

Reaching and Teaching Kids with Magic Workshop Outline

By Gerald Bortz

gbortz@houston.rr.com

1001 medical Plaza Drive, Suite 190

The Woodlands, TX 77380

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Rational Thinking: True Positive Realistic Beneficial Provable

Focus:

Empowerment - the student's ability and strengths.

Choice - the student will choose their behavior, we can't force them into anything.

Benefit - they must see the personal benefit or they will not change their beliefs or behavior.

Considerations:

Let the student verbalize.

Let them participate physically.

Use the tricks as proof or evidence and focal points for memory and discussion.

The following points reinforce concepts from the Rational Thinking and Solution-oriented approaches to problems in psychology.

1. Talking can change things.

- **Card turnover**; within the deck.
- **1/2 deck turnover**; from "The Royal Road to Card Magic."
- **Double card lift**; finding a motto.
- **Four Aces Transposed**.

2. Repetition and proof.

- **Stripper deck**; say something to counteract the negatives.
- **Dice bomb**; look at specific proofs.
- **Change bag**; finding evidence and rational thoughts.
- **Hopping half**; change takes time and practice.
- **The Bat and the Vase**; repetition and mottos.

3. Truth

- **The Nervous Ace**; truth reveals itself.
- **More Lies**; truth proves itself it can't be hidden.

4. Rules and order; doing what's right.

- **Family Reunion**; works perfectly together.
- **Cape Canaveral**; extraordinary things can happen.
- **Hot Rod**; following rules causes change.
- **Duck and Deal**; finding a selected card from randomly selected cards (8, 16, 32).
- **The Great Thirstin**; following a certain order causes a match to happen (16th card).

5. Changing perceptions.

From "Reaching and Teaching Kids: Lesson Plans Using Magic in the Classroom and Counseling Settings" by Gerald Bortz

- **Four aces transposed;** seeing something different, alternatives.
- **Koins trick;** reality isn't always what we see, think or feel.
- What is true/real? Can you believe every thought? Tricks that show the student can be wrong. (**Scotch and soda, penny to dime, copper-silver, Koins, Double Lifts**, etc.)
- Labeling, being able to accept being wrong.
- **Card Change;** an observed card changes using the double lift.
- **The Glide.**

6. There are consequences.

- **The rod.**
- Selecting one card, finding their fingerprints.
- **More Lies;** From "Aldo Colombini's Impromptu Card Magic" at www.mymagic.com.
- **The Nervous Ace;** From "Aldo Colombini's Impromptu Card Magic" at www.mymagic.com.

7. Problem solving.

- **Dice bomb;** break problem into parts.
- **Do as I Do;** imitating and observing others, working together. From "The Royal Road to Card Magic."
- **Double lift;** communicating can change things.
- **The Hot Rod;** breaking a problem into parts or steps.

8. Support or cooperation.

- **Do as I Do;** two people working together.
- **Jackula;** using two people to solve a problem. From "Aldo Colombini's Impromptu Card Magic" at www.mymagic.com.
- **A Lucky Card;** relying on someone for support. From "Aldo Colombini's Impromptu Card Magic" at www.mymagic.com.

9. Anger management, irrational ideas.

A. Self: "I must not make mistakes and I am a bad person for doing so."

B. Others: "Others must not make mistakes and are bad for doing so."

C. Life: "Life must continually deal me a good hand, and it is bad when it doesn't."

Further references for learning:

1. Bortz, Gerald J. (2005). **Reaching and Teaching Kids: Lesson Plans Using Magic in the Classroom and Counseling Settings**. BookSurge. Available on Booksurge.com, Borders.com and Amazon.com.
2. Hugar, Jean & Braue, Frederick (1975). **The Royal Road to Card Magic**. Faber and Faber, London. Excellent book for learning various card handling techniques and magic tricks.
3. <http://www.ammarmagic.com/>. Web site by Michael Ammar, professional magician, offering excellent teaching videos and DVDs for all kinds of magic.
4. <http://www.mymagic.com/>. Web site for many different teaching videos and DVDs.
5. <http://www.penguinmagic.com/>. More teaching videos and DVDs.
6. gbortz@houston.rr.com. E-mail me with requests for magic tricks or to share your own lesson plans and ideas.

Method 1: Half Deck Turnover

Materials for method 1: an ordinary deck of cards, half deck turnover (this trick is explained in "The Royal Road to Card Magic").

Description: an ordinary deck of cards is shown to the client. First, the cards are spread from the left hand to the right hand as the counselor examines the card backs for uniformity. Then the deck is turned over and the faces are examined and shown to be normal and in mixed order. The counselor takes half of the deck and turns it face up. The client watches as the second half of the deck, which is face down, is placed on top of the other half of the deck which is face up. Now half of the deck faces one direction, while the opposite half faces the other. With the cards so mixed, the counselor takes the bottom card of the deck out and secretly talks to it explaining to the client he is instructing the card on how to teach the other cards which are face-up to all turn over. He places the card on top of the deck and thumbs one corner of the deck to make a slight riffing sound. At the end he exclaims that all of the cards are now facing down. Appearing satisfied he places the deck down without revealing it to the client. The counselor asks: "what's the matter? You aren't convinced? You want proof? I'm glad you asked for proof, but as you can see all of the cards face the same way." The counselor spreads the cards from left to right in front of the client and they are all seen to be face down.

Method: an ordinary deck of cards is used and the description is lengthy so it will be broken down into steps.

1. The counselor takes the cards face down in his left hand. He moves the cards over to the right hand as he examines their backs. Squaring the cards, the deck is turned over to reveal their faces.
2. Again, the cards are thumbed over into the right hand as the faces of the cards are examined. Do not reveal the last card at the back of the deck. Tell the client that: "you must make sure that these cards are normal and then you will test them to see how good they are at listening and talking."
3. After looking at the faces, square the cards face up in your left hand. With the fingers of your right hand on the uppermost edge of the deck and your thumb at the bottom edge of the deck, slide the entire deck down in your left hand approximately three-quarters of an inch. Hold your left hand and the deck at a 45-degree angle in front of you. The reason for this is to partly obscure the deck from the view of the student, yet give the impression to the student that they can see everything that is happening. This will block the student's view of the bottom card of the deck as you turn the rest of the deck face down on top of this one card.
4. After you slide the deck down with your right hand, push the entire deck upwards with the thumb and fingers of your right hand, except for the bottom card. This is a very easy move to do with very little practice. At this point, you'll have the bottom card of the deck resting face up and slightly down in your left hand and the rest of the deck face up towards the top of your left hand. Move the deck to a point near the top edge and forefinger of your left hand. At this point the deck is facing you near the top of your left hand with your left hand at a 45-degree angle to conceal the view of the bottom card exposed in your palm. See picture 14 below.
5. Carefully and deliberately grab the top, outermost edge of the deck with your right hand and pivot or flip it face down into your left hand covering the one remaining face-up card. See picture number 15. Do not let the client see the card from the bottom of the deck that is still face up in your left hand. Practice in front of a mirror to obtain the correct angle to hold your left hand and obscure this card from the client's view. A slow and deliberate move with an open left hand is critical. This draws the client's attention to your hands and lets them know without doubt that all of the cards have been turned over. **From this time forward do not let the student see the bottom of the deck.** The appearance is that all cards are now face down in the counselor's left hand. In reality all cards except the bottom are face down. Shortly, a move will be made to place the one reversed card to the top of the deck.
6. Thumb about half of the cards over towards your right hand to show the cards are face down. This is very important to let the client see that the cards are indeed face down. Be careful not to expose the bottom face-up

card. Keep your hand below their eyesight so they cannot see the bottom of the deck. Square the deck in the left hand and take approximately half of the cards off the top of the deck with your right hand but **don't let the client see** the face of the bottom card of this pack. At this point you'll need to distract the client by moving your right hand with the top half of the deck slightly to your right and pulling your left hand slightly to the left. This will make it difficult for the client to keep both parts of the deck in view at the same time. Do not move them far apart as this would raise suspicion.

7. Ask the client what he thinks the bottom card is in the part of the deck you hold in your right hand. This will divert their attention and concentration to the bottom card in the right hand. I talk about getting our brains ready to work and sometimes ask how much money they have to bet. All of this discussion provides distraction and allows opportunity to turn over the deck held by the left hand. After both of you have guessed a card, turn the deck in the right hand over to expose the bottom card. At the exact moment of this critical distraction and revelation of the bottom card in the right hand, simultaneously turn the packet of cards in the left hand palm down. This places the back of the one face-up card now on top of the packet. The client will not see this change because they can only see one thing at a time and they assume the deck in the left hand is still face down. They will be too intent on determining who guessed correctly concerning the card in the right hand to watch the left hand. You will be able to see how a simple question with an expectation can be such a powerful distracter.

8. At this point, you can place the face up part of the deck in the right hand on the table, onto the student's outstretched hand or on top of your own left hand.

9. Carefully take the packet of cards from your left hand that appear to be face down and without exposing the bottom of this packet, place them on top of the face up stack covering only half of this face card. Again point out that half of the cards are face up and half of the cards are face down before sliding the two halves together.

10. Take the entire deck and turn it over to show the student that both sides of the deck now have the card backs showing. By turning the deck over in this manner, you have placed the one face-up card on the bottom of the deck.

11. Carefully slide the bottom card out without exposing the other cards. Explain that you will take one of the face-up cards and tell it to turn over all of the other cards at the bottom of the deck so all of the cards can face one direction. Do this slowly and deliberately so the student is scrutinizing the entire pack. The trick has already been performed and as long as you do not let them see the bottom of the deck, their increased scrutiny will enhance the effect at the revelation that all of the cards have turned over.

12. Pretend to talk to this card quietly. After finishing, place this card face down on top of the deck. Hold the top of the deck toward the client so that they cannot see the bottom card; use your left thumb to slowly riffle the card corners making a slight sound. Ask the client if he understands what the cards are saying to each other. This continues to focus their attention and again they see nothing that indicates a change has occurred. This will deepen the mystery as to how the actual change happened.

13. Square the cards in your left hand or place them on the table and announce to the client that all the cards have now turned face down. Explain how amazing that feat is and that you don't fully understand it yourself. What you do know is that speaking something positive causes change.

14. Wait briefly and ask about their doubtful expression. Say, "You don't believe it? You want proof?" Agree with them that proof is always best. Spread the cards from the left to the right showing all the cards are now face down. Reiterate how speaking something positive, direct, beneficial or true causes a change to occur and we want proof because proof keeps us realistic.

15. To spread cards on a rough surface or carpet, place them face down with your right hand. Place your right thumb at the bottom edge of the deck closest to you, your index finger on the left edge of the cards and your middle and ring finger on the top, furthest edge of the deck. By pressing down on the deck at all points and

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moving the cards slowly to the right, you’ll be able to spread the cards across the surface in a line as you gradually move the index finger from the bottom to the top card. Slippery surfaces such as a table top require more practice. Using the same basic hold mentioned above, except with the index finger pressing down on the top of the deck, you can spread and drop the cards onto the slippery surface. Press down lightly with the index finger and allow the cards to spring from the thumb and the second and third fingers as you uniformly move your hand to the right. Begin a discussion about the value of proof and the power of talking to oneself to change emotions and behavior. A good book to use to emphasize this point is Dr. Seuss’ book “I Can Lick 30 Tigers Today.” The last story in the book is called “The Glunk That Got Thunk.” As was mentioned at the beginning of this chapter, the “Glunk” becomes a good key phrase for negative or hurtful thoughts and the need to avoid these.

Method 3: Card Reversal

Materials for method 3: an ordinary deck of cards, card reversal.

Description: the cards are shuffled while the counselor talks to the student explaining that talking has the power to change things. After the cards are shuffled, the client is asked to select one card and not let the counselor see it. The student replaces their card into the deck and the counselor explains that speaking or thinking can cause changes to happen. The counselor asks the student to name their card and as the cards are spread on the table, one card is seen to be face up-the selected card.

Method: an ordinary deck of cards is shown to the client. The cards are shuffled while the counselor talks about the power of thinking or speaking. They ask the client if they believe speaking can cause changes to happen. After the cards are shuffled, the counselor spreads the cards and offers them to the client to select one card. At this point, the counselor can do one of two things to set the trick. First they may turn their back to the student and explain that they do not want to know or see the card the student is holding but to please remember it well. While they are talking and their back is turned they take the card from the bottom of the deck and turn it face up on the bottom of the deck. Then the deck is flipped over so that the back of the reversed card is now on top of the deck. This gives the student the appearance that all cards are face down in the counselor’s hand as before. In reality, only the top card is face down and all of the other cards are face up. The counselor holds the deck squarely in their left hand and asks the student to slip their card into the middle of the deck without the counselor seeing the name of their card. It is very important that the student not realize the other cards are face up while they slide their card into the middle of the deck. The second method to achieve this is to talk to the student and wait for their eyes to be averted to the card they are holding. When their eyes are momentarily distracted, rotate the bottom card face up and quickly turn the deck over. This may seem almost impossible to do while facing the client, however, if hand and arm movements are minimized, the client will never see the switch. Remember, they can only be looking at one thing at a time. Hold the cards in the left hand and cover the deck with the fingers of the right hand holding the edge of the cards closest to the client and the thumb holding the edge of the deck closest to you. With this grip the deck is partly hidden from the direct view of the student. Let the bottom card fall into the left hand and use the fingers to rotate it quickly and replace it to the bottom of the deck. See this sequence in pictures 16 and 17 below.

Then use the left hand, which is still hidden by the right hand over the top of the deck, to turn the entire deck over. The entire move takes less than two seconds. You may further distract the client by asking them to close their eyes and imagine their selected card within their mind as they hold it in front of them or to their forehead and close their eyes to concentrate. The key to this move is to use finger movement only and not draw attention to your hands by moving your arms or hands. Have the student place their card face down into the middle of the deck without revealing that all of the cards in your hands are actually face up except for the top card. This is easily accomplished by sliding the selected card in by a corner first to help part the cards of the deck more easily. While the client is sliding the card in, comment how both of you can only see the back of the selected card, not the face. Once again you must distract the student by asking them a question and getting eye contact.

You can ask them to think carefully or close their eyes and think of the card they picked to cause the power of their mind to work. Have the cards held in the left hand and covered by the right hand as explained above. When you receive eye contact from the student or they close their eyes, rotate the deck using the fingers of your left hand so the deck is again in its proper face down position. Now the bottom card and the client's card are face up. At this point you again have two options. One is to begin spreading the cards from the left hand to the right hand until the client's card is found and being careful not to reveal the bottom card that is also face up. The second option is to distract the client again and flip the bottom card to its face down position. Distracting the client for this split-second is very easy after very little practice. Remember, they can only look at one thing at a time. With this second method the entire deck may be spread on the table revealing only one card face up which is more dramatic and memorable. Reveal the card in one of two ways. Have the student name the card and speak it out loud. You may have them repeat this several times while you appear to concentrate and perform magic. Alternately, you could have them put their finger on the back of the deck and close their eyes and say "turn around" or "change." Then spread the cards according to the method you chose above. Discuss how the student has the power to "turn things around." Again, using specific, short phrases helps to transfer these phrases as guiding cues or ideas into the student's mind. Look for examples in their life where they chose to "turn things around" and avoid trouble. Solution-oriented therapy describes this as looking for "exceptions," those times of choice when the student is empowered to act differently. This provides rational proof that they do have the power to make these choices and changes. Further comments that develop discussion with the client include:

- "How will things turn around?"
- "What will you do to change things?"
- "What is one thing you could do differently?"
- "How can you make this different?"
- "Who has the power to turn things around?"

Alternative method for card turn over:

Instead of having the student pick a specific card, you can demonstrate a trick where one or more cards seem to turn over in the deck. Discuss with the student the power of choice and the ability of the mind to turn things around or make things different. Explain that you will demonstrate this very fact by turning over a card inside the deck! Have the deck face down in your hand or on the table and have the student place their finger on the back of the deck with you. Concentrating with both of your minds and repeating a phrase together appears to cause one card to turn over. You show this by spreading the cards on the table. The phrase could be anything short or personal to the student to evidence change:

- "Turn over."
- "Change."
- "Turn around."
- "Do something different."
- "I can change this."
- "Stop, change."

This trick can be repeated but use different methods to turn over one or two cards to vary the set-up and avoid detection. There are various ways to reverse a card in the deck.

- Use the method described above in Method Three to reverse the card and cut the deck to place the reversed card in the middle of the pack. This is easy to do when you distract the student by asking a question or making them think of a phrase they could use.
- A second method involves holding the deck face-down in the left hand. As you are talking to the student, casually drop your left hand down by your leg. Use your left thumb to push over the top card

and brush the right edge of this card down on your pant leg. This causes the card to turn around against the leg and drop back onto the top of the deck in your left hand. Turn the back of your hand slightly forward so the student will not be able to see that the top card of the deck has been reversed. Bring the cards up in your left hand face-up and proceed to cut the deck from the top and place this cut underneath the reversed card at the bottom of the deck.

- Hold the deck face-down in the left hand and perform a double lift. See the explanation accompanying Picture Five for a description of how to do a double lift. At this point turn the deck towards you as you pull off the exposed top card from the double lift. With your palm face-down and the face of the deck now right side up, take the exposed card and slide it into the middle of the deck face-up. At this point cut off part of the face-up cards and place them under the deck as a casual cut. This places the second turned over card now face-down in the middle of the deck.
- The fourth method is to hold the deck in your left hand and use your right hand to square and cover the top of the deck and palm a card. This is explained under the discussion of Picture 20. After palming the card, turn the deck over face-up and appear to inspect the cards. Use your right hand to place the palmed card on top of the deck and appear to square the cards and turn the deck over so the student cannot see the reversed card on the face of the deck. At this point perform a casual cut of the top cards to the bottom of the deck. This will reverse the card in the middle of the deck.

Method 4: Card Change

Materials for method 4: an ordinary deck of cards, card change.

Description: the client is shown an ordinary deck of cards and the faces are spread so that they can see it is well mixed. The counselor then begins to shuffle the cards and stops at some point after discussing the power of thought changing our perceptions and circumstances around us. A card is selected from the top of the deck and shown to the client. It is replaced on top of the deck and the counselor touches the card and tells it to change. The student can also be asked to touch the card with the counselor and say "change." When the card is again shown to the student it can be seen to have changed. The cards are shuffled and the entire trick is repeated.

Method: the cards are shown to the student and then shuffled. After shuffling, the cards are held in the left hand while the right hand covers the deck. You will be performing a double or triple card lift. The fingers of the right hand cover the outside edge closest to the client and the thumb of the right hand slightly lifts the back edges of the top two or three cards. This was explained and shown in picture 5 previously. This is sometimes made easier by slightly sliding the top cards back with the fingers at the front of the deck. After using your thumb to select two or three cards, the little finger of the left hand will hold the corner of these two or three cards separate from the rest of the deck. Practice the effect so that the break formed by the little finger is not noticeable when the right hand is removed. Only a very small space is needed. After talking to the student, remove this top packet of cards by placing your right thumb on the back edge of the separated cards and pushing it forward into the fingers of the right hand. Tilting the top of the deck slightly towards the client will prevent the client from seeing the edge of the cards being lifted. Use your right index finger and pinkie to keep the sides of the cards square while you rotate and show the face of the bottom card in your right hand. When the cards are square, the student will not know there are one or two cards behind the face card they are seeing. This is called a double or triple lift. While asking the student to remember the card that they see, continue to hold it so they cannot see the edges of the face card and reveal the cards behind it. Carefully place the pack back on top of the deck in the left hand. Use your right index finger to point to the top card and repeat the word "change." You may also have the student repeat this phrase with you. After a few repetitions lift the top card to reveal that it has changed from what the student saw before. After replacing the card back on top of the deck and shuffling, the entire trick may be repeated. As an alternative, you can reveal the top card first without a double lift and then actually do a double lift for the second revelation showing that the card has changed. Remove and hold the cards with the same grip when doing a single, double or triple lift. This provides

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consistency and minimizes suspicion. Use the phrases listed under method three above to discuss change and choices.

Alternate method: an easy alternate method mentioned previously under Anger Concept 4, method 4 is the "glide." Hold the deck in the left hand face-up. Discuss the top card's color, number and suit. Place the three fingers of the left hand on the face of the card and hold the deck with the thumb and left index finger. As you turn the deck faced down, use the three fingers on the left hand to slowly slide the bottom card to the back which will reveal the edge of the second card from the bottom. Use the fingertips of your right hand to pull out this second card and place it face down on the table. While you are placing the second card face down on the table, slowly glide the bottom card back into position. The student will believe that you have taken the bottom card from the deck that you both have discussed and observed. Practice this maneuver in a mirror to make sure the student cannot see the bottom card projecting past the edge of the deck. This can easily be accomplished with very little practice. Perform as above and the card will magically change.

Rules and Order: (not in the book)

Family Reunion

Aldo Colombini "Impromptu Card Magic"

1. Take out all of the Kings, Queens and Jacks of the same suit in that order (King, Queen and Jack of Hearts for example).
2. Alternate the colors of the cards, for example Hearts, Spades, Diamonds, Clubs.
3. Cut the deck two or three times to appear to mix up the cards but the order does not change.
4. Deal six cards down to the table in a pile and place the remaining six cards next to the ones dealt (you now have 2 stacks of cards on the table).
5. Have the client select one card from the top of either pile.
6. Take the packet of cards the client did not select from and place it on top of the packet of cards they took the selection from. For example, if they took the top card off of the left pile, pick up the right pile and place it on top of the left pile.
7. Hold the deck at the top and bottom edges with your right hand with your fingers on the edge towards the client and your thumb holding the edge towards you.
8. Use your left hand to pull one card from the top and one card from the bottom of the pile in your right hand simultaneously.
9. Place these two cards face down on the table and continue to draw cards from the deck in your right hand.
10. Only one card will remain in your right hand and it will match the color and the denomination of the card the client selected, for example they will both be red Jacks.
11. Then turn over the remaining pairs of cards on the table and each of them will be matched by denomination and color.
12. You can talk about rules preserve order and make things work together.

Duck and Deal

Aldo Colombini "Impromptu Card Magic"

1. Remember the numbers 8, 16, 32.
2. Shuffle the cards and have the client select one card to view and remember.
3. Cut the deck in half and have the client place their card face down on the bottom half of the deck.
4. Using a pinkie break, place the remainder of the deck on top of their selected card.
5. Control their card to the top of the deck by a series of cuts.

6. Riffle the cards into your right hand and ask the client to select any card and place it on the table face up.
7. If the card is a very low number ask them to select another card. Remind them that their selections are totally random or unknown.
8. Mentally total the cards up to a number between 8 and 20. Allow the client to continue selecting cards until the selected value is within this range.
9. Mentally add the cards together and subtract from the highest number listed at the top: 8, 16, 32.
10. For example, if the client selected a 9 and a 5 the total would be 14 and this would be subtracted from 16 ($16 - 14 = 2$).
11. In this example, take 2 cards off the top of the deck without reversing their order and place them on the table.
12. Then continue to add the number of cards to the two cards on the table totaling the number selected by the client; in this case $14 - 2$ already on the table = 12 more cards.
13. Pick up the packet of cards on the table and deal the first card to the bottom of the packet in your hand and the next card onto the table.
14. Continue this pattern until all of the cards have been dealt to the table except for one remaining card in your hand.
15. Ask what the selected card was and then turn the card over in your hand, they match!

The Great Thirstin

Aldo Colombini "Impromptu Card Magic"

1. Shuffle the deck and turn it over to look at the face of the cards.
2. Notice the number and suit of the bottom card, for example the 2 of hearts.
3. Begin counting from the 2 of hearts sixteen cards while you look for the same color match of the 2 of hearts – in this case the 2 of diamonds.
4. When you find the 2 of diamonds, move it to the break between the 16 cards in your right hand and the rest of the deck.
5. Take the 16 cards in your right hand and place them at the bottom of the pack which would now be the top of the deck.
6. The 2 of hearts is now sixteen cards down from the top of the deck.
7. Take the 2 of diamonds and place it face-down on the table.
8. Place the deck face down on the table and ask the client to cut it in half.
9. Take the top half of the deck that was cut and deal one card face-down and the next card face-up into two separate piles.
10. Take the face-up pile and continue dealing one down and one face-up as you did before.
11. Continue dealing one card down and one card up into separate piles until only one card remains face-up.
12. Turn the card over on the table you had placed the beginning of the trick and show that the two cards match in number and color.

Support or Cooperation: (not in the book)

A Lucky Card

(The four Aces with a 10 helper)

From Aldo Colombini "Impromptu Card Magic"

For the Lucky Card trick, you have the following layout of piles below the aces and helper card: 10, 10, 9, 10 and 8. All you have to do is count out 8 cards at the end and that saves time instead of counting the ten cards.

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Either way it will leave you with 10 and 8 for the last 2 piles. The order for the cards is: Ace of Hearts, Ace of Clubs, Helper Card (any 10), Ace of Diamonds and last, Ace of Spades. Then do the following:

1. Have the student place the A of hearts face down on the first pile of 10 cards and take some cards from the second pile to the right to place on top of the ace to bury it.
2. Then they place the A of clubs on the second pile and bury it with cards from the 3rd pile under the 10 of whatever.
3. Keep putting the aces face down and cover them with cards from the next pile.
4. Put the helper 10 card **FACE UP** but also bury it with cards from the next pile.
5. With the A of spades, the last card, have them put it face down on the remaining pile and then you take the 1st pile with the A of hearts in it - all the way on the left - and use it to cover the A of spades.
6. Then take that pile with the A of spades and now hearts and place that on top of the next pile to the left and keep picking up each remaining pile from right to left.
7. What you have done is put the pile with the A of hearts on the top of the deck followed by the A of spades under it; then A of diamonds; then 10 of whatever; then A of clubs pile on the bottom of the deck.
8. At this point you can cut the deck as many times as you want, usually 2 or 3 times.
9. Then search thru the deck until you find the face up 10
- 10 Take all the cards above the 10 and place them on the bottom of the deck with the 10 on the top.
11. Remove the 10 to the table and begin spelling out each of the aces in the **CHaSeD** order: **C**lubs, **H**earts, **S**pades and **D**iamonds.
12. When you spell "Ace of diamonds" you will end up with the wrong card.
13. Take the remaining cards in your hand and place them on top of the pile you spelled.
14. Take the wrong card and turn it over and place it **under** the pile of cards appearing to use it to pick up the packet of cards.
15. Pick up the pile and count out 10 cards, the 10th card will be the A of diamonds.

Jackula

From Aldo Colombini "Impromptu Card Magic"

1. Take out the two red Jacks and place them face up on the table.
2. Randomly deal face down three packets of three cards each.
3. Have the client select one packet of cards and look at the bottom card.
4. Take the packet they selected and place it on one of the other packets.
5. Take the remaining packet and place it on top of the packet they selected.
6. This places the packet they selected in the middle of the deck.
7. We will now perform a reverse faro shuffle in which you take the first card from the packet and place it down low in your right hand towards you.
8. Take the second card and place it between your thumb and forefinger towards the client.
9. Continue in this order placing the remaining cards under the first cards you placed in your right hand and alternating bottom and then top.
10. When the shuffle is finished, take the cards at the top of your hand which are towards the client and place them on top of the packet.
11. It seems that you have shuffled the packet but this actually places the card that the client observed into the third position down from the top of the packet.
12. Take one of the Jacks and place it face-up on top of the packet and place the second Jack face-up on the bottom of the packet.
13. At this point remember that we want to keep the Jacks in your dealing hand as long as possible so this will help you determine where you should place the first card. Therefore, take the top Jack and place it under the packet and then deal the next card onto the table.

14. Continue dealing one card under the packet and the next card to the table in order until all of the cards have been dealt to the table.
15. Hold up the cards and show the client that the Jacks have selected three cards so far and that one of these cards may be the card they saw. In fact this is not true but the client believes you may have made a mistake.
16. Remember that we want to keep the Jacks in our hand as long as possible, therefore, deal the top card down on the table and the Jack underneath to the bottom of the packet.
17. Continue in this order as before until all cards are dealt down to the table.
18. This time the Jacks have selected one card.
19. Ask the client what their card was and reveal the selected card by turning it over.
20. Explain that two people working together can solve the problem.

Talking can change things: (not in the book)

Four Ace Transposition

1. Take out the four aces and lay them in a line on the table from left to right.
2. Turn the aces ace down.
3. Deal three more cards staggered over each ace.
4. Take each stack of four cards starting from the left and place them on the next stack to the right.
5. Turn the packet of cards over exposing the faces and show the client that there are three cards and then an ace throughout the entire packet.
6. Turn the packet over and deal four cards horizontally on the table.
7. Take the top card from the packet in your hand and using it as a pointer face down; hold it over the last or fourth card on the table, the ace.
8. Ask the client to pick up the fourth card and make sure that it is in fact an ace.
9. As the client picks up the fourth card, take the pointer card in your hand and place it **under** the deck in your hand.
10. After the client confirms that the fourth card is in fact an ace, begin dealing the rest of the cards on top of the four cards on the table.
11. Explain that you will deal the rest of the three cards and place the aces in the last column on the right.
12. Placing the pointer card at the bottom of the deck changes the order of the cards causing you to deal the aces into the third stack on the table.
13. Do not let the client see the cards as you deal them on to the table and finish dealings all of the cards.
14. Eliminate the two packets of cards on the left.
15. Pull out the bottom card on the last two packets (the first card that was dealt) revealing an indifferent card from the packet on the left and the ace from the packet on the right.
16. This helps to confirm the client's suspicion that the indifferent cards are in the column on the left and the aces have been dealt to the column on the right.
17. Take the two revealed cards in your hand and reverse their position to put the ace over the left packet and the indifferent card over the right packet.
18. Take the ace and wave it over the packet of cards on the left to change them into all aces.
19. Have the client turn over the packet of cards on the left and demonstrate that they have all changed to the aces.