

# FIRST IMPRESSIONS

OPENINGS YOU CAN COUNT ON!

Compiled by

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With an introductory  
chapter by

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## THANK YOU

To my wife, Sue, who is a partner to me  
beyond my expectations.

To my close friend, Doug McCallum, who has always  
believed in the power of magic.

And finally. . .

To the magicians whose love for magic  
has refined many of the tricks  
used in this book.

We apologize in advance to those magicians for  
any omissions of credit. Those brought to  
our attention will be corrected  
in future editions.

# FIRST IMPRESSIONS! and LASTING IMPRESSIONS!

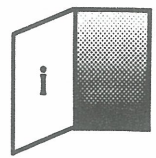
-Two Books in One!-

After making your own training deck of Magic Memory Review Cards, you'll soon be bringing that deck to life in a series of proven Opening and Closings. Cards from that special deck will magically appear, disappear, and even jump out of the pack.

The deck itself will freeze into an unbelievable solid block and even disappear while held at your fingertips!

All of this happens without any difficult skills and in direct and logical support of your training content!

You'll be amazed at how easy it is to amaze!



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**INTRODUCTION ..... 1**

**L**earn three reasons anyone ever pays attention to anything and how those reasons can build greater strength into your openings!

**ATTENTION:**  
Please read this next section, "Building a Magic Memory Deck" before continuing.

**BUILDING A MAGIC MEMORY DECK ..... 7**

**T**urn a deck of cards into a powerful review tool!

**MARKED CARDS ..... 9**

**O**ne fun way to introduce the deck is to speak of the deck as being a deck of marked cards. The trainer shows the back of the cards and they look ordinary. However, the trainer explains that the markings can only be seen with a very special type of glasses.

The trainer puts on a goofy looking pair of glasses and reads from the back of an apparently normal card.

A member of the training group puts on the glasses and suddenly not only can she see the review questions written on the backs of the cards but so can the rest of the class! Laughter always greets the questions' sudden appearance!



### **SOLID FUN! . . . . . 11**

**T**he trainer takes the deck and gives it a shuffle. He encircles the deck with a rubber band and tosses the deck to a member of the training class

The person is told to look at any card in the deck.

Imagine his surprise when he finds that the deck has sealed itself into a solid block of cards. They are now all glued together. He can't pull out a single card! The only card he can possibly read is the back of the top card! Oh well, fortunately, the writing on this card introduces the content of the session perfectly!

### **NAME THAT CARD! . . . . . 15**

**T**he trainer might also introduce the deck of cards by telling the class that she has been learning a card trick or two. The trainer spreads the cards so that the faces of the cards can be seen. Any person merely thinks of a card. The trainer now claims to be able to name the thought of card! As the audience member concentrates, the trainer announces that the name of the card is "role play" (or whatever content oriented word you might want to use).

Showing that the cards are indeed marked on the backs with different training techniques, the trainer asks the person to name his card. When he does call out the number and suit of his card, that card is found and on its back is indeed the term "role play!"

This is a great way to introduce the deck and give it importance to the training time! The writing on the back of the selected card can be anything desired by the trainer to help introduce training content!



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### **READY . . . AIM . . . FIRE! . . . . . 19**

**T**his is a great way for using the deck to introduce the focus of the training session!

The deck of cards is encircled with a rubber band. Holding his hand like a gun, a volunteer takes careful aim at the deck hoping to shoot a card right out of the deck.

As he fires at the deck, the group yells “BANG!” and one card flies from the deck. It is a card with a burnt bullet hole right through it!

The question on the back of the card exactly corresponds to the focus of the session’s content.

“In this session, we will be aiming at . . .” provides a perfect lead-in.

### **THE LAZY MAGICIAN . . . . . 23**

**T**he trainer laments the fact that he could never be a great magician because he’s just too lazy to put in the practice time necessary. If he were a magician, he would do his magic like this. . .

The trainer trades places with a member of the audience. As the trainer sits casually in the audience, the volunteer follows the trainer’s instructions. Going to the front of the room, the volunteer takes the deck of cards and following the instructions of the trainer makes a selection of a card.

The trainer now directs attention to an envelope that has been hanging from the ceiling since the trainees entered the room.

When the envelope is opened, inside is found a prediction exactly matching the card he selected! The question on the card is the focus of the content for the session! The session begins with much fun and interest!



### **ANYONE CAN DO IT!.....25**

To prove that anyone can do mysterious card magic, a card is freely selected by a member of the training group and shown to all but one member of the training class. The card is replaced in the deck and handed to the one person in the group who never saw the card.

With no previous coaching, the volunteer looks through the cards and successfully locates the selected card!

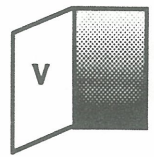
But wait. . .this demonstration is not done yet!

### **ANYONE CAN DO IT!/Part II.....27**

The deck is now handed to still another member of the class with instructions to go to a far corner of the room and select any card in the deck. He is to then hide the card on his person and bring the deck back.

Again. . .the initial volunteer tells this second person the card he selected!

Now. . .the audience brainstorms how the magic might have been accomplished. The final understanding of this miracle serves as an excellent example for setting in place a very creative atmosphere in the training room!



## Introduction to First Impressions

One of the challenges that most trainers face is opening the training program or presentation with impact, that is creating the right first impression. We know that people remember what we do first best. We never get a second chance to make a favorable first impression. In *Creative Training Techniques*®, we suggest there are three primary tests of an effective opener. Meeting these tests will help us to have a positive first impression. First, does it break preoccupation? Does it get people mentally in the room as well as physically? Second, does it facilitate networking? Does it help people to feel less tension in the session because they're comfortable with each other? And then third, is it relevant to the program. Does it make a point?

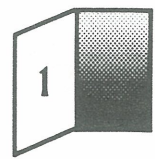
In this collection of openers, called "First Impressions", you'll find unique ways to open a program or presentation effectively. And to create that highly favorable first impression. And you'll also find openings that allow you to score some significant points in other areas as well.

For example, openings are far more effective when they use curiosity. You'll find that here. Openings are far more effective when they're fun for both the participant and the trainer. And you'll certainly find that element incorporated into these first impressions. One thing to remember though, the most important part of any opening is the application or learning point that it makes. And that is something you're going to have to be responsible for. Remember the six p's of a powerful presentation. And that is this, proper presentation and practice prevent poor performance. So let me suggest these steps to mastering the application of any of these "First Impressions".





Number one, start with one that intrigues you. One that you find interesting, unusual etc., and begin to master the elements of performing the trick long before you ever start thinking about using it in the classroom. By the time you use it in an actual presentation, performing the trick should be second nature to you. As you practice, start thinking about: What's the point, what's the application, what's the story that I can tell that will really drive home my point. The story is the key. If you'll give yourself time to play with the trick, and get comfortable with it, you'll find the story gradually evolving as well. Your own confidence in using the trick because it's so well practiced, is a key part to making a very positive first impression.



## **INTRODUCTION**

### **Why does anyone ever pay attention to anything?**

**W**hat a great question for a trainer to contemplate! What causes you to give someone or something your attention? In the final analysis we are at the mercy of our trainees. They must *GIVE* us their attentions or we won't have them!

In thinking about this foundational training issue, I've become convinced that there are at least *THREE REASONS* anyone chooses to give another their attention.

#### **Attention Reason #1: COMPELLING SENSORY INPUT**

**T**his one is as close to an involuntary response as any of the three reasons. Someone yelling "Hey you!," a loud noise, a sudden silence, a rancid smell, or an unexpected pain all demand my attention! I turn my head, I sit up, and if only for a moment, I study the situation to see what's happening. If I find that nothing significant is occurring, my mind goes back to what it was doing before the disturbance.

Consequently, this is the weakest of the three reasons.

Compelling sensory input cannot retain my attention without being combined with one of the other stronger reasons.

A trainer can certainly use a brightly colored graphic for sudden visual input or appropriate music for auditory input.

Often a skilled trainer will capture or recapture attention with the sound of their own voice. A variation in the volume of their voice (either louder or softer) or even the sudden cessation of their voice will often cause a temporary grabbing of the group's attention. Such a tactic will then need to be augmented with one of the following approaches if the arrested attentions are to be successfully held.

**Attention Reason #2: CURIOSITY****Why did they do that?****How does it work?****What are they like?**

**T**hese questions all cause me to study a situation for a longer period of time. These are the questions that have all the potential of making me care about what's happening.

When I begin to care about something or someone, I give it value and consequently pay attention to it.

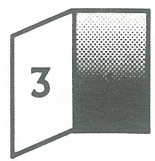
Sprinkling curiosity stimulators throughout our training is essential in keeping the attention of our trainees! When they cease being curious, they cease to care. When they cease to care, they cease to give us their full attention.

Too often trainers satisfy the curiosity of their trainees too soon (before the trainees have been made to care about the content). You can prove this to yourself by taking several small cardboard boxes and placing one common article in each box (i.e. a piece of rope, an eraser, a plastic cup, etc.). Seal each box completely so that no one can tell what's in each box and number the boxes for easier identification. Place a box on each training table.

Now give each table three minutes to shake and roll their box—seeking to make observations about what might be inside. At the end of the three minutes, have them silently record their guess as to what might be in their numbered box. Then have them try for three more minutes with another table's box.

Do this until each table has had a try at each box.

Now ask each table for their guess at each box's content. After gathering their guesses, just put the boxes away. Never confirm or deny the validity of their guesses and go on with your training. You will find that some of your trainees will become obsessed with the content of those silly little boxes. They will want to know exactly what's in each one. They will want to know if they were wrong or right. However, if you were to tell them the truth about the content of each



## Introduction

box, all interest in those boxes would suddenly cease. As long as you withhold the information, you have their attention!

This is where the *SIXTY SECOND SECRET* comes into play. On the average, how long does it take you to get your training group “with you?” If you want to accomplish the job in sixty seconds or less, use curiosity to build tension *BEFORE THE SESSION BEGINS!* Begin building that curiosity as soon as your trainees enter the room!

Have something pertinent (but unusual) hanging from the ceiling, have a creative Early Bird activity on the overhead (see *Tricks For Trainers* books for many ideas!), or walk around the room placing something odd on each table (i.e. rubber bands, balloons, etc.) for use later. Give no explanation. Then don’t use these items immediately. Plan to use them later in the session.

However, as you plan your curiosity stimulators, always keep one additional piece of information in mind. People are infinitely more curious about other people than they are about things. The question “What are they doing?” is more compelling to all of us than is the question “What is it?” Human beings are universally more curious about other human beings than they are about things.

Therefore, another skill to cultivate in developing curiosity in your training is that of making your training group constantly wonder about you as a person. Don’t use illustrations that simply refer to “One day a dog was walking down the street. . .” Instead use illustrations that you have tied into personal information about yourself! The most effective openings always reveal something about you as a person in the context of your content!

Learn to make your group ask about what *YOU* are going to do next! Why did *YOU* just do what *YOU* did? Make them care about *YOU* and you will soon have them caring about what you’re saying. This book will give you many ideas for use in accomplishing that task!

**Attention Reason #3: CONFLICT/RESOLUTION**

If you've ever been caught up in a television program you didn't even plan to watch or been unable to put a book down until you'd finished it, you know what this reason is all about.

As an extension of curiosity, this reason holds me the longest. I want to know how the book ends, so I put off going to bed (sometimes for hours). I want to know how the movie ends, so I postpone other activities to satisfy my curiosity.

We must learn how to build conflict/resolution into our training sessions too! Like great music by Beethoven or Mozart our training must create and release tension throughout the composition/session. We must learn how to make our trainees care about the material by stimulating their curiosity and then not satisfying that curiosity until we are ready to release their attention.

Since tension with no release is uncomfortable for even the hardest of us, the skilled trainer will build a series of conflict/resolutions within the training session. There will be many curiosity stimulators followed by curiosity satisfiers sprinkled throughout the training.

Some of the conflict we experience in training is natural conflict (i.e. felt needs). If I'm experiencing stress to an uncomfortable level, I will pay attention at a stress seminar. No one has to make me pay attention. I want to bring resolution to my conflict.

However, I am not always so naturally motivated. Some conflict must be manufactured by the trainer. I will then still pay attention to bring resolution to the conflict if the trainer helps me care about the conflict in the first place.

The openings that you find in this book have been carefully designed to maximize the use of Compelling Sensory Input, Curiosity, and Conflict/Resolution to effectively capture and hold the attention of the training group.

You will also find that all of the openings are content friendly! Each one can be modified to reflect the content you're currently teaching.

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Finally, you will notice that they can be adjusted to your personality and the personality of your group.

Realizing that there are introverted trainers as well as extroverted trainers, you will find introverted openings and extroverted openings within the pages of this book.

However, most of the openings in this book can be presented in either mode.

An *INTROVERTED OPENING* tends to use questioning in its presentation (i.e. “Have you ever seen a deck of marked cards?”) in order to build curiosity.

An *EXTROVERTED OPENING* comes right at you with more of a compelling sensory experience (i.e. “I just bought a deck of marked cards!”). This also builds curiosity and tension.

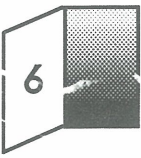
Rather than only doing one type of opening, the best trainers will adjust their opening style to the group for which they’re presenting. I’m sure you’ve noticed that groups have personalities too! Some groups are more introverted and some are more extroverted.

If you train an introverted group and use an “in your face” extroverted opening, you will drive the group members further inside themselves—defeating your hope of drawing them out into interaction.

If you have an extroverted group and you approach them with a series of introverted questions, you will quite frequently not capture their attention due to the lack of appropriate energy in your opening.

And *ENERGY* is the key word to creating a successful opening!

It doesn’t always need to be the high energy that is associated with a flaming extrovert, but it needs to be energy that comes from successfully building tension—using the dynamic of our natural curiosity. This can often be a quiet and intense form of energy.



# FIRST IMPRESSIONS! Openings You Can Count On

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## Introduction

Finally, as you play with the various openings in this book, make them your own. Process the suggested presentation through your own personality and then through the personality of your training group. As spoken of earlier, make each presentation an extension of some experience in your own life.

Then these openings will serve you well!

**Please read this section before continuing.**

## **BUILDING A MAGIC MEMORY DECK**

All of the openings in this book utilize The Magic Memory Deck in one form or another. This excellent training deck is constructed by taking a full deck of playing cards and printing either review questions, terms, or even desired actions (i.e. computer skills) on the backs of the cards. For ease of reading the questions, red back decks work better than blue back decks.

When you go to purchase the deck for your Magic Review Deck, go ahead and buy four or five other duplicate decks. You'll need those decks for some of the presentations contained in this book.

Some trainers use pressure sensitive mailing labels while others prefer using a permanent marker (the Sharpie series of pens work great) to print the information on the back of the cards.

By placing the more difficult information on the backs of the higher value cards (i.e. tens, jacks, queens, kings), the answers to those questions become worth more points.

By dividing the deck into suits, the information from different phases of the training can be written on the back of the different suits.

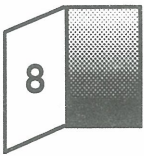
For example, all questions from the first part of the session might be on the back of the Clubs, the second part questions on the back of the Hearts, and so on through four different sections of questions (or terms or actions).

If you don't have enough questions for an entire deck, just use as many cards as you have questions!

As is obvious now, this deck's primary use is in a series of closing reviews with table-teams drawing cards from the face up deck—seeking to answer the question on the back (or even completing the action as in computer training).

If they miss the question, the number of points on the card is deducted from their score. If they get it right, points are





## FIRST IMPRESSIONS! Openings You Can Count On

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### Building a Magic Memory Deck

added to their score. Should they choose a higher value card with a harder question or a lower value card with a greater chance of getting it right? That's the key question of strategy!

As fun as that is. . .it is only the beginning of what can be done with this deck!

Believing that a good Opening and Closing are paramount to an effective training session, the magic with this deck of cards focuses on these two crucial elements—introducing the material in an interactive manner and memorably summarizing the material at the conclusion of the training session.

## **MARKED CARDS**

*One fun way to introduce the deck is to speak of the deck as being a deck of marked cards. The trainer shows the back of the cards and they look ordinary. However, the trainer explains that the markings can only be seen with a very special type of glasses.*

*The trainer puts on a goofy pair of glasses and reads from the back of an apparently normal card.*

*A member of the training group puts on the glasses and suddenly not only can she see the review questions written on the backs of the cards but so can the rest of the class! Laughter always greets the questions' sudden appearance!*

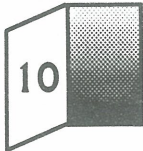
**H**ave your deck of Magic Memory Cards with two blank backed cards (no review questions on the backs) on top of the face down deck. Then underneath those two cards have the first of the genuine review cards. Select a card whose review question corresponds to the material you're planning to introduce in the training session.

Introduce the deck explaining that it is a deck of marked cards. This will pique the group's curiosity. Show the back of the top card. Of course, the group won't be able to see any markings. You explain that they would require special glasses in order to see the markings.

Put on the goofiest glasses you can find and pretend to read a content review question from the top card. Take that card away and pretend to read another question from the second blank backed card in the deck.

Ask if someone in the group would like to see how the markings look. Have them put on the glasses. It's best to select someone in the front of the room so that the rest of the group will be able to watch the person's reaction as they see the markings on the deck.

Before showing them the backs of the cards, remove the top blank backed card so that now they see the back of the review card corresponding to your content.



## FIRST IMPRESSIONS! Openings You Can Count On

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### Marked Cards

Show them the back of the card and the entire class will begin to laugh since they also see the markings! Thumb through a few more cards so that they see markings on all the other cards. Use the first card they saw to introduce your material.

“We hope to see the answer to that question very clearly after we’ve concluded our training session today”. This would be one way to word a transition into the material.

AN ADDITIONAL IDEA. . .involves using the special trick deck in the next opening Solid Fun! for this opening sequence. Now you’ve combined two powerful openings in one!

## SOLID FUN!

*The trainer takes the deck and gives it a shuffle. He encircles the deck with a rubber band and tosses the deck to a member of the training class.*

*The person is told to look at any card in the deck.*

*Imagine his surprise when he finds that the deck has sealed itself into a solid block of cards. They are now all glued together. He can't pull out a single card! The only card he can possibly read is the back of the top card! Oh well, fortunately, the writing on this card introduces the content of the session perfectly!*

Take a deck of cards that matches your Magic Memory Deck and glue all but two of the cards together into a solid block.

One of the best ways of accomplishing this is to use a glue stick. Be careful to align each card carefully so that you will have a perfectly squared block when you are done. When you have completed this task, print a question on the back of the uppermost card that will correspond to the content you are introducing.

Stand in front of your training group holding the deck with your thumb and fingers holding the ends of the deck (FIGURE #1). The bottom of the face down deck is closest to your palm with the two loose cards on top of the deck.

Paying no attention to the deck, absentmindedly shuffle the cards in the following manner while giving your introductory statements.

FIGURE #1

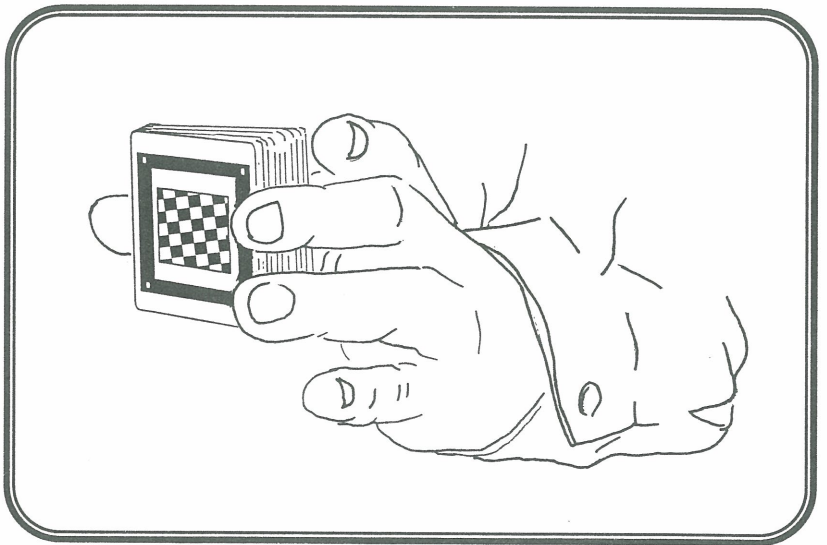
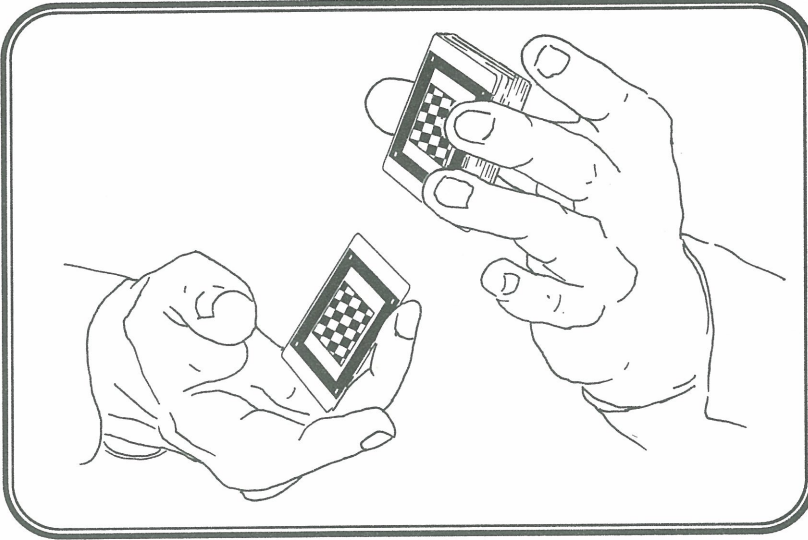


FIGURE #2

Pull off one loose card from the top of the deck with your other thumb and pull it into that hand (FIGURE #2). Pull



off the other loose card in the same manner and pull it onto the first loose card. Finally, pull the entire block of cards so that they fall in front of the two loose cards.

Pick up all the cards back into your original hand—holding it by the ends as in

the beginning. However, now the two loose cards will be closest to your palm.

Pull off the entire block of cards with the thumb of your other hand and drop it into that other hand. Then pull off one of the single cards so that it is in front of the block of cards. Finally, pull the last single card into the front of the other cards in your other hand.

If you now pick up all the cards back into the original starting position (FIGURE #1), you will be back into the original starting position.

When you casually do the above sequence, you will be precisely simulating an overhand shuffle of the cards. It will appear to your training group that the cards are all separate and single. Don't act like there's anything wrong with the deck and they will have no reason to suspect a thing!

Tell the group that before you actually start training you want to show them a little card trick and remove the two loose cards telling the group that they will be your prediction.

Take a rubber band from your pocket and encircle the remaining block of cards—tossing them to someone in the training group. Ask them to pick any card they desire.

### Solid Fun!

They will suddenly react to the fact that the cards are all stuck together!

Act surprised and ask for the deck back. Drop it on the table to show the rest of the group that indeed the cards have frozen together.

Act as though it must have been a defective deck. Suddenly notice however that the top card of the solid block contains a question that perfectly introduces your subject! Act pleased and use the question to transition into your material.

**ADDITIONAL IDEAS.** . .include using this deck in the opening entitled "Marked Cards." If you decide to go this direction you would leave one of the two loose cards blank (see the Marked Cards opening for more details).

You might also consider finishing this opening by tossing the defective deck in the suitcase and removing the deck needed for the opening "NAME THAT CARD!" You have now combined several powerful openings to introduce your material!

A special thank you to Paul Harris, creator of this routine, for his permission to include it in this book.



# FIRST IMPRESSIONS! Openings You Can Count On

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## NAME THAT CARD!

*The trainer might also introduce the deck of cards by telling the class that she has been learning a card trick or two. The trainer spreads the cards so that the faces of the cards can be seen. Any person merely thinks of a card. The trainer now claims to be able to name the thought of card! As the audience member concentrates, the trainer announces that the name of the card is "role play" (or whatever content oriented word you might want to use).*

*Showing that the cards are indeed marked on the backs with different training techniques, the trainer asks the person to name his card. When he does call out the number and suit of his card, that card is found and on its back is indeed the term "role play!"*

*This is a great way to introduce the deck and give it importance to the training time! The writing on the back of the selected card can be anything desired by the trainer to help introduce training content!*

**T**ake a deck that matches your Magic Memory Cards and divide the deck into two equal piles.

On the back of one set of cards print completely different content-oriented review questions or terms.

On the back of the other set of cards print the same review question or term on each card. Select a term or review question that will introduce your training session.

Re-assemble the entire deck again face down with all the different review question cards on top of the deck and all of the same review question cards on the bottom.

Tell your training group that you'd like to show them a great card trick before actually beginning the training. Select a volunteer from the group and without showing the backs of the cards, fan the lower half of the deck so that the volunteer can see the faces of the cards.



**Name that Card!**

It is very important that you do not fan more than the lower half of the deck! Remember the lower half of the deck has the same information on the back of each card!

Have the volunteer mentally think of one of the cards he sees without saying a word.

Close the deck and tell the volunteer that you will now attempt to tell him the name of his card!

Appear to concentrate and tell him finally that the name of his card is (use the piece of information that is on the back of all of the cards you showed him).

He will look puzzled (as he expected you to tell him a number and suit).

Realizing that he's confused, you continue to explain by showing him the backs of the top half of the deck. Explain that each card in the deck has a review question (or term, etc.) marked on it's backside. Read some of the review questions aloud.

However, be careful to not go beyond the top half of the deck when showing these cards! Remember that the bottom half has the same information on the backs.

Ask him which card he mentally selected and turn the deck face up as you seek to find it.

When you locate his card remove it from the deck, put the deck away in your pocket or briefcase, and triumphantly turn the card around to show that you indeed did name it correctly!

You can then use the card and the question on it to introduce your content to your class.

***NO MATTER HOW MUCH THEY BEG. . .DO NOT EXPLAIN THE WORKING OF THIS TRICK TO ANYONE IN YOUR CLASS!***

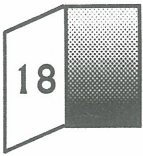
***IT WILL BE A MUCH TALKED ABOUT TRICK THAT YOU SHOULD KEEP TO YOURSELF!***

## Name that Card!

By explaining its workings to your class you will only dissipate their interest, curiosity and energy! It will be counter-productive to everything you're trying to do!

**MAKE SURE.** . .that you put the deck away immediately so that later you can switch it for the real Magic Memory Deck when you get ready to do review.

**AN ADDITIONAL IDEA.** . .is to take one of the trainees into your confidence—having them play the role of the psychic and correctly naming the card! It helps build team spirit! Simply tell the person what to say when asked to name the card. Your accomplice doesn't even need to know how the trick works.



## READY . . . AIM . . . FIRE!

*This is a great way for using the deck to introduce the focus of the training session!*

*The deck of cards is encircled with a rubber band. Holding his hand like a gun, a volunteer takes careful aim at the deck hoping to shoot a card right out of the deck.*

*As he fires at the deck, the group yells "BANG!" and one card flies from the deck. It is a card with a burnt bullet hole right through it!*

*The question on the back of the card exactly corresponds to the focus of the session's content.*

*"In this session, we will be aiming at . . ." provides a perfect lead-in.*

In preparing for this opening, select a card from your Magic Memory Cards whose question will correspond to the content you're presenting in the training session.

FIGURE #3

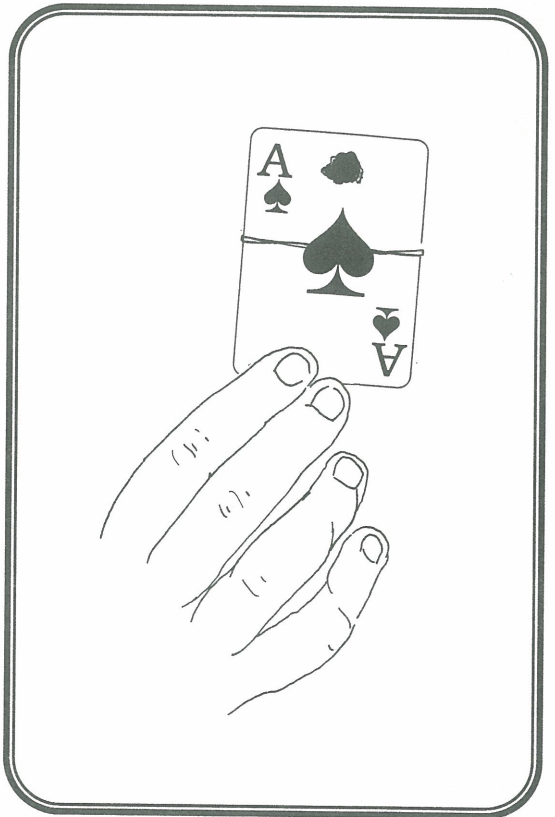
Prepare the card by taking a pen and pushing it through the card—making a hole in the card.

Next take a cigarette lighter and burn the hole so that it looks like a bullet might have passed through it.

Then take a rubber band (about a size 12 is perfect) and encircle the card with the rubber band at its middle (FIGURE #3).

Finally place the card in the middle of the deck and you're ready to begin.

Ask the group if anyone has ever had any experience with a hand gun. When someone does volunteer, reach into your pocket and bring out your hand forming the shape of a gun with your index finger extended and your other fingers curled into the palm.



Ready...Aim...Fire!

Explain to the group that this gun has been with you since you were a child. Walk over to the volunteer and reach out to hand it to them. Encourage them to shape their hand into a gun as they take the gun from you. Admonish them to always keep it pointed towards the ceiling. You can have a lot of fun with this!

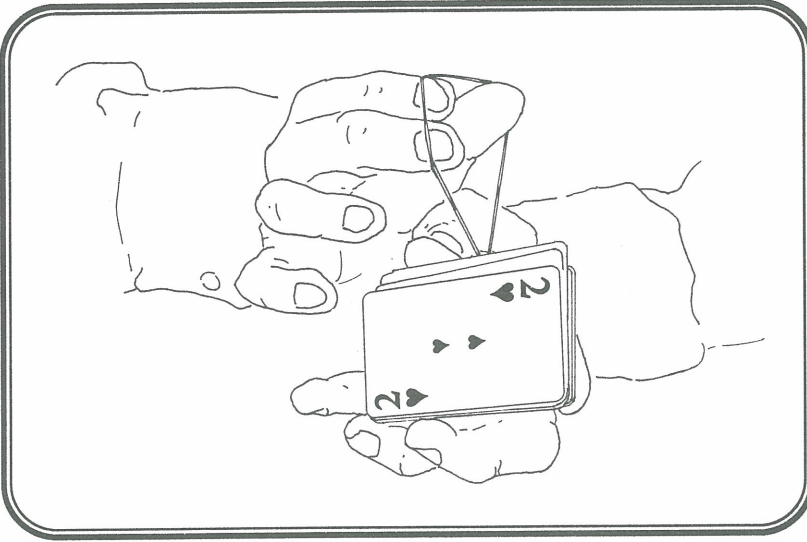
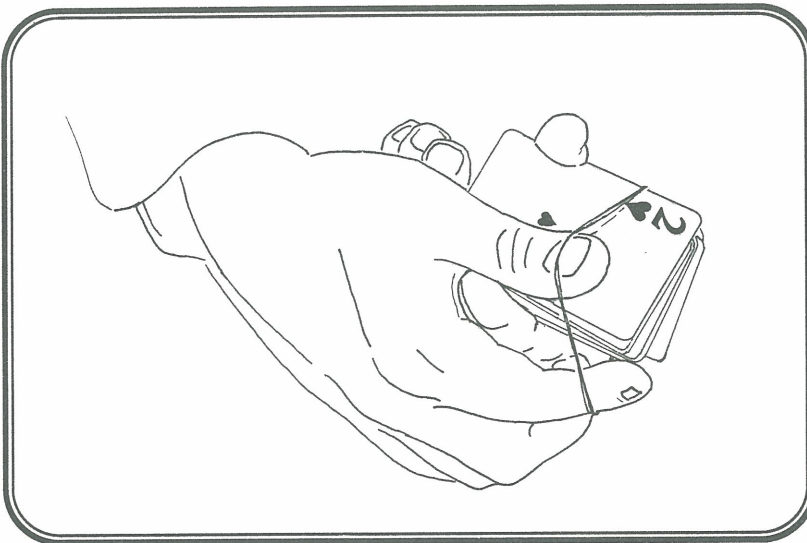


FIGURE #4

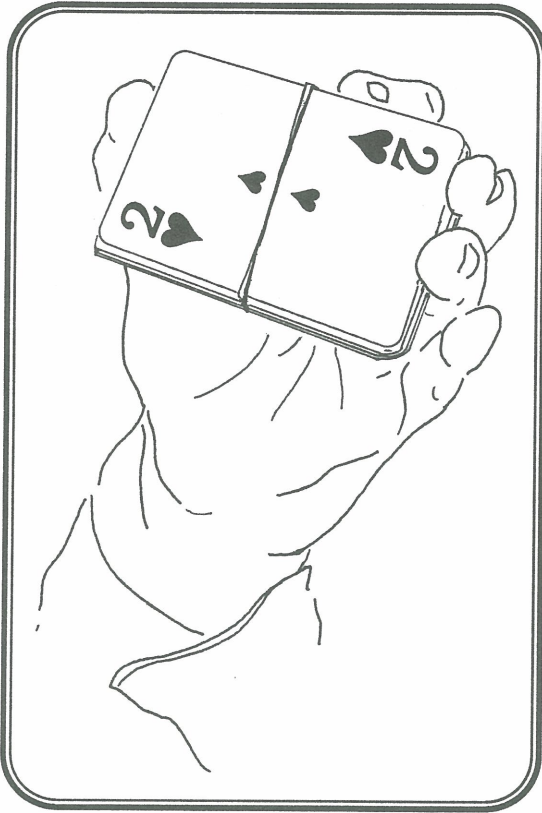
FIGURE #5



As you move away from the person and walk back towards the front of the room, reach into your pocket as though you are getting a rubber band. As your hand comes out of the pocket, act like you have found one and come over to the deck as though you are going to encircle the deck with the rubber band.

What you are really doing is pinching the rubber band that is already around the card and pulling it up away from the deck (FIGURE #4). Then you are taking the rubber band and pulling it around one end of the deck—encircling that end of the deck (FIGURE #5).

Ready...Aim...Fire!



Hold the deck as in FIGURE #6 with your index finger keeping the card from prematurely shooting out of the deck.

On the count of three have the volunteer aim at the deck and fire the gun. As a second thought remind the rest of the group that of course there will be no noise unless everyone else shouts "BANG!" when the gun is fired. Give them a practice shot.

## FIGURE #6

Now count to three, and the volunteer will fire. Nothing happens! Look behind you as though the volunteer must have missed the deck completely.

Move closer to the volunteer and have him try again. Count to three and again it is a miss.

Come right up to the volunteer holding the deck right up against the barrel of his index finger and encourage him to try again.

This time the card goes flying into the air as you release pressure on the deck!

Drop the deck on the table (since anyone can examine it now) and go over to pick up the card. Stick your finger through the bullet hole to show that indeed damage has been done!



## FIRST IMPRESSIONS! Openings You Can Count On

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Ready...Aim...Fire!

Then read the question on the card. Act amazed that out of all the cards this one would have been the one shot from the deck. It perfectly introduces the topic for training!

Congratulate the marksman and begin to provide a fabulous training session in response to the question on the card!

## THE LAZY MAGICIAN

*The trainer laments the fact that he could never be a great magician because he's just too lazy to put in the practice time necessary. If he were a magician, he would do his magic like this. . .*

*The trainer trades places with a member of the audience. As the trainer sits casually in the audience, the volunteer follows the trainer's instructions. Going to the front of the room, the volunteer takes the deck of cards and following the instructions of the trainer makes a selection of a card.*

*The trainer now directs attention to an envelope that has been hanging from the ceiling since the trainees entered the room.*

*When the envelope is opened, inside is found a prediction exactly matching the card he selected! The question on the card is the focus of the content for the session! The session begins with much fun and interest!*

Select a card from your Magic Memory Deck whose question capsulizes the content you plan to teach.

Write your prediction on a piece of paper. Indicate that you believe the volunteer will select the card with the question you've just chosen from the deck. Seal your prediction in an envelope—hanging it from the ceiling in your training room (take advantage of some natural curiosity). Don't be afraid to elaborate about how important that information is to the subject you'll be studying. Your volunteer will eventually be reading the message in its entirety to the class.

Before beginning, place the card you want the volunteer to choose on top of the face down deck.

Now think of an appropriate word to tie your training together (i.e. Quality, Training, Service, etc.). The word should be no longer than ten letters.

Hold the face down deck in your hand (with the force card on top) and spell your chosen word letter by letter dealing one card onto the table for each letter in your chosen word. Pick up your table pile and without disturbing the order, place this pile back on top of the deck.



Your force card is now the same number down in the deck as there are letters in your chosen training word.

When you get ready to present this opening, invite a member of your training class to the front as you take their seat in the class. Tell them that you're going to have them mix the cards in a very unusual manner. Have them pick up the face down deck and lift off about one-fourth of the deck turning that group of cards face up and placing it on the top of the deck.

Now have them pick up about half of the cards in the deck turning them face up and placing them on top of the deck.

Have them spread the cards and look for the first face down card (they will find it after they pass the face up cards on top of the deck). They don't know it, but this is your original top card!

Have them remove all of the cards above this face down card. Now beginning with this first face down card (your original top card) have them deal cards one at a time face down on the table as you tell them the key training word for them to spell.

They stop on the last letter and look at that card. Have them read to the class the information on their chosen card. Then have them go to your prediction envelope and open it. Have them read your prediction message as you are given a natural lead-in to your content!

## ANYONE CAN DO IT!/Part I

*To prove that anyone can do mysterious card magic, a card is freely selected by a member of the training group and shown to all but one member of the training class. The card is replaced in the deck and handed to the one person in the group who never saw the card.*

*With no previous coaching, the volunteer looks through the cards and successfully locates the selected card!*

*But wait. . .this demonstration is not done yet!*

Obtain a deck that matches your Magic Memory Deck and cover the faces of every card with a pressure sensitive mailing label so that no face on any card shows. Get large labels and trim them as needed or you might use white contact paper also.

Also make the deck appear to be just like your real Magic Memory Deck by putting review information on the backs of the cards too.

If the deck is now too thick with labels on the front and possibly on the back, take some of the cards away until the thickness of the cards is almost like that of your Magic Memory Deck.

Put this blank face deck in your coat pocket (inside coat pocket works well if you have one in your jacket).

As you begin, talk about how easy you've found magic to be. Ask for a volunteer of someone who would like to learn how to do a great card trick. When you have a volunteer, ask that person to step outside the room for just a moment while a card is selected. You don't want anyone in the rest of the training group to believe that this person could in anyway have seen or heard the name of the card about to be selected.

After this first volunteer has left the room, have another volunteer come to the front of the room and pick a card from your real Magic Memory Deck. Turn around (with the remainder of the Magic Memory Deck in your hand) as the volunteer shows the rest of the training group the card she selected.

While your back is turned, drop the Magic Memory Deck in your coat pocket and withdraw the other matching blank face deck. This will not be difficult since all eyes will be on the volunteer who is showing the card, and you can go deep into a far corner of the room as a precaution against somehow glimpsing the card yourself. Then have the person who selected the card replace it in the deck (your blank faced deck) call in the volunteer from outside the room.

Have this volunteer take the deck and go into a corner—turning their back on the rest of the group as they look through the cards. Ask them to guess about which card the other person might have selected. Have them call out the number and suit of the card they believe it might have been.

The person who chose the card will be completely amazed that this amateur magician got the card right!

However, don't quit yet! The best is yet to come! See the opening "Anyone Can Do It II!"

## ANYONE CAN DO IT!/Part II

*The deck is now handed to still another member of the class with instructions to go to a far corner of the room and select any card in the deck. He is to then hide the card on his person and bring the deck back.*

*Again. . .the initial volunteer tells this second person the card he selected!*

*Now. . .the audience brainstorms how the magic might have been accomplished. The final understanding of this miracle serves as an excellent example for setting in place a very creative atmosphere in the training room!*

The working of this part of the routine should be fairly obvious if you've taken time to read the first part of this presentation entitled "Anyone Can Do It!/Part I".

The blank faced deck is taken from the volunteer in the previous routine and handed to any other person in the training group with the instructions that they should now step out of the room and select any card they desire from the deck.

They are to bring that card into the room hidden from sight and the volunteer who correctly guessed the first card will try to tell this volunteer his card as well! Then we'll know it was more than a coincidence the first time!

When the person comes back into the room with the chosen card, the volunteer knows that there was really only one card in the deck to choose so they will have no problem guessing it correctly.

The group will be quite astonished by this person's psychic abilities!

But what if the person brings back one of the blank cards from the deck? Then the volunteer psychic will not guess correctly at first. . .so give him another chance. I'll bet he guesses a blank card on his second try!

Now give the group a chance to brainstorm in table groupings about how the magic might have been accomplished. In addition to generating great energy in a training room, it will really cultivate a creative atmosphere for the training to follow!