



SteppingStone
FOR YOUTH Theatre

WORLD PREMIERE PRODUCTION OF

THE REAL LIFE ADVENTURES OF

JIMMY DE LAS ROSAS

BY: RICARDO GAMBOA

EDUCATOR'S GUIDE

Dear Educators,

SteppingStone Theatre for Youth is proud to welcome you to the world premiere of *The Real Life Adventures of Jimmy de las Rosas*, written by Ricardo Gamboa, a playwright who uses art to advance young people's dreams and visions for social change.

"The Real-Life Adventures of Jimmy De Las Rosas is a story for the people, by the people, that tells us that the way to reclaim our space—the way to avoid disappearing in this world—is to let our super-powers shine and our super-empowered selves show up every day," says Director Alex Barreto Hathaway. "Show up for ourselves, yes, but show up for each other, for the Barrio, because when we do that we all become seen. 'El pueblo unido, jamás será vencido.'"

The Real Life Adventures of Jimmy de las Rosas is recommended for ages 10 and up as it deals with superpowers, youth homelessness, toxic waste, policing in America, undocumented immigration, family separation, and mutant chihuahuas. This guide is designed to provide resources to help you have conversations and explore the show's topics. For deeper exploration, SteppingStone Teaching Artists are available to facilitate pre- and post-show workshops.

See you at the show!

Kelley Nelson, Community Partnership Manager

Big Ideas

- Empathy (Understanding others' stories & struggles)
- Self-knowledge, self-confidence & self-advocacy (knowing yourself & advocating for what's right)
- Using your "super" powers to change the world
- Community activism & youth voice
- Resilience
- Showing up fully as your truest self



Welcome to SteppingStone!

Here are a few things to know

Where is SteppingStone? 55 Victoria St. North, Saint Paul, MN 55104, two blocks north of Summit Ave at Holly (just north of Mitchell Hamline College of Law).

When should we arrive? 30-minutes before show time.

Where do we park? Bus drivers may park and stay with their bus along Concordia. Busses may not park in front of the building, block the alley, or park along Portland headed westbound, as this is a fire lane. Paid parking for cars/vans is available at the Victoria Crossing Ramp (corner of Victoria and Grand Ave.). There are two accessible spaces at the north entrance of the theatre. Unmetered parking is available along the streets surrounding the theatre. Please respect posted parking restrictions.

Seating for people with access needs: Please call the box office at (651) 225-9265 with accessibility requirements. Knowledge of your needs will enable us to better serve you.

SteppingStone Policies

- Photos and recording are not permitted during the show.
- Food, drink, and gum are not permitted in the theatre.
- Should a student have any issue, please escort them out of the theater space and a Box Office Staff member can assist.

How should we prepare students to be a good audience?

Students are active participants in live theatre! Attention, applause and laughter (both appropriate and inappropriate) are all heard by the young actors on stage and affects the performance in good or bad ways. The best way to show that you're enjoying the show is to listen attentively, laugh when something is funny and clap loudly following a scene or song you enjoyed!

Conversation Starters

➤ On the way there

Jimmy de las Rosas is your average 13 year-old or so we think. We learn that he has telekinesis. What are some of your favorite superheros? What are some of their superpowers? If you could have one, what would yours be?

This show is about some of the biggest global issues (youth homelessness, immigration, racism) of our times. What issue do you care about? Why is it important to you?

Describe a time in your life where you made an assumption and discovered that you were wrong. How did you discover that your assumption was incorrect? What action did you take after you realized your mistake?

Describe a time that you spoke up or took action about something that you felt was wrong. What prompted you to speak up?

On the ride home ◀

One of the themes of this show is invisibility/hyper-visibility (feeling like everyone is looking at you and judging you). In which situations are you invisible? In which situations do you “stand out”? How do you feel in each of those spaces?

Jimmy is a multidimensional human being, outside of his powers. Name your multiple identities. How does each part of your identity influence how you see the world?

Another theme is the individual/community. What kinds of communities do you belong to? How do you take personal action within your neighborhood or school? How can you use your individual strengths to contribute to the communities that you belong to? When have you witnessed a community that mobilized around an issue and made a change and/or impact in that community?

Character List:

JIMMY DE LAS ROSAS: A 13 year-old boy with telekinesis. Jimmy lives with his Mexican immigrant grandmother and mother.

ABUELA: Jimmy's Grandmother. She works at her mango cart in the park. She is a concerned, thoughtful individual and very wise. Small, but a commanding presence, it is no surprise she is considered the Abuela of the whole neighborhood.

JUANI: Is the fast talking neighborhood gossip that has seen one too many television shows and telenovelas.

LETY DE LAS ROSAS: Jimmy's mother, 30s. Lety is beautiful, noble and, most of all, tired. She is open to and sees the good in people. She loves Jimmy but gets upset with him. On top of the stress of being poor and having a super-empowered son, she is undocumented.

AYANA: A 13 year-old Black-American homeless girl with super-powers in the form of metahuman capabilities—super-strength, speed, agility, etc. She also turns blue when her powers are activated. She is Eddie's sister.

EDDIE: An 11 year-old Black-American homeless boy who is a telepath and brother of Ayana. Eddie is extremely good natured and longing for a home or family—to be a normal kid.

JOSE SALAS: He is the weathered and worn brooding mechanic. The strong and silent type with a dented heart.

DON MANUEL: The old and bumbling corner store owner who has a crush on Abuela.

MUTANT CHIHUAHUAS: A band of were-wolf like creatures and the henchmen of Don Manuel. They are furry action figures with big teeth and bloody paws.

OFFICER 1 & 2: Two police officers. Jerks with prejudice popping off their tongue, but who never want to hear any lip.

What's your Superpower?

Playwright Ricardo Gamboa (*The Real Life Adventures of Jimmy de las Rosas*) uses the words “superpower” and “super-empowered” interchangeably in the play. What do you think Gamboa means by SUPER-empowered? How is being empowered the same or different as possessing a superpower?

Self-reflection and personal strengths identification through creative writing.

Subject areas: Language Arts, Socio-Emotional skill development

Length: 20 minutes

Suggested for 4th grade and up

Materials: Paper and writing utensil

We're going to take a few minutes to imagine ourselves with super powers. Write about the following questions

- What powers would you have?
- Why do you choose those specific powers over others?
- What would you do with your power?
- How would you help yourself?
- How would you help your friends and family?
- Would you help people in your community you don't even know?
- Describe how you feel and what you look like when you have super powers.
- How does the world around you look different because of your superpowers?



Call to Action Campaign: Community Civic Engagement

Length: 30 minutes to start

Recommended for 4th grade and up

Materials: 3 pieces of big paper to write on, writing utensil

- **Gather students in a circle seated in chairs with everyone facing into the center.** Tell students that we are all important members of our community. What is a community? Remind them that they have the power to make changes in their communities.
- **Facilitate a discussion about the challenges in our communities.** Emphasize that one person's challenge may be different or invisible to another person. Ask your students if they had a magic wand, who would you change your classroom?
school/neighborhood community'?
- **Make a list of issues that students mention.** Use the initial brainstorm as a time where every student gets a chance to speak. Encourage quieter voices in the room by asking students to turn to the person next to them and reflect as a pair.
- **Analyze the issue.** Create a web with the issue in the center. Who is involved in this issue? What is in the way? What resources might be needed to make a change- people, money, time?
- **Take Action!** Now comes the fun part- what could WE do to make a change around this issue? Keep a running list of student ideas to return to later.
- **Use Creative Drama** to explore the issues, working in small groups to create mini scenes or frozen statues that express the different sides of your issue. Draw posters of action to keep students inspired by each other's ideas! Document your campaign. Reach out to school leadership to bring change into action!

Draw your own Comic Book!

Inspiration for story sequencing using found objects.
Subject areas: Visual art and design



Length: 15-20 minutes

Recommended for 2nd grade and up

Materials: paper- 2 pieces per student, pencils, pens and objects of different shapes from around the classroom (books, water bottle, phone, etc.)

- Collect 3-4 objects from around your classroom that fit together on your paper. You'll be tracing each object's shape on your paper so look for things of varying size and shape like round, square or triangular bases.
- Trace the shape of each object anywhere on your paper.
- Look at your shapes- these are the panels for your comic book! Which order of shapes makes the most sense? Try rotating your paper around- maybe the sequence will pop out at you. The order doesn't need to read from Left to right- you get to choose. Label your frames in the sequence you want to use them (1,2,3).
- Now, sketch out story ideas for each frame by either drawing action in the panels or using words to describe what you want to show below each shape. Remember- this is your rough draft so include any/all your ideas to start and you can edit your comic in the next draft!
- After you sketch rough pencil drawings in each panel, add details like shading, illustrated sound effect words (i.e. POW!) or narration to tell your story, dialogue or thought bubbles.
- When you feel ready to move on, either trace your rough draft in pen OR copy your comic on new paper in pen. Add color with colored pencils, markers or watercolor. Add more pages until your comic is complete!

More detailed descriptions can be found [here](#).

Theatre Activity: Character Sculptures

Embodying complex ideas from 'Jimmy de las Rosas'
Subject areas: Theatre Arts and Language

Length: 20 minutes

Recommended for 4th grade up

Materials: open space for movement

WARM UP

Shakedown from 8. Count backwards from eight quickly while shaking out right hand (8,7,6,5...), left hand (repeat counting), right foot and left foot, repeating the countdown each time. Then start at 7 and countdown each hand and foot. Continue until you count 1,1,1,1 on each hand and foot. Your students will be out of breath by the end...

- What was challenging about that exercise?
- How did counting from 6 feel different than counting from 5? Which one was your favorite?

ACTIVITY

Start in actor-neutral-- shoulders back, relaxed posture with arms hanging heavy at your sides and eyes focused straight ahead. Practice transitioning with a clap from other emotions while standing in place- excited, nervous or gloomy could be good examples. Explore shapes with your body inspired by characters om 'Jimmy'. Find actor neutral again in your body. Now start to change on a countdown from 3-2-1 to create a frozen picture of a new character. Ready? The first character we're going to create is...start to change 3-2-1 (clap).

- Characters to explore:** Jose Salas, Ayana, Eddie, Abuela, Juani, Police Officers, Don Manuel, Mutant CHIHUAHUAS!, Lety, Jimmy.
 - After each frozen picture, ask students to notice the differences between their bodies and others. Point out student choice like levels, facial expressions or specific uses of body.
 - While students are frozen, feel free to ask them for single words that describe the character or their inner thoughts. When you walk around the room, have students speak when pointed to.

Character Sculptures (cont'd)

- b. Now explore moments from the show- students can work in small groups to create frozen images and share them with the class. Students can choose their favorite moments or they can be assigned. Ideas include:
- i. Jimmy discovers his mother, Lety, held captive at Don Manuel's store.
 - ii. Mutant chihuahua's encounter someone in an alley.
 - iii. Young people using their super powers to defeat Don Manuel.
 - iv. Jimmy's winning grand slam at a baseball game.
 - v. Jimmy and his family celebrating his birthday.

TABLEAU!

Exploring body expression/shapes in places you feel seen- what does that look like to be "super-empowered"

- a. Now that students are comfortable with frozen images, ask them for one final frozen picture that will be a slower transformation counting down from 5. Find actor neutral. We're going to exploring shapes in our bodies about what it feels like to be "super-empowered". Express the idea in your body- what does it feel like? What sort of shapes show this feeling? Count them down from 5 and encourage slow change before getting to 1.
- i. From the picture of super-empowered, we're going to explore the opposite. What does it look like when you are not seen or heard in the world? When you can't show up as yourself, you can feel invisible, or disappeared. Let's transform our shape to "disappeared" with a countdown from 5 to 1. Go! How are these shapes different? Ask for words or thoughts from these pictures.
 - ii. End by returning to a moment of super-empowerment in the body but transforming one last time.
 - iii. Discuss places where you feel super empowered. What is it about the place that makes this possible? What about places or moments when you feel invisible? Who/what are factors in why these experiences make you feel invisible?

We hope this guide

provides opportunities for inquiry and conversation with the young people you bring to the theatre. Use the content to provide connections between the play and your curricula. It is our hope that you will use the experience of attending the theater and seeing *The Real Life Adventures of Jimmy de las Rosas* with your students as a teaching tool. Please feel free to adapt or extend discussion topics and activity suggestions.

Production Synopsis

Jimmy de las Rosas is just your average 13 year-old on the block: He has to listen to his grandmother and mother, loves baseball and elotes, and speaks Spanish. Oh—And he's telekinetic. A little something that's a big help when it comes to hitting home runs. Soon enough, people are talking about him just as much as they are about all the disappearances plaguing his Chicago neighborhood.

But on his 13th birthday, Jimmy will use his powers for something else besides baseball miracles when his mother goes missing and mutant chihuahuas appear on the street. With the help of two super-powered friends, Jimmy will stop at nothing to find out what is going on. Who is actually pulling people off the streets and sidewalks? And where are they all going?

Additional Resources for themes from the show

- [Youth Activism](#)
- [Immigration](#) - Resources for understanding migration as a human experience to build inclusive communities.
 - Talking points and curriculum to talk with students about the [immigration debate](#).
 - Resources for talking to different ages of students about [family separation](#).
- Talking points for parents or caring adults about [racism and police brutality](#) for different ages from preschool through teens.
- Danger of a single story [Ted Talk](#)