

# Brad Barton's Teaching with Magic Series

## Volume 1 Refusal Skills

Keep your friends...Have Fun...Stay out of Trouble

- Adapted from Utah State Office of Education  
Preventions Dimensions Curriculum

## One to Five Money Switch

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**Age Group Target:** 3<sup>rd</sup> – 12<sup>th</sup> Grade

### Objective & Goals:

- Teach the Refusal Skills
- Offer an emotional experience
- Develop incentive
- Create magic

### Risk Factors Addressed:

- Lack of commitment to school
- Antisocial behavior in early adolescence
- Friends who use drugs

### Protective Factors Built

- Healthy Life Skills
- Decision Making
- Conflict Management
- Refusal Skills

### Assets Developed:

- |                       |                      |
|-----------------------|----------------------|
| #10 Safety            | #31 Restraint        |
| #22 School Engagement | #32 Decision Making  |
| #28 Integrity         | #35 Resistance       |
| #30 Responsibility    | #37 Personal Control |

### Materials:

- Knowledge and understanding of the magic trick (included)
- Empire Folding Paper Mystery ©Loftus 2001 (included)
- Comprehensive Lesson Plan including script (included)
- \$1.00 from student in the class
- 1 nickel
- List of 5 Refusal Skills (included)

## Introduction:

Teaching this lesson using magic requires a bit of practice, but only a bit. The explanation below, coupled with a visual demonstration illustrates how this lesson can be effective in teaching the refusal skills. Sample dialogue and steps are provided to get you started. This is written “movie-script” style where the italics give directions or offer unspoken information. (Some of this script should be said word for word, other parts of it can be improvised depending on the situation, age level, and type of students in your learning environment.)

## The nuts and bolts of the “Trick”

This is an easy, self-working trick with very little setup.

You will notice that the second largest paper contains two different sides each containing the next two smaller papers. Load one side with a nickel. Make sure this is not the side you open when you first start unfolding the papers. You want to unfold blank pages so that you can take a student volunteer’s dollar and place it in the smallest paper. After placing the \$1.00 bill into the smallest paper, fold the paper up, turn it over and tap it, fold it into next largest paper, turn it over and tap it, then fold it into the third paper, turn it over and tap it. Turning over this paper has just set you up for the trick since the nickel side is now ready. Fold this into the largest paper, turn it and tap it. Now, turn over the largest paper and unfold it. Unfold the second largest and continue. You will be unfolding the smallest paper that contains the nickel. The \$1.00 has vanished (it is hidden in the secret fold of the second largest paper).

## Performing the Trick

### Instructor:

Ladies and Gentlemen, for the first person to put a one dollar bill into my hand, I will change your one dollar bill into a five and you get to keep the five.”

*At this point, students are frantically searching for a \$1.00 bill and rushing up to be the first to place it in your hand. As they do this, say...*

This is real money, legal tender, money actually **MINTED** by the United States Treasury. It’s not Monopoly money or play money. It’s actually money you can spend legally on the way home. It’s even got “In God We Trust” written on it.

*Students will rush up to put the \$1.00 in your hand...announce the winner and say...*

Because you, (*student’s name*) are the first person to get a one dollar bill into my hand, I will change your one dollar bill into a five, and you get to keep the five. (*Repeat another time for effect*) This is real money, legal tender, money actually **MINTED** by the United States Treasury; it’s not Monopoly money or play money. It’s even got “In God We Trust.” It’s actually money that you can spend legally on the way home. The only catch is that, at the end of the trick, I **HAVE** to keep the one dollar bill, but you **GET** to keep the five (*said with a smile*) Do we have a deal?

### Student:

*Student responds affirmatively*

### Instructor:

Ok, very good.

*Shake the person’s hand and pull out the magic papers. Open up the magic papers, all four of them completely to reveal absolutely nothing. As you put the folded \$1.00 into the papers, ask...*

Have I already switched the one dollar bill?

**Student / Class:**

*Usually responds, "NO"*

**Instructor:**

"It is still right here. The hand may be quicker than the eye, but have I switched the bill? No it's right here. *I place the \$1.00 bill into the magic paper and I have the student say, "bye bye dollar" to make it more interesting.*

**Student:**

"Bye Bye Dollar" *Student may wave Bye Bye*

*Fold the \$1.00 into the first magic paper, flip it over and tap three times. Continue this process with all of the papers by folding the already folded paper into the next size larger, flipping it over and tapping three times. Do some fancy "magical moves" with your hands over the magic papers then reverse the process. Unfold the first, second, third magic papers. When you reach the fourth, the one into which you initially folded the \$1.00 say...*

Congratulations young man/lady *and hold their hand out...* I have just changed your one dollar bill into a 5!

*Then, I let the nickel drop into their hands from the final magic paper. Many are surprised and some start to laugh. Ask the class...*

"Would you all agree that *(student's name)* just got ripped off?"

**Class:**

*The class agrees.*

**Instructor:**

The next question is a trick question, and before I ask this question, I want to repeat what I said twice, before I started the illusion. Ladies and Gentlemen, for the first person to get a one dollar bill into my hand, I will change your one dollar bill into a five and you get to keep the five. This is real money, legal tender, money actually **MINTED** by the United States Treasury; it's not Monopoly money or play money. It's actually money you can spend legally on the way home. It's even got, "In God We Trust" written on it. Now, did I fulfill my contract in FULL?" *and of course the answer is Yes...* we all agree that *(student's name)* just got ripped off, now I want you to point your finger to the **ONE** person in the room who just ripped *(student's name)* off...

*I point to the student and everyone else, including the student is pointing at me. When the other students start to realize that I am pointing at the victim, many of them redirect their fingers so that they too are now pointing at the person who just lost the money.*

**Instructor:**

*Said directly to student...* You are the one who ripped yourself off, and how did you rip yourself off? Because you made your decision based on very small amounts of information.

*This is where the instructor introduces the first step of the refusal skills.*

**Instructor:**

**Refusal Skill #1: Ask Questions**

What is the one thing you could have done to keep yourself from being ripped off (*student's name*)?

**Student:**

*His/Her answer should be something to this effect:* I could have asked some questions.

**Instructor:**

What is one question you could have asked to save yourself from being ripped off?

**Student:**

*Says something akin to* “Is it going to be a five **DOLLAR BILL**?”

**Instructor:**

But you actually had all of the information right there. Remember I said, money **MINTED** by the US Treasury. Of course, you know that bills are not minted but printed and coins are not printed but minted, and I actually gave you all the information you needed, but you could have asked some clarifying questions. Just asking questions would have saved you a whole bunch of grief.

**Instructor:**

*Said to entire class...*

Raise your hand if you want to be happy in life. I am going to give you a really simple formula for being happy, I think this will jive with just about everybody's belief systems. All you gotta do to be happier in life is to make less bad decisions and more good decisions. If you could make less bad and more good decisions, wouldn't you agree that you would be happier? Well, how do you do that neat trick? You can start by **ASKING MORE QUESTIONS**! The more questions that you ask, the more information you can gather and the less chance you have of making poor decisions. Now, of course, it **IS** possible that you could make a bad decision based on **LOTS** of information but it is not very likely. It is also possible that you could make good decisions based on very small amounts of information, but that too is not very likely. Asking questions is going to help you make more good decisions and less bad decisions, and you are going to become happier and have more fun in the process.

*(Said to student)* Did you learn your lesson? Does everyone agree that (*student's name*) just learned his/her lesson? Ok, then, (*student's name*), did you really rip yourself off? **OR** did you simply trade \$.95 away for a very good lesson? *As students laugh, turn your attention to the entire class.* The really cool part is that you all just got the \$.95 lesson... and it didn't cost you a thing. (*Student's Name*) if you will do this one thing--every time life serves you up a situation that requires you to make a decision--ask more questions, you are going to be much better off.

So, did you learn your lesson? What are you going to do next time?

**Student/Class:**

Yes...Ask more questions.

**Instructor:**

Would you like your dollar back?

**Student:**

Yes

**Instructor:**

Place the nickel right there and say Bye bye nickel.

**Student/Class:**

Bye Bye nickel

**Instructor:**

*Go through the process again where the nickel is folded into the first magic paper, turned over and tapped three times then into each successively larger paper, flipped over and tapped three times. When finished, open each paper, except the final one, into which you placed the nickel. Hold this final paper up in your hand. Look to the student...*

Here it is (*student's name*)... *Pause*... You committed to ask questions when faced with a decision, yet the very next time life served you a situation that required you to make a decision, you launched into it without asking a single additional question.

*As you say this with disappointment in your voice, students start to get it.*

He/She just got sucked in again. Let me say again, word per word, what I just asked you, "Would you (*student's name*) like your dollar back?" Your answer was yes. Next I said, "Place the nickel right there." Notice I didn't say "ok then," implying that I was going to give you your dollar back, I just said place the nickel right there. And like a lamb to the slaughter you dutifully put your nickel right there.

*At this point, the class is laughing in understanding as they see what is going on.*

Here is a point of wisdom, Ladies and Gentlemen. You just paid \$.95 to learn a lesson. In this case it was only \$.95, but think of all the poor decisions you have made in the past and learned something because of a mistake. Chances are it cost more than \$.95, not just in money but in pain and consequences. If you pay \$.95 only to make the same mistake again, you obviously did not learn the first time, and that lesson just became more expensive.

So (*student's name*), "what is in the paper this time?"

**Student/Class:**

*Almost everyone responds "It's a penny."*

*(There is actually no penny in the paper, but you have made your point.)*

**Instructor:**

Exactly, your \$.95 lesson just became a \$.99 cent lesson, and if you make the same mistake a third time, there is not going to be anything in the paper. You make the mistake a fourth time and buddy, you're gonna owe **ME** money (*this usually gets a nice chuckle from the class*).

*At this point, to illustrate my point more thoroughly, I like to relate the following story. If you have a personal anecdote or story that would fit this situation, I encourage you to use yours.*

This is a story from my mentor, the late Merlin Goode, who was a professional river rafting guide.

Now, according to my good friend Merlin, there was a river rafting guide working on the same river as him for 20 years. All the other rafting guides would watch this fella make the same dumb mistakes every single year. He'd been river rafting for 20 years but this guy didn't really have 20 years of river guiding experience. He had one year of experience - 20 times – this because he never learned from his mistakes.

Folks, life ain't like Wal-Mart. When you find something at Wal-Mart that is worth more than the money in your pocket, you trade your money away for it, ie. new shirt, X-box game, etc. But if you get it home and find out it is the wrong size, color, or it doesn't work, what do you do? You simply take it back to the store with your receipt. Go to the Customer Service counter, explain the problem and they give you your money back.

Well, have you ever had an experience in life where you made a bad trade? You gave up an hour or a day or important opportunity in exchange for a horrible decision. Have you then felt like looking to the sky and asking, "Hey, could I do yesterday over?!"

Folks, life is not like Wal-Mart. You can't do it over. That is why you and I outta get real good at asking questions and making better decisions more persistently and more consistently and creating more happiness and joy in life. The way to do this is by learning and living the 5 steps of the Refusal Skills.

The first step, as we've discussed is ASK QUESTIONS.

In this case, because I am so darn nice to y'all I am going to give (*student's name*) his/her dollar back. *I give the dollar back and say...* Now that you have learned the lesson, remember it...cash it in next time, get your \$.95 worth.

*Now, teach the remaining 4 steps. You could tell this hypothetical story about Johnny*

Paul calls Johnny, "Let's go goof off. I'll pick you up in five minutes. Be ready outside."

Johnny responds, "Wait a second Paul, where we going?"

"We are headed to the mall."

"What are we going to do there?"

"We are going to get some CD's."

"Who's bringing the money? Who else is coming?," asks Johnny.

"Oh we don't need any money, Rocko's gonna be there," responds Paul.

Johnny knows that Rocko is "the five fingered thief," and immediately realizes **the trouble**.

Paul continues, "Come on, get ready...we'll see you in five minutes..."

"Wait, wait, wait, wait....come on Paul, you know that if we go down there with Rocko, there's gonna be trouble."

## **Refusal Skill #2: Name the Trouble**

In this story, the trouble is Rocko...if Paul and Johnny go down to the mall and steal CD's, they are going to get caught, and that is the trouble.

## **Refusal Skill #3: State the Consequences**

Johnny continues, "Paul, if we get caught, we are going to get in bad trouble and my parents are going to ground me for 2 lifetimes...there is no way that we are going to be able to have the sleepover next weekend. We may never have a sleepover again if we are arrested for shoplifting."

## Refusal Skill #4: State an Alternative

“Paul, I have a brand new, really cool X-Box game...I am getting good, and I think I could whip your trash. Do you dare to take me on?”

## Refusal Skill #5: Move it, Sell it, & Leave the Door Open

Johnny doesn't say, “Come over here, it'll be better,” instead he does a serious sales job hyping up the X-Box game and offering Paul some competition.

If Skill #5 isn't successful, and your friend says, “Nah, I am still going to head down to the mall with Rocko.” Tell him, “well, think about it on your way, add it up...what is it gonna cost you? What's the grief? What's the trouble you face? If you get smart and change your mind and dare to take me on, I will be right here on my X-box waiting to take you on. Give it a think.”

**“More truth is comprehended through  
emotion than through intellect.”**

-C.S. Lewis

We've just taken the 5 straightforward steps to the Refusal Skills and powered them up. We have given students a magical/emotional experience and a story to which the students can relate to. The entire class felt (*student's name who lent \$1.00*) embarrassment when his/her bill disappeared and the relief when it came back. Together the students laughed and developed an understanding for these important skills. They will never forget the first step to the refusal skills because of the magic involved, and they will remember the remaining 4 skills because the story allowed the ideas to come to life. This will enable students to remember the steps not only for next weeks pop quiz but also for practical life application.

End of the year, optional incentive.

### **Instructor:**

At the end of the year if I can catch you participating and modeling the 5 steps to refusal, I will teach you how to do this trick.

*(Make sure you follow through with your promise)*

Good Luck and Have Fun.

**Congratulations,  
You are now a magical teacher!**

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# Refusal Skills

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Keep your friends...have fun...stay out of trouble

The Steps and Key Phrases

## 1.) ASK QUESTIONS

What are we going to do there?

Do you have any money?

Etc...

## 2.) NAME THE TROUBLE

That's...

## 3.) IDENTIFY THE CONSEQUENCES

If I do that...

## 4.) SUGGEST AN ALTERNATIVE

Instead, why don't we...

## 5.) MOVE IT, SELL IT, AND LEAVE THE DOOR OPEN

If you change your mind...

What to do under pressure:

1.) Stay Calm

2.) Say the person's name and make eye contact

3.) Say, "listen to me."

4.) Pause

5.) Continue using the skills

- Adapted from Utah State Office of Education  
Preventions Dimensions Curriculum



# How to Say "NO!"

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## Resistance to Persuasion Skills

- 1.) Broken Record Technique
- 2.) Give reasons or Excuses
- 3.) Delay your decision
- 4.) Find a friend who feels the same way you do.
- 5.) Use your credit. (Put the pressure on them)
- 6.) Avoid the Situation
- 7.) Change the Subject
- 8.) Tell your friend, "I have made a decision"
- 9.) Chicken Counterattack
- 10.) Tell your friends, "I have a right to say no."
- 11.) Use Humor
- 12.) Act Shocked
- 13.) Suggest an Alternative