Fallible - Fallible breathes life into the Two Card Monte with a relevant presentation!

Spot of Influence - Crazy Cube meets Free Will!

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Ball of Time - An emotional presentation using an Oddball!

Common Core Squared - A comedy routine with a Magic Square!

Fallible

Fallible breathes life into the Two Card Monte with a relevant presentation!

The Secret: In addition to the gimmicked cards, you will need two ordinary cards of the same color and value but of opposite suits, and a Himber wallet to switch out the cards at the end, so that the spectators may keep the cards as a souvenir.

The Routine: *Have you ever heard of a phenomenon known as the Mandela Effect? If you haven't, the Mandela Effect is when a false memory is made, usually similar to the original one but slightly different. For example, do you remember the old cartoon called Loony Toons, T-o-o-n-s? It was actually called Loony Tunes, T-u-n-e-s. How about the Monopoly man with his famous monocle? Turns out he never had one. It was just people's minds all remembering it wrong.*

Now you all might think the Mandela Effect only applies to things you remember from long ago, but not always. In fact, what if I were to tell you that we could experience that phenomenon right here and now?

Open your wallet and take out the gimmicked cards. For illustration purposes, we will assume you have a card with the 9 of hearts on one side and the 4 of spades on the other. *I know what you are thinking, there's no way you can confuse someone's memory with only two cards but let's just try.*

Do the secret move. *Here we have two cards, the 9 of hearts and the 4 of spades.* Take the face up card in whatever position you choose, let's just say it's the 9 of hearts. Make sure they all can clearly see you take the 9 and put it behind your back. Now even though it was the 9 and they all saw it was the 9 of hearts, you are going to tell them that it was the 4 of spades. *Watch, as the 4 of spades briefly fades from view.*

Wait for a moment or two until they correct you, and tell you that you are wrong. After another moment of hesitation, secretly flip the card over and slowly pull the 4 of spades from behind your back. You will see confusion and doubt wash over their faces. They just saw a 9 and only by telling them it's a 4 some people already start to doubt their eyes and mind.

The Mandela Effect, something that takes years, in only moments! But let's try again, maybe I was mistaken.

This time we will focus on just the colors, red and black. Put the 9 of hearts behind your back. *Personally I like the black because it's easier on my eyes.* When they start to argue that you put a red card behind your back, produce the 4 of spades and watch the utter confusion on their faces.

Is this the Mandela Effect, or a case of Déjà Vu? Let's try it once more, this time using only our memory.

Put the cards back in the wallet, flipping it so the set of normal cards are now in their place.

I want to leave you with a souvenir, a reMINDer of the Mandela Effect. Using only your mind, please think of one of the cards. Wait a few seconds. *I think it's red… or it could be black, but I'm certain it's one of those two, right? It was an odd card.* If they respond no, reply, *That's odd*. If they agree, reply, *Really? Wow, I guess I'm better than I thought!* Either way, have the person or pick someone if it's a group to tell you what card they were thinking of. If they say the 9 of hearts act confused. *You mean the 9 of diamonds*. If they tell you the 4 of spades, *you must mean the 4 of clubs*.

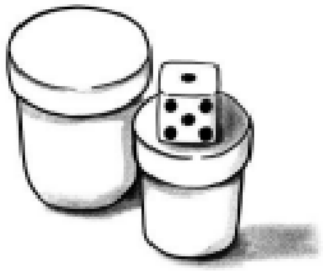
Don't leave room for arguments; instead open the wallet, remove the cards about half way, then gesture with the wallet for them to take the cards out themselves. As they examine the cards quietly put the wallet away, take your bow, and leave them in total confusion and thinking they have succumbed to the fantastic Mandela Effect in only a few short moments.

Of course, I want to thank you for being so wonderful. Without you there would be no one to remember this memorable occasion!

Spot of Influence

The Effect: Imagine a free choice of placing a single die in one of two containers, a choice of placing each container behind your back or in your pocket, and then even being given a free choice of changing which container holds the die. But are they really your decisions, or were you influenced? These are questions you'll ponder as the locations of all three objects are revealed.

Crazy Cube, meet Free Will!



The Secret: You will need Harry Roydon's wonderful effect, Crazy Cube (found anywhere magic is sold), and the very underutilized art of listening.

To start, separate the inner canister from the outer one. Now drop the die into one of them. You can hear a difference in the sound each makes. The smaller canister sounds shallow, while the larger one sounds deeper.

The Method: With your back turned, ask your participant to drop the die into one of the canisters. Saying "*drop*" vs. "*place*" ensures the die is indeed dropped and not slid into a canister. Once you know which canister contains the die, most of the work is already done. From here, you tell them where you want them to put each canister. Start by asking them to place the canister "*with the die*" in their pocket, since to the participant you have no idea which canister the die is in. Then ask that they place *"the other one"* behind their back. Once that is done you ask your participant two questions: if they want to change the location of the die, or if they want to switch the location of the canisters. Wait for a response to the first question before asking the second one. Their verbal answers will dictate the new locations. When you are ready to reveal the locations, identify the location of the empty canister first by size (*"the larger canister"* or *"the smaller canister"*), then the other one by size, following up with the verbiage "*which holds the die*". Phrasing it in this way separates your reveal as three distinct revelations and not just two. Bonus: you can continue by revealing the spots face up on the die via the original Crazy Cube routine.

Felix Culpa

The Premise: A stack of bills is introduced, and random packets are handed out to be shuffled. The bills are collected and made into one pile. A volunteer is asked to cut the pile, and to and focus on the serial number of the bill they cut to, which you reveal with 100% accuracy.

The Secret: You'll need a stack of twenty to thirty bills and the ability to perform the Criss-Cross Force. You'll be retaining the bill with the forced serial number, which will then be controlled face down to the top of the stack.

The Method:

Random packets of bills are handed out to be shuffled, retaining a few yourself to demonstrate. Your forced bill is in your packet and controlled face down to the top. As you collect the bills, casually put your packet on top. Ask your volunteer to cut the stack of bills and place them on the table. You now place the original bottom half on top of their stack making a cross shape. At this point, you'll need to take their attention away from the bills by making a statement or asking a question. It only takes a second. Then, lift the top stack, and ask that they take the bill they randomly cut to, which is the bill with your forced serial number.

The Routine: *Memory is an amazing thing. One moment you are reminded of a time in your life from years ago, and then suddenly you can't remember why you went into the kitchen. I'm sure you've seen or heard of people doing stunts with memory and numbers. And with your permission, I'd like to try and recreate one of my favorites.*

Take out your stack of bills. *100% legal tender. But don't just take my word for it, see for yourselves*. Hand out stacks of bills, keeping a stack for yourself.

When you are satisfied, please give your bills a quick shuffle. Demonstrate shuffling the bills with your stack, while secretly shuffling your forced bill face down to the top of your stack.

All right I think that will do. Make sure all the bills are face down and give them one more quick shuffle. Please hand your stacks back to me. Make sure to place your stack on the top.

May I have a volunteer? Thank you. Once everyone has been introduced, continue. *Would you please cut the stack in half? Wonderful!* Place the original bottom half on the top in a cross shape and look at the audience. *Do I have all the bills back? My wife expects me to go grocery shopping after this*. After the distraction bring their focus back to the bills.

Lift the top portion and ask that they take the bill they randomly cut to. *Please look at the serial number on the face of the bill. There are literally millions of dollar bills in circulation, each containing random numbers and letters*.

The letter is the easy part. I have a one in twenty six… and as tongue in cheek as possible, under your breath continue *…hundred chance of getting it right. This bill's serial number is the letter……G.* Take a dramatic bow.

Ah I see you're not impressed. Let's make a deal. If I am able to get the first four numbers correct, you will give me some applause. Let's try… the numbers…7…3…3…2. Is that correct? Wait for confirmation and bow again as they applaud.

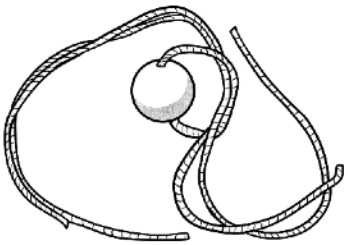
Some of you might think I got lucky. But don't forget every single bill has a different combination. There are thousands of combinations of letters and numbers. Let's take it a step further. If I can get the full serial number, that's got to be worth a standing ovation, right?

Once they agree, respond. *Oh thank you! Tonight's performance was brought to you by the numbers…7…3…3…2…9…0…3…5, and the letter G*. Dramatically exhale and wait for confirmation and a standing ovation.

Thank you. Thank you. Truly though it would have been impossible without such a wonderful volunteer. Please, keep the bill as a reminder of this occasion and thank you!

Of course, I want to thank you all for being so wonderful. Without you there would be no one to remember this memorable occasion!

Ball of Time



Ball of Time is my handling of Oddball, which is based on an old effect called Grandmother's Necklace.

The Secret: Not much, really. It uses the standard Oddball magic trick that can be found in almost any magic shop.

The Routine: *Life is a contradiction built around a piece of fiction called time. From the moment we're born, we're constantly living forward, starting at a beginning* (Point to the end of one of the cords) *and continuing until an end* (Trace the path of the cord until you reach the other end). *Here* (Point to the ball), *in the middle, is the present where we live. This is the moment we so desperately try to hold on to* (Place the ball in a volunteer's hand, have them close their hand, and rotate it downward with the cords dangling from each end).

We try to hold on to the present because it's the only point in time where the past and future collide (As you say *"past and future collide"*, loosely tie the ends of one of the cords around your volunteer's fist).

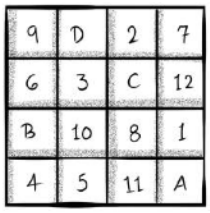
We can reminisce about the past affecting our decisions, while at the same time imagining the future of a choice we have yet to make. But sadly, time must continue on (Pull both ends of the cords, releasing them from the ball), *and the present will inevitably become part of our past.*

So in a way, time is nothing more than an illusion. However the reality is, what you choose to do with it is not. (You can choose either to end here, or vanish the ball using your favorite palming method. Personally, I like to give the ball away as a keepsake.) *Thank YOU!*

Common Core Squared

Why: I love magic squares, and wanted to create a routine that adds a little humor and helps make it more relatable and relevant.

Supplied: You are supplied with a visual prop that hides the Magic Square formula in the lower right hand corner. It's designed to look like a math formula. The "**?**" is your called out number minus 20. The formulas in the parenthesis are the new number plus or minus the number that follows (one or two). This is placed behind a page on your clipboard so you can see the formula through a single sheet of paper, or attached to the upper corner of a larger dry erase board.



The Presentation: *There was a time, it was long ago if you subscribe to linear time, but I remember it like it was yesterday. It was a time when I was sitting in a math class and the teacher was telling me I needed to pay attention because there wouldn't be a calculator everywhere I went.*

Pull out your phone.

I think we all know who won that argument. Not only does every computer have a calculator but so does every phone, every tablet, every smart watch, and I've seen a hipster in a café that used an abacus as a cash register.

While I won the war of the calculator, I do still owe someone an apology. You all. I hated showing my work. If the teacher asked me something like "reduce 50/100 to its common denominator" I would just shout out ½. Sure enough, the teacher would say, "Show your work, show your work, you need to show your work." So, I would draw it out on the paper. Not the actual math work; I would draw a sign that read "Genius at work" and then the ½.

Flip over the page on your clipboard to show the sign, or proudly attach it in the upper corner of your dry erase board.

I proudly showed it to the teacher…and the teacher proudly showed me to the principal's office. And the principal proudly gave me detention. Seems like a lot of work for not showing the work.

It's people like me that make Common Core Math so essential, and for that I'm sorry.

While Common Core Math is the new educational standard, a lot of teachers say that it's to push students to understand math on a deeper level. That's starting to sound like philosophy and not math. 2+2=4 because before four it was three, two, and one. Deep, right?

Soon enough they are going to want math in all the subjects. It could be in history. Before the American Revolution, England owned 100 percent of America, after it…a lot less. I'd show my work, but I'll leave that to the history teacher.

Math could be in the arts. 2B or not 2B, especially when y+n=b squared. I'm not sure what that means, but I'm pretty sure that Shakespeare is very mad at me from beyond the grave.

Common Core Math is a beast. If Common Core Math was the Big Bad Wolf, it would have blown down the brick house, eaten the three little pigs and then ate the bricks.

Let me give you an example, can someone shout out a two-digit number that's at least old enough to drink?

Great thank you. Now, we'll make a grid, because I guess Common Core Math wants to treat numbers like UFC fighters. A bunch of numbers go in, but only one answer comes out. See?

Fill out your magic square. Due to the presentation, it's ok to fill in the static numbers first, and then fill in the four numbers that complete your square.

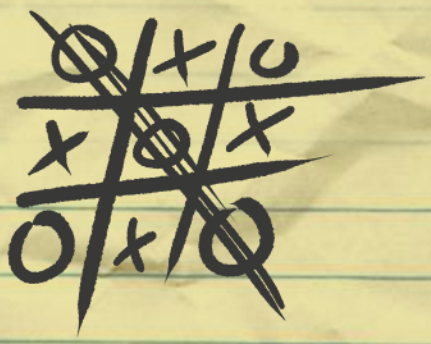
As you can see, I could spend all this time showing my work or I could have just given the teacher the answer, but where's the flash? Where's the sizzle? Where's the reason to keep math teachers working?

I know that it sounds like I'm being hard on math teachers, I just had a bad experience. But to show that I'm not a bad sport and in honor of math teachers everywhere, I will now show my work. If you can find a calculator, feel free to follow along.

Show that all rows, columns, and diagonally total the chosen number.

I'm sure that you are lovely people. You'd be great to have around when we need to split the bill at a restaurant. You'd be great to let us know how much we are saving at a 25% off sale. Though, with how great numbers are, for the life of me I still can't figure out how not to be a third wheel.

And with that, I bid you Adieu, Thank YOU!



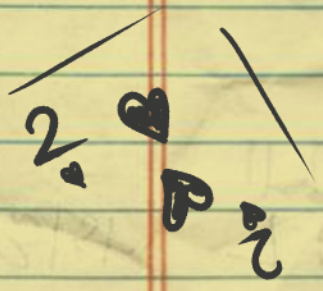
$8 \div 2 + 1$
?

2 5

GENIUS AT WORK

3 x
125

1/4



1/2

3.1416...
?

Teacher xD

9 (A+2) 27
6 3 (A-1) 12
(A+1) 10 8 1
4 5 11 = ?