

Eagle Scout Project Final Report

Magic Lessons for Orphans at China Little Flower

Troop of Beijing 943

International School of Beijing Shunyi

Prepared by: Stephen Sher

April 2010

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Forward

This project has been one of the most exciting activities during my 6 years of scouting. I have really enjoyed this challenge, and am thankful I have the opportunity for such a learning experience.

I started developing my project ideas shortly after I became a Life Scout. Through this process of discussion, four of my former project ideas had been rejected. After crawling back up from the discouragement of rejection of ideas and criticism, I finally came to an agreement with my Eagle Scout coordinators on a project fitted for me.

After approximately a month working on my Eagle Project proposal, the approval came on January 30th, 2010 from the Boy Scouts Headquarters. I put my proposal into execution in the beginning of February. After raising funds, buying materials, coordinating scout volunteers, I had my long-awaited first lesson with the children on February 15th, and said goodbyes to them on March 27th.

In this report, I will present the results of the project, as well as changes from my original proposal in the areas of fund raisers, budget plans, and lesson plans. Finally, I will discuss my thoughts on the experiences and realizations of this project.

Carrying Out the Project

Hours Spent on the Project

Hours spent on planning: 28.20 hours

The planning includes meetings with the Eagle Scout coordinators, visiting magic shops to select proper magic tricks for the children, discussing my plan with my family for input, reviewing and finalizing the project proposal.

Hours spent carrying out the project: 124.50 hours

This is the major section of this project. The execution of this project includes fund raising preparations, fund raising, planning and preparing for each lesson, delivering the lesson and writing up the lesson summaries after each lesson.

Hours spent on final report 15.00 hours

I spent a large amount of effort writing a comprehensive report. After I finished my first draft, I reviewed it with my mom and my dad. I then revised my summary after I had reviewed it with my Eagle Scout coordinators.

Total hours spent on project: 167.70 hours

Time Table

Date	Hour(s)	Activities
2009/11/16	0.75	Meeting with Eagle Scout coordinators; Mr. Brent Johnson, Mrs. Kim Williams, Myself
2009/12/22	4.00	Visit Magic Shop mom, Myself
2009/12/22	5.00	Proposal write up Myself
2010/1/4	4.00	Proposal write up Myself
2010/1/5	1.50	Discussion with family mom, dad and myself
2010/1/11	0.75	Meeting with Eagle Scout coordinators Mr. Brent Johnson, Mrs. Williams and myself

2010/1/16	2.00	Plan review and editing Myself
2010/1/18	0.70	Proposal review meeting with Eagle Scout coordinators Mrs. Kim Williams, Mr. George Fifield, myself
2010/1/23	1.00	Proposal editing Myself
2010/1/23	1.00	Proposal discussion with parent dad, myself
2010/1/24	1.00	Proposal editing Myself
2010/1/24	3.50	Meeting with China Little Flower Ms. Zhang Ailing, mom, dad, myself
2010/1/25	2.00	Final proposal review meeting with Eagle Scout coordinators Mrs. Kim Williams, Mr. George Fifield and myself
2010/1/27	1.00	Proposal review and preparation Myself
2010/2/1	2.00	Fund raising review and approval meeting Mr. Rodney Fagg, Mr. Dale Cox and myself
2010/2/3	1.00	Troop notice preparation and email Myself
2010/2/5	1.00	Checking prices and scout volunteers sign up review Myself
2010/2/8	1.00	Bake sale at troop meeting mom, myself
2010/2/9	1.00	Magic performance for fund raising Michael Xie
2010/2/9	5.00	Bake Sale at ISB

		Jamie Williams, Taylor Sun, Bruce Quan, mom, myself
2010/2/13	0.50	Email update to scout volunteers Myself
2010/2/15	3.50	Visiting classroom and China Little Flower Mr. Brent Johnson, mom, dad, myself
2010/2/15	16.00	Lesson 1 Ms Gertrude, Joshua Sofian, Tiger Wang, Stone Han, dad, mom, myself
2010/2/15	0.50	Lesson 1 reflection Myself
2010/2/16	17.50	Lesson 2 Stefan Steiner, Quinn Sullivan, Taylor Sun, Alex Shaw, dad, mom, myself
2010/2/16	0.50	Lesson 2 reflection Myself
2010/2/20	22.50	Lesson 3 Jamie Williams, Scotty Williams, Newman Gan, Thomas Johnson, Kevin Zhou, Mr. Randy Williams, Ms Zhang Ailing, mom, myself
2010/2/20	0.50	Lesson 3 reflection Myself
2010/3/6	15.00	Lesson 4 Mr. Paul Houghton, Robert Houghton, Kevin Liao, Sam Quillan, mom, myself
2010/3/6	0.50	Lesson 4 reflection Myself
2010/3/21	17.50	Lesson 5 Taylor Sun, Lluc Sitjas, Adrian Wong, Newman Gan, Mrs. Crystal Sun, mom, myself
2010/3/21	0.50	Lesson 5 reflection

		Myself
2010/3/26	1.50	Magic manuals Myself
2010/3/27	17.50	Lesson 6 Mattias Pokkinen, Thomas Johnson, Newman Gan, Adrian Wong, dad, mom, myself
2010/3/27	0.50	Lesson 6 reflection Myself
2010/3/29	0.50	Meeting with Eagle Scout coordinator Mrs. Williams, myself
2010/4/10	3.00	Final report write up Myself
2010/4/19	0.50	Finalization meeting with Eagle Scout coordinator Mrs. Williams, myself
2010/4/24	4.00	Final report write up Myself
2010/4/24	1.00	Final report review with mom mom, myself
2010/4/25	1.00	Final report review with dad dad, myself
2010/4/25	3.00	Final report editing Myself
2010/4/26	1.50	Final report review with Eagle Scout coordinators Mrs. Kim Williams, Mr. George Fifield, myself
2010/4/26	0.50	Final report editing Myself

Budget Report

Materials and Cost

Item	Unit Cost (RMB¥)	Quantity	Amount
Fake Thumb	¥1.60	13	¥20.80
Scarf	¥5.00	13	¥65.00
Pharaoh's Tomb	¥48.00	4	¥192.00
Vanishing Box	¥58.00	4	¥232.00
Ring and Chain (Initial)	¥58.00	4	¥232.00
Ring and Chain (Online)	¥0.90	9	¥8.10
Poker Cards (Standard)	¥13.00	13	¥169.00
Prize: Mini Poker Cards	¥45.00	6	¥270.00
Prize: Colored Poker Cards (6 pack)	¥360.00	1	¥360.00
Prize: Limited Edition Bicycle Deck	¥35.00	1	¥35.00
Snack: Orion Pie	¥12.60	3	¥37.80
Capri Juice (3 boxes, Jenny Lou's)	¥64.80	2	¥129.60
Capri Juice (3 boxes, Jenny's)	¥54.00	1	¥54.00
Gift Bags	¥8.00	13	¥104.00
Goldfish Crackers	¥8.60	13	¥111.80
		Total:	¥2,021.10

Fund Raising

In my proposal, I planned to have a fund raiser for the Middle School students at my school by performing magic during their mentoring time in the morning. However, due to the schedule conflict between the High School schedule and the Middle School schedule, I could not hold a fund raiser during my class time. Therefore I held a bake sale instead.

Date	Method	Fund Raised (RMB¥)
February 8 th	Bake Sale at Troop Meeting	¥275.00
February 9 th	Michael Xie's Magic Performance	¥205.00
February 9 th	Middle School Lunch Bake Sale	¥1,550.00
	Total:	¥2,030.00

Leftover funds: ¥8.90

Budget Adjustments

My original budget was ¥1,703.60. After my first bake sale on February 9th, it was ¥326.40 more than my original budget plan, so that I didn't need the second fund raising activity I planned on February 11th. The final budget I worked with was ¥2,030.00.

The price of the standard Bicycle brand playing cards fluctuated from ¥9.00 to ¥13.00.

Ms Zhang Ailing, the China Little Flower Orphanage Manager, had brought another orphan, Zhang Tao, to attend my magic lesson. This concluded in a total of 13 children to teach and supply magic materials with. Therefore for all the magic materials that I intended to give for each orphan, I needed to buy one extra material.

The extra prize I offered in order for all 13 children to receive a prize was the Bicycle Limited Edition Deck. This deck was ¥35.00. In order for the children to not be

jealous over who got the limited edition pack, I simply described this deck as the “white deck”.

My father found an online vendor that sold the ring and chain magic materials at a much cheaper price than the store I had originally bought from. The price I bought with was ¥58.00, and the online vendor sold the ring and chain materials for ¥0.90 (approximately 1.6% of the price of the original vendor I bought from). The reason for this drastic difference in price is because the original vendor I bought from offered a one-to-one magic tutorial, and they had never had a customer that only wanted to buy the materials without the tutorial. When I gave my second lesson, where I taught the “Ring and Chain” magic trick, I realized that the orphans were more interested in simple tricks, and they were more focused on tricks that require constant practice. The “Ring and Chain” magic trick was very suitable for them. Therefore I bought 9 extra sets of the ring and chains, enough to supply each of the 13 children with one set.

From the same vendor my father found, they sold the fake thumb for ¥1.60. Not only was this fake thumb cheaper, the material was also softer than the original fake thumb I planned to buy. The softer thumb allows more flexibility in the size and shape to fit different thumbs from different users. I bought this thumb instead of the original one I had and it gave me an extra ¥174.20 to spend.

The four increases of items and price and the decrease in the price spent on the fake thumbs altered my budget. However I still had a couple hundred yuan to spend from the extra funds raised. To spend as much as possible, I spent the rest of the funds in the following two areas:

1. After the third lesson, I calculated how much funds I had left. I realized I had quite a lot more to spend. The most flexible area of my budget was the snack I gave to the children. I changed the snacks from Orion Pies to Capri Sun Juice. I also bought extras and offered it to the scout volunteers.

2. I bought 13 gift bags to give to the orphans in the last lesson. In the gift bags I placed the standard Bicycle playing cards, one set of the ring and chain, one fake thumb and scarf, Capri Sun juice, and a small pack of goldfish crackers. With the gift bags the children also put their prizes they earned and their certificates.



Changes from Original Proposal

Lesson Plan

One lesson was 90 minutes. In the first lesson, the orphans learnt the trick in 30 minutes, faster than I expected. After the orphans and the scouts performed the trick taught, there was still 30 minutes left of the lesson, therefore in order to manage the 90 minutes effectively, I added a few programs to my lesson plan:

1. Review session for the tricks taught previously starting from lesson 2.

I had all the children perform all the tricks they learnt. This cannot be achieved on lesson 1 because there were no tricks to review. I put this idea into action starting from lesson 2. Controversy, on lesson 5, it took up too much time to have all the children perform all the tricks they learnt, therefore I had six to eight volunteers each time I was reviewing one of the previous tricks.

2. Set rules for the class.

I realized from lesson 1 that the orphans may lose control easily. Most of the orphans start yelling over each other in order to get my attention. Often they would break into fights whenever there was a small dispute, and they would throw the Orion Pies I gave them for the first three lessons. In order to control them, I set rules at the beginning of the lessons, and repeated the rules each lesson. This did work, because Ms Zhang Ailing did tell them to behave and respect the scouts, the adult helpers, and me. The rules I set was:

- a. No shouting
- b. You have to raise your hand to speak or be called on
- c. No fighting

3. Performance from the adults.

I invited the adults that were helping with my project to perform the trick for the children. The orphans enjoyed having a parent, especially one that is Caucasian because of their sense of humor, perform the trick.

I also told the scout volunteers to take their time teaching. I emphasized that the lesson was 90 minutes and told them to teach as slowly as possible. I also told them that rather than competing to see who finished first, like everyone normally does, compete to see who could finish teaching last. This prolonged the teaching section of the lesson.

Order of Material Taught

I had to change the order of the tricks I was going to teach. The order of the tricks I taught was:

- | | |
|-------------------------------|-----------------------------|
| Lesson 1 (February 15, 2010): | Vanishing Box |
| Lesson 2 (February 16, 2010): | Ring and Chain |
| Lesson 3 (February 20, 2010): | Pharaoh's Tomb |
| Lesson 4 (March 6, 2010): | Scarf Vanish and Production |
| Lesson 5 (March 24, 2010): | Card ESP |
| Lesson 6 (March 27, 2010): | Glimpse Card trick |

I realized as I progressed through the lessons, the review session of the previous tricks at the beginning of the lessons would become longer after each lesson. To manage my time, as the time for the review session increased, I had to shorten the time to teach the trick. Therefore I put the easier tricks to learn at the end, and the tricks that require more time to learn at the beginning.

Lesson Report

Lesson 1

Mr. Brent Johnson suggested that I wear a magician's suit to the first class just for fun and attract their attention. The children were overwhelmed by such an appearance, and I caught their attention immediately.

Two of the scouts were not able to attend this lesson. One of them was sick, and had to be excused; however, the other had a schedule conflict. I managed to recruit another willing scout to help. Fortunately, this absence of one volunteer did not affect the lesson significantly.

I met the scouts on time, and I brought them over to the classroom earlier because I was not familiar with the setup of the classroom yet. The scouts learned the tricks quickly, as I expected.

I started off the class with an introduction. I briefly went over what magic is, and proceeded to listen to the children's previous experiences with magic. The children turned out to have a high expectation for the magic tricks they were going to learn, since they already have watched professional magic performances by a famous magician in China, Lu Chen. I was quite concerned that they might be disappointed with how simple the tricks they were going to learn were.

I had been informed that some of the children had disabilities, so on the first lesson I took a quick note of what kind of disabilities the children has and how many there were:

Unable to walk, needs crutches	Two
Learning disability	Three
Speaking disability (incoherent)	Two
Amputated hand (single hand)	One
Amputated arm below elbow (single arm)	One
Disfigured hand (single hand)	One
Sight disability (deteriorating eyesight)	Two

As mentioned above, the biggest difficulty I faced was to manage my time. I did not know how fast the children could learn the trick. I underestimated their ability to learn, and they were able to learn the trick faster than I thought. The lesson finished 30 minutes early; therefore, I had to perform magic for 30 minutes. Thankfully, one of the scout volunteers, Stone Han, assisted me during the extra 30 minutes, since he also knew magic. He helped perform for half the children. I knew I might not have the luxury of another scout volunteer that knew magic next lesson; therefore, I added the review session in each lesson.



Lesson 2

In this lesson I started to set the rules at beginning of class. The children did behave at the beginning, but as the lesson progressed, they became more excited when they were learning the trick. Also, those who learnt the trick faster started to get impatient for waiting for others, and started to move around the classroom to talk with their friends. The class did settle down after I began the performance from the scouts and the children.

I realized the Ring and Chain trick taught that day was the kind of trick I need to teach. The trick itself was fun to perform and it allowed the children to want to keep practicing because the technique was hard to grasp. What I felt most accomplished was that despite some of the children had disabilities, but they were still able to perform this trick without any difficulties.

The children were still shy to perform in front of the class, however with magic the only way to overcome this is with more practice to gain more experience. Hopefully by the end of the 6 lessons with performances after each lesson, the children would overcome their shyness to perform.



Lesson 3

In this lesson, I spent about 35 minutes reviewing the two previous tricks. By next class or the class after that, I knew I would not have enough time to allow all the children to review the trick, but rather some of the children due to time constraints.

Because the trick taught today, The Pharaohs' Tomb, was an easy trick to learn and perform, I gave the challenge to them to creating their own unique story to go along with the trick. I was impressed by the creativity and imagination they had. The story that made the deepest impression on me was the one that involved the Monkey King. The quality of the stories they came up with were so profound, even those whose occupation is magic can use the stories if the audience is appropriate.

I was able to manage my time well this lesson, I didn't have any time left over at the end.



Lesson 4

The trick taught today was the Scarf Production and Vanish. The biggest challenge I faced in the lesson was to teach the two children that don't have a hand and another one had a deformed hand. The child that had the deformed hand asked me at the beginning of the lesson if he could learn the trick, and I assured him that he could. I realized the children were very self-conscious about their disabilities.

The adjustment I did was to have those three children hide the fake thumb in their armpits, and produce the scarf from there. After the production, they would keep the fake thumb hidden in their armpits, then proceed with the scarf vanish. By the end of the lesson, the child that had the deformed hand managed to perform the trick using the normal method despite of his deformed hand.

I was still able to manage my time well this lesson, but for sure I knew by lesson 5 I will have to cut short the review session.



Lesson 5

The trick I taught today was the Card ESP. A challenge arose during the lesson. The trick requires some manipulation with numbers, and two of the children had problems with numbers. By the end of the lesson two orphans could not perform the trick without guidance.

The rest of the children did learn the trick; however, due to the time constraints, not all the children performed the trick by themselves.

During this lesson, I realized that when the orphans were performing the trick, they would become uninterested in the performance because they already knew the method. Therefore, when others were performing, they would not pay attention to the performer. This problem could not be solved except for constant reminders to respect the performer.

I figured that all of the children were very eager to learn the magic trick, therefore I had to take things at a very slow pace; otherwise, they would all go out of control and start fighting to see who would be the volunteer to help out with a trick or who got to perform the trick first. By this lesson I managed to control the children at a reasonable level.



Lesson 6

The sixth trick I taught was the Glimpse card trick. That was a very easy trick to learn, therefore it allowed more time to have the children perform and get prizes, give certificates, gift bags, and take photos.

Two of the orphans had trouble remembering the card, and one of them had trouble handling the cards with his hands. However I took them through the trick step by step as slowly as possible, and eventually they managed to get through the trick with minimal help.

The children were ecstatic about the prizes. In order to keep them under control, I set a few rules:

- You must be sitting in order to be picked to perform
- You must raise your hand in order to be picked to perform
- You must be quiet in order to be picked to perform

About 7 or 8 of the 13 children would raise their hand at the same time. In order to be fair, I had them guess the number that I had in my mind. The children all agreed that this method was fair. After some time, the children started to doubt me, and they said that I was changing the number to let certain children go first; therefore, I picked a poker card from a range of numbers, and had them guess what the number was. They didn't have any complaints for this method.

I also told them to open their prizes only when they got home, since the first few that performed opened the cards immediately and was a big distraction.

I went overtime by about 5 minute. Picking a performer took more time than I thought it would. As the end of the 90 minutes drew closer, everything was a bit rushed, but I managed to keep everyone, including myself, under reasonable control.

I was pleased to find the orphans jubilant when they saw they each received a ring and chain, fake thumb and scarf, and a new pack of Bicycle playing cards. I also left the Vanishing Box and the Pharaoh's Tomb props for Ms Zhang Ailing together with the

manuals. They were also overjoyed when they each received the certificates, especially the fact that the quality of the paper was especially for formal documents.



Thoughts and Commentary

The Eagle Project has been an overwhelming experience for me. This has been one of my biggest challenges I have received. Most importantly, this has been a very enjoyable experience.

As mentioned above, I had four former projects ideas. Two of them was rejected by my Eagle Scout coordinator, another was cancelled because the community was closed due to the swine flu, and the third one was also for China Little Flower; however, I changed what I was teaching into magic because it was more suitable for the orphans.

My first two projects was rejected because the Eagle Scout coordinator, Mrs. Williams, Troop Chairman, Mr. Fifield, and Mr. Johnson predicted that I would not be able to complete the project because I was not interested in what I was building for the community. They suggested that I should do something involving my interests: magic, Wushu, or the Rubik's Cube. I realized that if I am going to do something as big and challenging as the Eagle Project, if I do not do something I enjoy or have interest in, I could not complete the project.

As mentioned earlier, I was discouraged many times. I received light discouragements when my ideas were criticized and heavier discouragements whenever my entire idea was rejected. However I kept persevering, and with the support from my parents, I finally reached a project that I enjoyed as well as reasonable. As I reflect back, if I did quit, I would have lost a great learning opportunity. I am glad I did persevere and I realized that with perseverance, it is possible to achieve anything I set my mind to.

This project really pushed me out of my comfort zone. I was quite nervous the first few times I reviewed my project with Mrs. Williams and it was even more nerve-wracking the first time I met Ms. Zhang Ailing and when I called her. It was quite new to me to organize something and take leadership in a service project. I eventually became more comfortable reviewing my project with Mrs. Williams and contacting Ms Zhang Ailing. I felt my comfort zone has expanded greatly as I did the project.

As my comfort zone expanded, my confidence in my leadership also expanded. As I progressed through my project, I gained more knowledge and experiences on how to manage a group of people and how to lead them. I learned a few tips and tricks in order to create the most effective lesson:

- I noticed there were some children who socialize when next to their friends and others who break into fights when next to certain children. To minimize class distraction and disputes, I placed them in different groups when the class broke into small groups to learn the magic trick from the scouts. This worked until the children finished learning the tricks. After they know how the trick works, they would wander off and find their friends. I had to constantly put them back into their corresponding small groups.
- There were children who were more aggressive in learning and some who were more passive. I directed the scouts that were more able in controlling the children to teach the more aggressive children, and those who were less able to control the children to teach the more passive children. This avoided the children getting out of the control of the scout volunteers.

I felt that the biggest area I conquered was contacting people. At first I felt that contacting all the scouts the day before the lesson to confirm that participation and contacting Ms Zhang Ailing to confirm the lesson was a hassle. However on the first lesson two of the volunteers could not come. In order to avoid any similar situations, I contacted all the volunteers to confirm their attendance each time. After each phone call, I became more and more comfortable contacting them. Also, at first, contacting Ms Zhang Ailing was uncomfortable and awkward for me because I was not familiar with her. But after each confirmation of lessons, contacting her was no longer an issue for me.

The Eagle Project is really time-consuming. It requires a lot of time not only doing the project, but also planning each lesson and writing the proposal and this final report. I have learned a lot about how to manage my time well enough to balance between my academics, extra-curriculum, and Boy Scouts. I managed to avoid sacrificing other events in order to complete this project.

The Eagle Project has been a very valuable experience for me. I am extremely glad I have been able to complete this project before I am ineligible, not only for the completion of the requirement for the Eagle rank, but also for the experience and skills I have learned and developed.

Acknowledgements

Finally, I would like give special thanks to the following. Without their help I would not have been so successful on this project:

My parents, for their constant support, help, and understanding with me, and my father especially for writing my recommendation letter.

Mrs. Kim Williams, for reviewing, commenting, and criticizing my project.

Mr. George Fifield, for reviewing, commenting, and criticizing my project

Mr. Brent Johnson, for reviewing, commenting, and criticizing my project, and for writing my recommendation letter.

Ms Zhang Ailing, for updating me about the children and helping me with my project in regards to working with the orphans.

Mr. Randy Williams, for informing the troop about the service opportunities for my project, as well as attending my project as an adult supervisor, and supplying me with the certificate papers.

Mr. Antonio Flores, Mr. Timothy Shrimpton, and Mrs. Beatrice Ma, for writing my recommendation letters.

Mr. Paul Houghton, Mrs. Crystal Sun, and Ms Gertrude, for attending my project as an adult supervisor.

The scouts of Troop 943, for attending my project to help teach the orphans and for helping me with my bake sale.

Mrs. Beatrice Ma, Mrs. Pearl Zeng, Mrs. Zhou Ruoyu, Mrs. Misha Liao, Mrs. Zhang Xiaowei, Meiko Huang, Newman Gan, Thomas Johnson, Michael Fifield, Adrian Wong, and my mother, for supplying me with baked goods for my bake sale.

Michael Xie, for helping me to raise funds by performing magic.

Mr. Michael Zhong, for lending his 7-seater van in order to allow transportation to be more convenient.

Approvals for Completed Project

Start date of project: November 16th, 2009

Completion date of project, including paperwork and final signature: _____

The project was started and has been completed since I received the Life Scout rank, and is respectfully submitted for consideration.

Applicant's signature

Date

This project was planned, developed, and carried out by the candidate.

Signature of Scoutmaster/Coach/Advisor

Date

Signature of the representative of religious institution, school, or community


Date

This concludes my report for my Eagle Scout project, Magic Lessons.

Appendix

Approvals

Approval for fund raising at the International School of Beijing, Shunyi:



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

Student Fund-Raising Proposal Form

Guidelines for fund-raising
When money is to be raised through a student fund-raiser, proper paperwork must be completed, and approval by a divisional principal or designee will be required prior to engagement in the fund-raising activity. (See Fund-Raising Proposal Form)

Student fund-raising efforts will be encouraged in the following areas:

1. Service projects sponsored by mentoring groups, CAS, Interact, Habitat for Humanity, Roots and Shoots, YLI, Eagle Scouts, etc. in accordance with the ISB strategic plan of Learning Through Service
2. Charitable donations for specific causes (orphanages, habitat protection, disaster relief, retirement home improvements, local school improvements, etc.) in accordance with the ISB strategic plan of Learning Through Service
3. Student Council-sponsored events to raise money for student activities

Student fund-raising efforts for the following will be discouraged and/or not approved:

1. Additional uniforms, equipment, trips, etc. beyond the program allocation of the school (i.e., raising money to buy different colored game shoes for a team or to fund an additional trip like honor orchestra)
2. Activities drawing primarily or partially on corporate sponsorship for success

Prior approval will be required for planning of fund-raising activities. Complete this form and receive principal approval BEFORE planning the event.

Today's date: Feb 1, 2010

Name of person submitting proposal: Stephen Sher

Name of group sponsoring the fund-raising: Boy Scout of America Troop 943

Name of adult in charge of sponsoring group: Mrs Kim Williams

Date/Time of Proposed Fund-Raising Activity: Tuesday 9 Feb 2010

Brief description of Fund-Raising Activity (i.e. bake sale, benefit concert, etc.): Bake Sale

Purpose/rationale of proposed Fund-Raising Activity:
Raise Funds for China Little Flower's orphans maze materials

Who (what group) will benefit from the proceeds of the fund-raising? China Little Flower.

Signature of adult activity sponsor: on other form

Signature of Principal (indicating approval): [Signature]

Date: 1 Feb'10

Submit this signed form to the appropriate principal for approval.

C:\Documents and Settings\ms.office.asst\Local Settings\Temporary Internet Files\Content.Outlook\IRDD13H6\Student Fund-Raising Proposal Form Current-1.doc Page 1 of 1



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

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Today's date: Feb 1, 2010

Name of person submitting proposal: Stephen Shar

Name of group sponsoring the fund-raising: Boy Scouts of America Troop 943

Name of adult in charge of sponsoring group: Mrs Kim Williams

Date/Time of Proposed Fund-Raising Activity: Tuesday 9 Feb, 2010

Brief description of Fund-Raising Activity (i.e. bake sale, benefit concert, etc.): Table-to-table magic performances

Purpose/rationale of proposed Fund-Raising Activity: Raise funds to supply China Little Flower's orphanage magic materials

Who (what group) will benefit from the proceeds of the fund-raising? China Little Flower

Signature of adult activity sponsor:

Kim Williams

Signature of Principal
(indicating approval)

A. J. Zogly

Date: 2/1/10

Date: 1 FEB 10

Submit this signed form to the appropriate principal for approval.

Magic Manuals for China Little Flower

魔法骑兵

道具：红柜子

方法：

1. 柜子的门把朝在你的左手边。把柜子打开，向观众显示柜子里没有东西。
2. 把任何小物品放进柜子里，把柜子关起来，再把柜子往自己的方向转180度。
3. 在柜子上念个咒语，或撒一点魔术粉，随你选。
4. 把柜子往右边转180度，再把柜子打开。柜子里的物品就会消失。显示给观众看柜子里真的没有东西。
5. 把柜子关上，往自己的方向转180度，在柜子上念个咒语或撒一点魔术粉，再往左边转180度。
6. 把柜子打开，你放进去的物品就会再次出现。

恋恋不舍

道具：链子和铁环

方法：

1. 链子套在左手的食指和大母指上，铁环用右手的食指和大母指拿着。
2. 左手和右手的大母子合成一个十字。
3. 右手的食指轻轻地放开，其他的手指头不要动。
4. 铁环就会自己套进链子里。

试试看自己想像出一个故事！

法老奇柜

道具：木乃伊，分成三段的木乃伊，柜子，剑

方法：

1. 把柜子推开，分成三段的木乃伊应该在里面，如果没有的话，就把那三段放进去，把柜子合起来。这个不能被观众看到
2. 把木乃伊（全体的）给观众检查，放进柜子里，用剑做切木乃伊的动作。
3. 把柜子推开，全体的木乃伊会被藏起来，段成三段的木乃伊会出现。
4. 把木乃伊的三块给观众检查
5. 把木乃伊的三段放回柜子里，再把柜子合起来，全体的木乃伊就会再次在柜子里。

试试看自己创造一个故事！

空手出丝巾

道具：假拇指，丝巾

方法：

1. 丝巾在假拇指里，假拇指套在自己的大拇指上。
2. 用另外一只手把假拇指握在手里，把丝巾拿出来。
3. 把假拇指套回大拇指，给观众看你的手是空的。
4. 把假拇指再次握在手里，把丝巾塞回假拇指里，再把假拇指套回手指上。
5. 给观众看你双手都是空的。

扑克牌超能力

道具：扑克牌，口袋

方法：

1. 让观众洗牌，洗完牌后，记住那副牌的最后一张牌，我们用黑桃A来当例子。
2. 把牌放进口袋里，记住牌是往那个方向
3. 问观众：“一幅牌有四种花色：梅花，方块，红心，和黑桃。从这四个花色中，选两个。”
4. 如果：
 1. 观众选的花色其中是黑桃，就说：“从你选的花色中选一个”
 2. 观众选的花色其中不是黑桃，就说：“那我们把这两个花色去掉，剩下的两个花色，选一个”
5. 观众再选的一个花色，如果：
 1. 选的是黑桃，就说：“黑桃是不是？那我们就用黑桃”
 2. 选的不是黑桃，就说：“那我们把它去掉，所以剩下黑桃了，对不对？”
6. 用这个方式强迫观众选你要的选择：
 - 单数或双数（单数是：A，3，5，7，9，J，K。双数是：2，4，6，8，10，Q）
 - 强迫数字时：
 - “扑克牌的单数有：A，3，5，7，9，J和K。请选三个”
 - 用第四和五个步骤解释的强迫方法把观众选“A”。
7. 强迫完你记住的牌以后，让观众从1到52选一个数字,我们用10来当例子
8. 从口袋中从那幅牌的上面拿出九张牌，第十张是从牌的下面抽出来。第十张牌就会是黑桃A。

简单找牌

道具：扑克牌

方法：

1. 把扑克牌给观众洗，洗完牌后，让观众随意选一张牌。
2. 选完牌后，把扑克牌切成两半，把牌放回中间。
3. 当观众把牌放进中间时，记住另外一半牌的最后一张。我们拿黑桃A来当例子。
4. 把有黑桃A的那叠牌放到观众选的那张牌的上面。
5. 让观众再洗一下牌，可是不要洗太久。
6. 把牌摊开来，在黑桃A上面的牌就是观众选的牌。

Certificates (sample)

魔术课证书

*Boy Scout Troop 943 Eagle Project
Magic Lessons*



感谢

[name]



参加 *Stephen Sher* 的童子军魔术课，你在课堂中的表现杰出，学习认真，特颁此证，以资鼓励。

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