The Franzini Family Science Circus
An Edu-taining show presented by
The Franzini Family

An Educator’s Guide
Welcome to the show!

The FRANZINI FAMILY SCIENCE CIRCUS featuring Professor Franzini and Lippo the Clown leads the audience through an action packed demonstration of Gravity, Inertia, Circular Motion, Air Pressure and Balance. All these scientific elements are dynamically demonstrated through clowning, juggling, magic and other circus skills. This fun-filled, fast-paced program promotes an understanding of science in clear and simple terms. Hula Hoops, Umbrellas, Balls, Cigar Boxes, Balloons and more are transformed into objects of scientific concern and fascination. An introduction to astronomy is shown through Lippo’s wild ride around the “rolling globe” as he puts the planets into orbit! Run Away with the Franzini Family to stimulate thought, interest and a better understanding of science for grades K through 5.

This program is presented as part of the Artists-in-the-Schools Program, which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.

Before the show

Synopsis of the Story / Description of what the audience will see / What to expect.

Lippo Franzini is a former 5th grade teacher who adds his enormous circus skills to create a show heavy on content with all the fun of a real circus. Together with Professor Franzini they bring back the traditions of slapstick comedy and vaudeville. The Franzini Family is a legend in the Hillsborough County schools as The Arts Council of Hillsborough County has sponsors their educational programs since 1983. The Fabulous Franzinis have performed throughout the world and in hundreds of elementary school from Florida to South Carolina.

The show begins with a clown dance, falls and chase. Professor Franzini proceeds to the title board and present the acts as follows:

Act 1: Gravity - demonstrated through juggling & dropping weighted balls
Act 2: Interia - demonstrated with rubber ball & bowling ball
Act 3: Balance - demonstrated with boxes & rolla bolla
Act 4: Air Pressure - demonstrated with air propelled race car
Act 5: Zero - demonstrated with juggling rings
Act 6: Circular Motion - demonstrated with umbrella, stick & hula hoops
Act 7: Astronomy - demonstrated with model of sun & unicycle
Act 8: Centrifugal Force - demonstrated with plate spinning
Act 9: Return to Astronomy - demonstrated with model of solar system

“Complex concepts in Science were explained in an effective way to help children understand and remember. So simple and very effective!” Mary Ann Ratliff, Hillsborough County Schools.
Florida Standards that connect to this performance experience:
LAFS.K12.SL.1.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Theatre Etiquette
The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral mandates with your students before the performance.

<table>
<thead>
<tr>
<th>Your Role as an Audience Member</th>
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<tbody>
<tr>
<td>The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:</td>
</tr>
<tr>
<td>• Enter the performance space quietly and take your seat as directed.</td>
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<tr>
<td>• Remember that seeing a live show is not like watching TV or a movie. The performers are in the same room with you and can see and hear you. Please don’t talk during the performance. The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.</td>
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<tr>
<td>• Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.</td>
</tr>
<tr>
<td>• You can laugh if something is funny and clap at the end of the performance or after a song.</td>
</tr>
<tr>
<td>• Using your cell phone, taking pictures or recording is not allowed during the performance.</td>
</tr>
<tr>
<td>• Please remain seated at the end of the performance.</td>
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</tbody>
</table>

Standards for Theatre Etiquette
TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.
TH.1.S.1.1-Exhibit appropriate audience etiquette and response.
TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.4.S.1.1-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

This review and discussion supports Standards governing appropriate behavior and Theatre Etiquette. Distributing adult supervision amongst the students will help ensure appropriate behavior. Teacher and chaperone behavior is critical as well so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance. Taking pictures or recording during the performance is not permitted. We hope this helps you prepare your students so they will experience a quality performance.
The Art of Clowning

Teachers: Be prepared to show these photos as you discuss the art of clowning

BE A CLOWN!

Think of the circus and you think of clowns. Think of clowns and you think of colorful and bizarre costumes, wild hair, silly hats, exaggerated features, mirthful antics and laughter. But clowning is more than funny clothes and pranks. It is a respected art requiring training, skill, dedication and creativity with a long history in American culture. Modern clowns fall into three categories: Whiteface, Auguste and Character.

The Whiteface clown wears white base makeup with colored features, dresses in neat clothes (often a one piece jumpsuit), and acts as the straight man, setting up gags for the other clowns to complete.

The Auguste clown is less skilled, less refined and inclined to make mistakes. The gags are broader, with more pratfalls and tumbling. The makeup and costumes of the Auguste clown reflects a more active role with loose fitting clothes that allow free movement. Base makeup is some light color with white around the eyes and mouth and features usually highlighted in red and black.
The Character or tramp clown is characterized by a white mouth and black beard. The Character Clown’s personality and lifestyle is reflected in the costume.

![Clown](image)

Every clown develops a distinct personality. A great deal of thought and creativity goes into this process because it becomes the clown’s trademark for the rest of clown’s career. Look at a variety of photographs of clowns. Encourage the children to notice similarities and differences. Look at each feature of the face and hair. Notice how the costume works with the makeup.

Body language is an important part of clowning. Many clowns choose not to use verbal language at all so they must be able to communicate with their expressions, hands and their actions. They exaggerate everything to add to the humor.

Clowning routines are often based on:
- **SURPRISE** – the unexpected happens
- **SLAPSTICK** – slaps, falls, punches
- **MIMICRY** – imitation
- **COMPARISONS** – right and wrong, large and small
- **TRICKERY** – magic
- **EXAGGERATION** – oversized objects, movements and reactions.

**Standards that relate to the activity:**
- **TH.K.S.3.1** Use imagination to show a person at work, using the body and voice to communicate ideas.
- **TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- **TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills
- **DA.K.O.3.1** Use movement to express a feeling, idea, or story.
- **DA.1.O.3.1** Create movement phrases to express a feeling, idea, or story.
- **DA.2.0.3.1** Use movement to interpret feelings, stories, pictures, and songs.
Clowning Activity – Create Clown Face

This activity is appropriate for grades K through 2: Read information regarding the Art of Clowning to your students. Make copies of clown face template and have your students create their own clown character. Discuss name of famous clowns – ie: Chaplin, Emmett Kelly & Bozo. Encourage the children to have fun making up their own clown names.

What is your Clown name? _____________________________

Each clown face is special. Each clown is different. If you were a clown, how would you look? Draw your own clown face.
Clowning Activity – BE A CLOWN

This activity is appropriate for grades 3 through 5:
The objective of the exercises is to learn more about the art of clowning, to learn how to
develop a clown personality, and to learn about non-verbal communication by acting out
the emotions using pantomime & body language.
A clown often uses body language and facial expressions rather than words – or in
addition to words – to communicate. Think about the following list of feelings and have
all the students express them non-verbally.

<table>
<thead>
<tr>
<th>Surprise</th>
<th>Anger</th>
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<tbody>
<tr>
<td>Joy</td>
<td>Despair</td>
</tr>
<tr>
<td>Determination</td>
<td>Sleepiness</td>
</tr>
<tr>
<td>Pain</td>
<td>Fear</td>
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Remember, clowns exaggerate their actions. Please read the list again and ask students to
make their facial expressions bigger!!

Discuss the Clowning elements below and ask your students to see if they can remember
an example of these elements from the show:

**SURPRISE** – the unexpected happens (ball falls on Lippo’s head)
**MIMICRY** – imitation (clowns mimic each other in opening dance)
**TRICKERY** – magic (scarf from ear)
**SLAPSTICK** – slaps & falls (Professor Franzini hit by Lippo)
**COMPARISONS** – large and small (Bowling ball & rubber ball)
**EXAGGERATION** – oversized objects, movements and reactions.
  (Lippo’s reaction to ball falling on his head)

**Standards that relate to the activity:**
TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a
simple story.
TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.
TH.5.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell an
original story based on historical, literary, or everyday situations.

DA.3.S.1.1 Create movement to express feelings, images, and stories.
DA.4.O.3.1 Express ideas through movements, steps, and gestures.
DA.5.O.3.1 Practice movements, steps, pantomime, and gestures as a means of communicating ideas or
intent without using words.
Science Activity  -  Gravity  grade K -3
Teachers find a box or crate, place towel in bottom. Find different sized objects some heavy and some light, let students drop them at the same time into the box or crate.

Standards that relate to the activity
SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching
SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up
SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

Science Activity -  Gravity  grade 4-5
Teachers- please read this story to your students and see if they know the answer.

Mystery of the Falling Bodies
Fog hid the river and dimmed the bridge lights. It made everything dull – everything but the sounds of the night. The fog sharpened them.
The voices of two men who were arguing carried clearly. The boy could not see them, but he knew they were standing at the rail, near the center of the bridge. As he approached his footsteps seemed very loud.
Suddenly the voices stopped. Then came the sound of a splash. Something heavy had been thrown into the river.
“That was quick,” said one of the men.
“A body falls fast,” the other said.
“What body – whose body?” the boy wondered. Then he heard the word “evidence.” So that was it, the men were trying to get rid of the evidence! They would try to get rid of him too if they caught him.
Should he run? No, the fog was his ally. Listening carefully, the boy heard that two bodies had been thrown from the bridge. Two bodies? How strange. There had only been one splash.
The men went on talking. The bodies had different shapes, they said. One was heavier than the other – about ten times heavier.
Ten times heavier,” the boy repeated. Now he had it! What a fool he was.
And do you know why?
Review ACT 1: The bodies, just like the bowling ball and rubber ball where subject to the fact that gravity effects everything and everybody at the same rate of speed.

Race with Gravity - Grades 4-5  Ask your partner to hold a ruler, hanging down (with 1 on the bottom and 12 on the top), just above your outstretched hand. When your partner releases the ruler, try to catch the ruler as quickly as you can. (By the time the message has traveled from your brain to your hand, gravity has already begun to pull the ruler down). Have a contest to see who in the class is the quickest to respond.
Science Activity - Astronomy

Before the performance, discuss the following vocabulary and ask the students to listen for these words in the performance.

**Axis** – an imaginary line that passes through Earth’s center and its’ North & South poles
**Gravity** – the force that pulls all objects in the universe toward one another
**Orbit** – the path one body in space takes as it revolves around another body
**Rotate** – the spinning of the Earth on its’ axis, the moon also spins or rotates on its’ axis
**Moon** - the natural satellite of the earth, visible (chiefly at night) by reflected light from the sun.

**Name the Planets - 4th & 5th grades**

Present this phrase as way to remember the name of the planets

My Very Excellent Memory Just Seems Useful Naming Planets!!!!!!
(if you consider Pluto a planet)

- My = Mercury
- Very = Venus
- Excellent = Earth
- Memory = Mars
- Just = Jupiter
- Seems = Saturn
- Useful = Uranus
- Naming = Neptune
- Planets = Pluto

Encourage the students to color and name the planets on the drawing below!
Standards that relate to the activity:
SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.
SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position
After the show

Post- show activities: k-3
1. Encourage the children to draw pictures of Lippo and Professor Franzini.
2. Ask the students what their favorite acts were and lead a discussion of what skills were utilized to perform that act.

Post- show activities: 4-5
1. Ask the students to discuss the scientific observations that were made in the show.
2. Ask the students which acts utilized the most difficult physical skills.
3. Lead a discussion of the time and dedication needed to develop circus and theatrical skills.

Standards that relate to the activity.
TH.K.S.1.3 Describe personal preferences related to a performance.
TH.1.S.1.3 Explain personal preferences related to a performance.
TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
TH.4.C.3.3 Define the elements of a selected scene that create an effective presentation of an event or person.
TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic
SCIENCE CIRCUS - VOCABULARY

1. **Circus** - a big show put on by acrobats, clowns, jugglers and trained animals, usually performed under a tent.

2. **Clown** - a comic performer in a circus who tells jokes, does tricks or humorous stunts and usually wears a red nose.

3. **Juggler** - a person who keeps two or more objects in the air by alternately tossing and catching them.

4. **Mime** - to act out or play a part with movements of the face and body, without speaking.

5. **Magic** - the use of sleight of hand and other tricks to produce entertaining and baffling effects.

6. **Magician** - an entertainer who performs tricks of magic.

7. **Galileo** - a 16th century Italian who defined gravity as a force that pulls objects to the earth.

8. **Newton** - a 17th century Englishman who put the laws of gravity into mathematical terms.

9. **Einstein** - a 20th century scientist who talked about gravity as the 4th dimension of time & space.

10. **Gravity** - is a force, the mutual attraction between two objects of mass.

11. **Dynamics** - the study of the ways in which objects react to force.

12. **Equilibrium** - when an object is at rest or static.

13. **Force** - a power, an influence, a strength.

14. **Inertia** - the tendency of an object at rest to stay at rest & an object of motion to keep moving.

15. **Circular Motion** - movement produced when an object is acted on by a force that starts in the center of the object.

16. **Unicycle** - a one-wheeled vehicle propelled by pedals.
Bibliography/ Discography
https://www.youtube.com/watch?v=vughvOehCS4 - 2nd grade lesson on gravity

- *Gravity: Simple Experiments for Young Scientists*, by Larry White; ISBN 0761300899

Inertia https://vimeo.com/26175023
Balance http://pbskids.org/sid/balancingact.html
Air Pressure http://www.monstersciences.com/air/air-science-experiment-air-powered-rocket/
Zero http://www.rif.org/assets/Documents/readingplanet/ReadAloud_Stories/zero_the_hero.html
Astronomy http://solarsystem.nasa.gov/index.cfm

About the Performers
The Franzini Family made their début on April Fool’s Day 1978. Since that ironic beginning they have performed all over continental North America at numerous colleges, festivals and fairs including The First Canadian Mime Festival, Festival of American Mimes, Milwaukee Clown Festival, Spoleto Festival and the Ringling Medieval Festival. The Franzini 1981 Pantomime and Circus Show appeared at 109 Air Force bases throughout the United States. With the Johnson & Johnson Company they performed and instructed motivational juggling workshops in Brazil. They toured Germany, Korea, Philippines and Australia with the USO. The Ringling Bros. and Barnum & Bailey Thrill Circus featured the Franzini Sideshow at their St. Paul, Minnesota Riverfest in July of 1986. The Franzini Family was a featured act at the 1987 Circus Smirkus in Vermont and Lipi Franzini continued to help direct Circus Smirkus shows through their 1999 season. The Arts Council of Hillsborough County had been sponsoring the Franzini Family educational programs since 1983. They have performed for Princess Anne of England and a congressional reception in Washington, D.C.. The Franzinis delighted crowds at the 1994 and 1995 First Night Celebration in Tampa. In 1995, they received a Hillsborough County Grant to continue work on their Underwater Circus featuring juggling octopus, acrobatic starfish and other aquatic themed circus acts. The Franzini Family continues to perform throughout the United States with appearances in North & South Carolina. They appeared at the Smithsonian associated Discovery Theatre in Washington, DC for B sell-out show in July 2008 & 2010. They have appeared at the Tampa Bay Rays Family Fun Days 2010-14.
Meet Lipi and Lizi Franzini

Lipi Franzini (Stewart Lippe) graduated from Florida State University with his B.A. in Art History and M.A. in Photography. Stewart extended his studies of art History in Florence, Italy. He attended the San Francisco Art Institute receiving an M.F.A. in Cinematography. Stewart has produced and directed award winning education films, recognized by three grants from the Fine Arts Council of Florida. He has continued his film interested with the famed Florida director, Victor Nunez and was involved with the production of the award winning film, “Ulee’s Gold” starring Peter Fonda. Stewart toured throughout the southeast with The Arabian Nightclub Revue. He has performed for Busch Gardens, Epcot Center and is currently performing as ropewalker and juggler in the Key West Pavilion at the Orlando Sea World and juggler at the St. Petersburg Pier. Stewart is the founder of the Society for the Preservation of Vaudeville, a non-profit organization dedicated to preserving the narrative and archival histories of Vaudeville and Circus Arts. He has been the Assistant Director of Circus Smirkus, a youth touring tent show in New England since 1987. In 1990, Stewart was invited to train with the Moscow Circus, performing at circus arenas in Russia and the Ukraine. In 1992, he juggled in a national television commercial for Ace Hardware Stores. He has also been featured as a fire-eater in a Disney Studios promotional for the film, Aladdin. Stewart continues to make films and actively perform as a solo artist, as well as a member of the Franzini Family.

Lizi Franzini (Pat Fenda) received her B.S. Ed. from Ohio University and a M.A. in dance from Florida State University, where she began her study of mime. Pat toured the southeast with the Mad Mountain Mime troupe in 1974-75. In 1976-77, Pat taught and performed for the Magic Mountain Mime School and directed the Homemade Mime Troupe of South Carolina. She was awarded a grant to continue her study of mime from the Fine Arts Council of Florida in 1978. In 1990, Pat toured with Dr. Tom & Seus Mime Theatre in South Carolina and New Jersey. She has taught dance or mime at Ohio University, Florida State University, St. Leo College and Eckerd College. She has choreographed numerous productions including “Jesus Christ Superstar”, “Our Town”, “Stop the World I Want to Get Off”, “Little Shop of Horrors” and “X Cheerleaders Wanted”. She attended the 1989 Movement Theatre International Festival and the 1991 International Clown Theatre Congress in Philadelphia. Pat was a featured belly dancer at Busch Gardens from 1982-85. She has appeared statewide at corporate events, malls and private parties. Pat received critical acclaims for her co-starring role in “The Search for Signs of Intelligent Life in the Universe” in 1994 and “The Heidi Chronicles” in 1995. Pat is the president of Strictly Entertainment, Inc. a Florida licensed talent agency founded in 1984. In 1999, Pat juggled at the Tampa Bay Devil Ray Family Fun Days. She continues to perform many different theatrical characters and appears yearly as Tampa’s own Joan Rivers “Roan Jivers” at the Tampa Theatre’s Oscar party.

For more information about Franzini Family – call 813/732-0300 or Email – Pat Fenda at bigboss@strictlyentertainment.net