game really easy for you and take one of the bells away. *(Remove from table the bell the child chose last)*

Here we go. Last time.

Mix, mix, mix, mix, mix, mix, mix, mix.

Now put your hand up if you think you know which is the bell that rings? *(Select child to guess)*

(Ring bell) Congratulations. You've just won yourself a Lolly Bag! Well, that gives you an understanding of my standard routine, but just in case you own a Black Art table there is an alternate ending that I have used with success.

Firstly, you will need a Black Art table and two tubes high enough to cover the bells. *(refer to demo video)* My tubes were made from a poster tube cut in half and covered with silver contact.

Routine runs identical to the first although there is no mention of winning a Lolly Bag. Just tell the kids the game will give them all a chance to warm up their eyes before you start doing the magic tricks.

Now we'll pick up the patter from the standard routine at the point I marked with *, where only one bell is used.

*I'll tell you what. Seeing as though you're having so much trouble, I'll make the game really easy for you and take one of the bells away. *(Remove from table the bell the child chose last)*

No, on second thoughts that's probably made things too easy. I'd better cover this bell with a tube instead... *(Pick up the tube and place over bell, simultaneously placing second tube beside first)* ...I'll mix the tubes around, and it'll be your job to tell me which tube the bell is under.

So we've got two tubes. This tube contains the bell, *(pick tube and bell up as one, then release grip on bell so that tube can be raised slightly to reveal bell sitting on your right palm)* and this tube is empty. *(Pick up the second tube and flash its interior towards audience so that they can see that it is indeed empty)*

At this time there is a simultaneous movement going on to ¹direct the audience's attention away from you ditching the bell into the Black Art well. As the tube is replaced over the bell sitting on your right palm, your left fingers re-engage a grip on the top of the bell inside the tube allowing your right hand to move across to secure a grip on the second tube. As your left hand lowers tube and bell to table, it is brought directly above Black Art well. Left fingers disengage grip on bell allowing it to drop into Black Art well. At this point the second tubes' interior should be pointing towards audience. (refer to demo video)
(Replace second tube on table beside first)

This is your last chance. Mix, mix, mix, mix, mix, mix, mix, mix.

Now tell me, which tube contains the bell?

(Lift and show interior of chosen tube) No there's nothing there. Which means I've tricked you again, because after all that the bell has in fact disappeared? (Pick up second tube and show its interior also empty)

¹ Magician Tommy Wonder had the opinion that the word Misdirect or where appropriate Misdirection should be replaced with the word Direct; dido Direction in our magical vocabulary. Refer to Tommy Wonder's *Books of Wonder*.

If you're a School Show performer, this routine can also be altered slightly to become a routine based around eating a healthy breakfast. This is how it would flow:

END OF PREVIEW

Go to Lybrary.com to purchase the full version of this E-book.

HISTORY OF THE PROP -

[by Terry Herbert]

I created Tel's Bells many years ago and they were manufactured personally for me by a Mr John Elbrow. He was not a magician but a very good mechanic. When he passed away some years ago, Guy Bavli showed an interest in having them made as he loved the product. I therefore sold him the rights after having verified the prototype.

[by Guy Bavli]

Tel's bell was invented by my good pal: Terry Herbert and Mr. Elbrow (his mechanic). I used it for years and sold it as well in my company. One day Mr Elbrow dies and Terry said he will stop selling them cause no one can make them. I offered to buy the rights and make them myself and we came to an agreement. I make them now for as long as I can remember and Terry and I are still best buddies!

[Buy Tel's Bells](#) from Pro-Magic.com

Suitable for Library Shows, Birthday Parties, School Shows, Festivals and Shopping Centres.

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