

ADVENTURES

&

ABILITIES

An Occupational Therapy Approach
to Building Social Skills through Role-Playing

For Jeremiah School

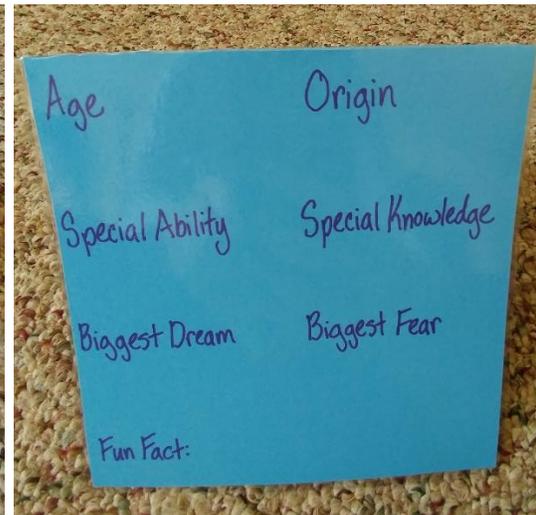
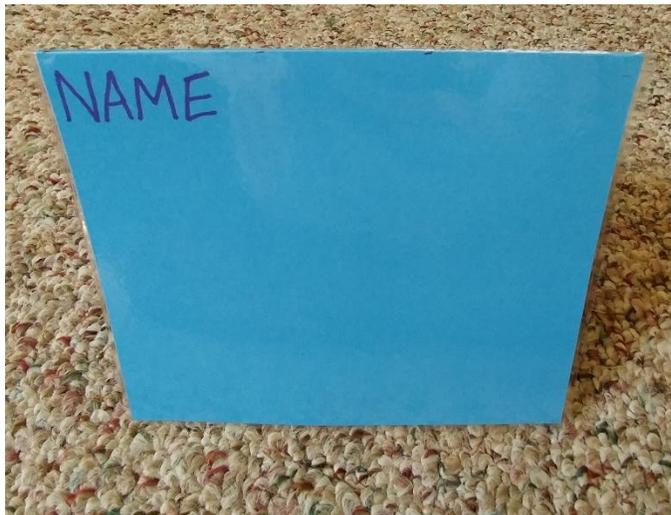
Created by Rachelle Curtis, OTS

How to Play

1. The leader begins by selecting an adventure prompt or a set of prompts from which players can choose. If possible, the leader will have read over the prompt(s) before the game begins, so they know what scenarios lie ahead.
2. Have the players gather, preferably in a circle-like seating formation to facilitate mutual and equal collaboration.
3. The leader will then hand out character cards. Allow the players a couple minutes to refamiliarize themselves with their characters. If they wish to, the players may take turns sharing something about their characters to reintroduce the game culture of getting into character and sharing that experience with others.
4. After the adventure prompt is selected, the leader begins the game by setting the scene—reading the paragraph at the beginning of the prompt. To clarify what parts of the prompts are spoken or just notes to the leader:
 - a. Black script signifies something that the leader says to the group. It can include clues or words from a character who is part of the scene. Characters who come up as a result of the adventure and are not one of the players are to be acted out by the leader.
 - b. Blue script signifies directions to the leader, such as to wait for the players (group) to make decisions and plan, or other directions. These are not intended to be spoken to the group but act more as a guide to the leader.
 - c. Green script indicates the use of a prop. Props are located in the pockets of the tabs representing each prompt category.
5. As each prompt will outline, the adventure proceeds as the leader communicates information about the situation and information from non-player characters, and the player characters use this information to make decisions. Throughout the game, the leader may ask non-scripted questions about the character's decisions and give prompting questions in order to facilitate productive problem solving.
6. Enjoy the adventure! The goal is to have fun and focus on how the characters can use their own and each other's abilities, working together to make a successful adventure!

How to make characters

1. Character cards are provided in the last tab pocket of the binder. These are laminated so they can be reused. Make sure the players use dry-erase markers on the cards so that the ink can be wiped off whenever the player is finished playing or wants to reinvent his or her character.
2. Encourage the players to be creative in designing their characters. These characters do not necessarily have to be like the player; in fact, this is a great chance for the player to adopt a skill he or she has always wanted to have. This can also be a great lesson in recognizing how someone different from themselves would act or feel in a given situation.
3. It may be helpful for the game leader to have some examples of different character traits ready should a player have trouble getting started.
4. Character Traits:
 - a. Age
 - b. Origin
 - c. Special Ability: This has to do with more personal qualities of the character. Are they funny, wise, in tune with nature, fast, etc?
 - d. Special Knowledge: This trait involves specifically what the character may have knowledge about that could be useful on adventures.
 - e. Biggest Dream: What motivates this character?
 - f. Biggest Fear: No character is perfect. Encourage the players to recognize that their character, just like themselves, may struggle with a fear or a weakness of some sort, and that this is okay.
 - g. Fun fact: This is free territory. The player can put anything unusual, hilarious, and appropriate about their character here.



How to make your own adventure prompts

Just as there is no set plot design for a story, there is no set template for creating these adventure prompts. Instead, the following outlines the thought process that is involved in creating a prompt.

1. Know the players and the characters. In order to find what will make a “just-right challenge” for the players, it is important to create an adventure that engages them. Use elements within the story that relate to the players’ interest. To facilitate the player getting into character, it is also important to recognize the qualities of the character they created. The adventure prompts can then be tailored to both the player’s interest and his or her character’s abilities.
2. Begin the story by setting a detailed scene. In my experience of using this game for the first time, one of the initial kinks happened when I failed to make the beginning scene interesting. Place the characters in the middle of a world or scenario that you’ve created. Make sure they can relate to what you are describing.
3. Adventure happens when something is out of the ordinary or surprising. Because this game is about going on an adventure and working through the problems that arise, establish something that is suspicious or wrong early on. The characters need to know that the outcome of the adventure depends on them acting into the situation. Creating a problem cues them into the fact that this is not just a story, but scenario in which their characters are necessary for success.
4. As the characters are working through a problem, it is perfectly alright for the game leader to sit back and let them figure out what to do. This is actually an ideal situation. However, the game leader should also be monitoring for ways that the characters are communicating well or poorly and offer redirection to make them more successful if necessary. In the adventure writing process, consider ways that the characters may struggle through a problem and ways that, as the leader, you could facilitate better collaboration.
5. The adventures in this book so far generally have about 3 to 4 wrinkles in the story. Give the character more than one problem to solve, because this will make the resolution sweeter. They will feel more like they have been on a journey than simply answered a question correctly.
6. Occasionally, the prompts provided end with no set ending. Instead, they say that however the players decide to resolve the final issue, as long as they work together to do it and it wouldn’t have terrible consequences in real life, is how the story will end. It’s impossible to predict just how the characters will respond to a situation, so leaving room in the story for both flexibility and structure is important.

Adapting the Adventure for the Ability

Suggestions for grading the game

Reducing Challenges

1. Give specific options to choose from. Present the problem and then present A, B, C options. It may be helpful to have these written down for the players to look at and circle the option they want.
2. If they can not reach an agreement, have each player choose a number from 1-6 and let one player roll a die to decide who will make the decision. This can still work on improving communication because the players will develop frustration tolerance if they are not chosen and may be more motivated to come to a conclusion without using dice.
3. Give points for each display of positive social skills and use a visual aid to help them see their points in relation to an established goal number. Make this a team effort rather than a competition.
4. To aid their imaginations, increase engagement, and shorten the task: Consider starting the adventure off by showing a video clip (preferably one they haven't seen) and stop it at a cliffhanger. Charge the players with solving the issue at hand. Once this problem is solved mutually, the leader can gauge whether the group could continue with discussion question of be done with the game.

Increasing Challenges

1. Have the players create their own story. This can happen as a group effort or interested players could come to the next game with an adventure prompt ready to go. Emphasize that the adventure needs to be designed so that it uses their own and their fellow players' specific skills.
2. Have the players switch characters. What will the story look like through someone else's perspective?

Tips for Game Leaders

What I learned from leading the game

1. Be in the adventure with them.

Especially when they are unfamiliar with the game, the characters need to first get engaged in the story before any role-playing will happen. You enjoying the game is the best invitation for them to have fun too.

2. Be confident.

If possible, read through the story ahead of time so you know what situations lie ahead. Remember, this is a suggested script that doesn't have to be followed completely. When you play the part of someone in the game, do it with gusto as if you are that character. Your confidence will make them feel more comfortable and confident too. If something needs to be made up on the spot because the plans of the adventure have changed, make up the information they need with confidence.

3. Be flexible.

In this kind of game, the unexpected is expected. The players are directing the game by their own choices, and this is wonderful because it means they are learning about the causes and effects of social interaction and teamwork.

4. Be in control.

This may seem to contradict being flexible, but it is important too. Being too flexible can cause the group to feel like they don't have directions or enough structure with which to make decisions, and this leads to frustration and decreased performance for everyone involved. One way to think about finding the just-right balance of flexibility and control is to think about all of you creating the adventure together. While they are directing the stories with their choices, so are you with the information you know about the setting or about how certain choices will impact their ability to work together. Exercising your role as game leader and information giver isn't taking away opportunities for them to solve problems; it can be used to redirect them toward conversations or details that will help them be successful.

Story Prompts

These stories have been created with the students at Jeremiah School in mind but can be easily adapted to suit other students.

Case of Silence at the Jeremiah School

The students have all just returned from a long summer's break that was for some relaxing, and for some quite eventful. As they gather for the beginning of the first school day, they each have so much to tell each other about their adventures...

~Characters take turns sharing something fun and surprising they did over summer break.~

(Game leader begins telling his or her story but stops in the middle) All of the sudden, the characters begin to notice something. In all their excitement, they must have overlooked the eerie silence that filled every part of the school except for their classroom. The other students were nowhere to be seen. The teachers too appeared to be missing. Does anyone know where all the other people are? What should we do?

(As characters problem solve, offer the following clues when they come upon them)

Clues

1. In the office, there is a single slip of paper in front of the computer that reads, "Your shipment is ready for pick-up at Shoopman Brother's Enterprises. Please be advised that you may require towing equipment which we can not provide at this time."
2. In the gym, you find two high stacks of wood pallets.
3. In the classroom trashcan, you see a crumpled note that says "The grant has gone through for the item. Our budget is 5,000 and the board would like to have a weekly report as we go forward."

At Shoopman's, you find a wrinkled, hunched elderly man fiddling with something in the back of the store. (when another character comes onto the scene, the leader plays this character)

At first, the elderly man does not hear the characters approaching and continues to go about his business. The characters will have to problem solve to get his attention. "What?" he eventually says. He repeatedly has a difficult time hearing the characters.

(Depending on the character's questions, the man gives the following information, but seems irritated the whole time.)

Information from business owner: (try to give info in this order): I don't give out information about my other customers. Are you going to buy anything? If you want to know what's going on, I suggest you follow the river. Maybe you'll find the people you're looking for. If you aren't buying anything today, get along to wherever you came from. I'm a very busy man.

(characters deliberate on what to do, how to find the river, why he told them to follow the river anyway)

Clues

1. The river is located 5 miles due NW. (group discusses how to get there)
2. At the river, there is a family just sitting down to a picnic lunch (group discusses whether and how to approach the family with questions)
3. The family says they have seen about three young kids and some teachers pass through on a motorboat. They went toward Lake Margo.

At the end the characters find their missing classmates and teachers standing on top of a beautiful boat. But it was more than just a boat. In fact, it was like a massive house floating on the water! “We’ve moved class! We’ll be studying river wildlife, swimming, and spending the rest of the semester on the water! Climb aboard!”

The Slippery Time Machine

Prompt: "The class was going on a nature walk in early Spring when they came across a half-covered piece of steel that seemed to be dome-shaped. Driven by curiosity, you venture over to the mysterious object and clear away the dirt and brush to reveal this:" (Present the group with the [prop that says: USTM Gerard. Patented 2017.](#))

~group discusses what this object could be and how to get it out of the ground~

1. When fully uncovered, you find a windowless door with a keypad lock on it. The structure appears to have taken quite a few hits.
2. After the code is cracked, the door swings open to reveal three seats surrounded by a chaotic mass of buttons.

~give the group some time to discuss how to get it to run~

3. The engine starts to whirl. An automated voice comes from the very top of the machine and says. "Hello. Welcome to the United States Time Machine Gerard. Please select a year." The windowless door transforms into a computer screen displaying the years 1750, 1937, and 2778.
4. (After the group decided when to travel to, the automated voice comes on again) "You have selected the year _____. Please return to your seats and buckle your seat belts. You will be experiencing massive acceleration into the (future or past) in 3, 2, 1!"

~ let the group lead into the next scene by getting out of the time machine, and then answer questions as they ask about the new setting~

5. It appears as if the machine crashed into a number of things on its way down. A few feet away, a large oak is split in two and many of the smaller trees appear to be in the opposite direction of the machine.
 - a. (If they check on the machine or want to go back, note that one of the side panels is completely crushed. It no longer works)
 - b. If they want to explore the place, describe it:
 - i. 1750: They come upon a bustling city as they have never seen before. The roads were cobblestoned and loud with the clicking of horse hooves drawing the clabbering wooden wheels of carriages. Women dressed in corseted gowns and men in curled wigs, suits, and knickerbockers look at the newcomers suspiciously. (If the group decides to get new clothes, jump to #6)
 - ii. 1937: After 5 miles of farmland, you come across a small town square. There is a strip of buildings that appears to be the entirety of the town: a barbershop, the grocers, a gas station, a schoolhouse, a church at the end of the road, and a small department store. A woman dressed in a plain cotton dress with a straw hat and white gloves sees the newcomers

and suddenly hurries her two small children in the other direction. (If the group decides to get new clothes, jump to #6)

iii. 2778: The sky was filled with flying vehicles darting in every direction up, down, left, and right. Those who walked the streets weren't really walking but running on conveyor belt sidewalks and wearing shoes that could propel them forward or up. The people were wearing brightly colored—even blinding—clothes made up of shiny material like you had never seen.

1. If they try to approach someone on the street:

Everyone was talking through implanted Bluetooth devices except for one teenage girl who says, "Would you look at that! Where did you all come from!? A history textbook? Really, you could all use a trip to the cloud mall. Try Mizi's Magical Merchandise. She could bring you up to the times if anyone can." (Jump to #6)

2. If they are looking for a way to fix the time machine, have them keep walking until they find a strange sign written on a wooden post. It doesn't match the rest of the setting at all, as if it was from a different time. It reads, "Wanted: person well-versed in history to reminisce on the good ole' days. 38 Icon Road. From here, go 50 feet high, 76 feet north, and 12 feet below. (Jump to #7)

6. (At the clothing store, change vernacular to match the time) They walk into the (mercantile, small department store, Mizi's Magical Merchandise) and as soon as the bell rings a woman bustles out and says "Yes! My first customers today! Would you like some tea? It's (imported from England/fresh from my garden/my own special blend)!" ~response~ "You all certainly are refreshing, so much going wrong with your clothing and so much I can do to make you look wonderful! I do so enjoy successes like that! I'm guessing you came here to change out of those dreadful clothes, right?" ~response~ "You all certainly look familiar. Even though everything about you is so unfamiliar. Where are you from?" ~response~ "I've got it! Somehow you remind me of the strange man down on Icon Road. Such an eccentric man. He has a shop and I suppose people buy some of his...creations. But they are so (past: unrealistic, future: outdated). He's always going on and on about this Gerard fellow. I don't know. To each his own I suppose"

~group decides whether to pursue the eccentric man (#7) or go back to the time machine (which will be broken still, have to go back into town) ~

7. You find the old man in his shop. He looks delighted to see you, "Can this be true? I can hardly believe my eyes. The USTM Gerard has returned to

me after all these years!” The man shifted his eyes and said “Wait! How can I know you all aren’t imposters! Tell me everything you know about the year 2017!” ~response~ “That’s it! It’s true! All this time I’ve been tinkering away trying build a replica, and it’s back! Wait, how long have you been away from it? The tricky thing, it likes to disappear if you leave it alone for more than two hours!” (If the group brings up that it’s broken, the man has an extra part from building another)

8. Everyone runs back to the USTM Gerard. You notice that it isn’t as bold as before but appears to be slowly fading away.
9. The man fixes the part and fiddles with the controls until it is as good as new. “How can I thank you enough! All aboard!”
10. Suddenly you all notice that there are only three seats. (If the group wishes to use a method to add another seat, go along with it. Otherwise, let them problem solve with how to get everyone home.)

Time Machine to 1883 Wyoming

You've been back from your mission to the future for a few days, and you return to the time machine to give it a good cleaning. It looks like it hasn't been cleaned since it was built! When you get there, you notice that it has one number flashing on the inside of the windowless door.

Numbers: 1883

The automated voice of the USTM Gerard comes on and "You have selected the year 1883. Please return to your seats and buckle your seat belts. You will be experiencing massive acceleration into the past in 3, 2,1!"

Options:

1. If group does not initiate getting out of the time machine, tell them that a woman is knocking on the door urgently. Go to description in #2
2. (If group gets out of the time machine, paint the scene: It appears as though you have landed in the schoolyard of a small town. The roads are dirt and have well-worn tracks from the wheels of wagons going to and fro. In the immediate distance you see a café, a telegraph station, and a barber shop.)

A woman comes up to you and says "Oh! So glad I've found you! I'm the telegraph operator around these parts. This is for you."

Hand them the **telegraph transcript prop** that says: "Urgent. Needed in Wyoming. Tell no one. T.R."

~group discusses what to do

If they go into town for a map, the same woman says "Darlin, are you not from around here? Wyoming is just over yonder. But I must say you're a fool to go that a'way. Last time I heard there were Injuns in that forest you have to go through. You know you never can trust them." She rummages through some mail and hands them the map anyway.

(Hand them the **map prop** and then let group decided what to do)

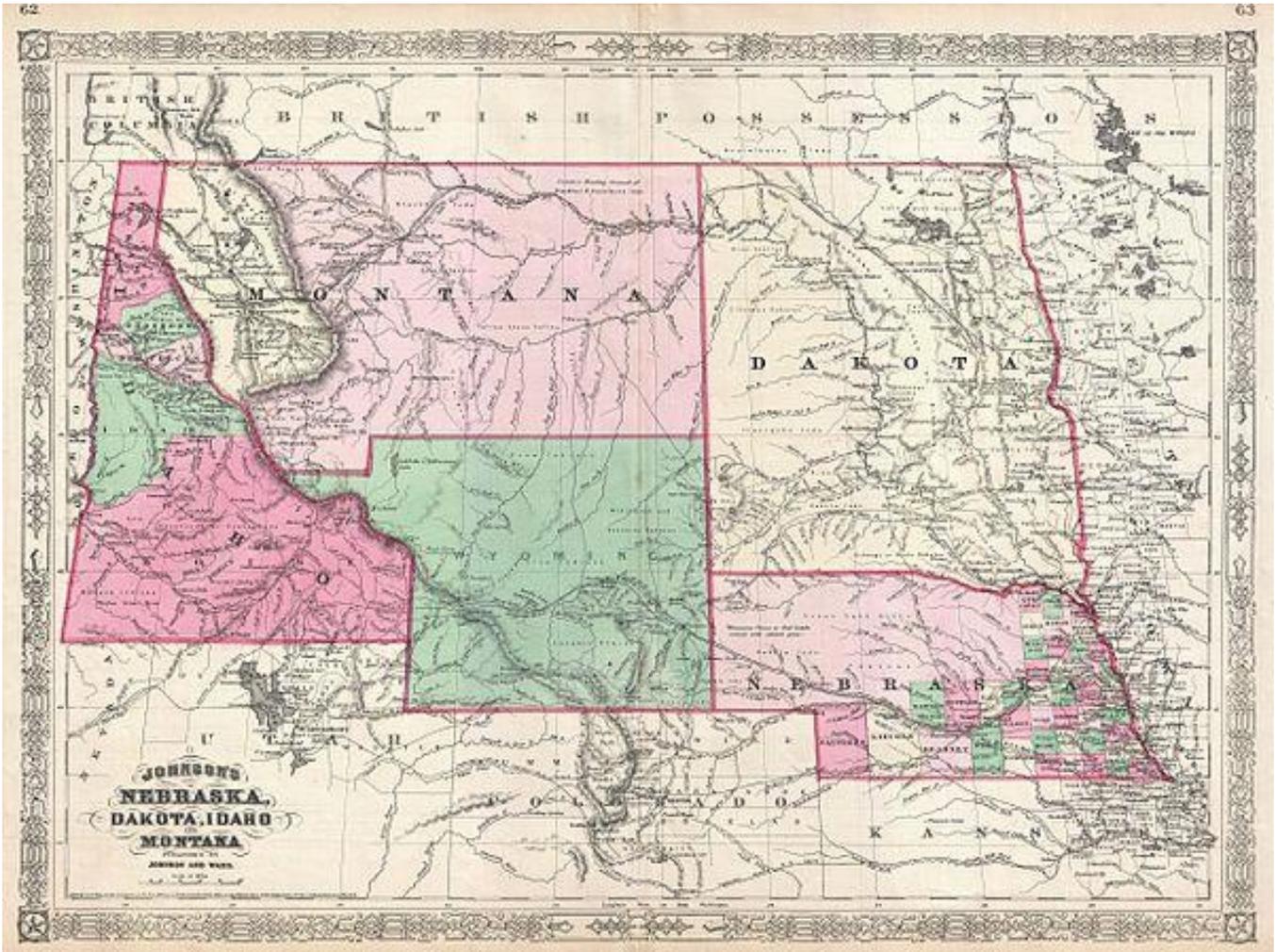
Options:

1. If they decided not to go, lead into a discussion with these questions:
What made you choose not to follow the telegraph order?
When you are faced with a choice in real life, how do you choose what advice to follow?
What could have been improved about this situation to make you continue?
2. If they decided to go on, they have to first pick a route. Provide a pen for them to do this.

Steps of the Journey:

1. Sure enough, a mile or two into the forest you are suddenly stopped by a Native American, and Arapaho Indian. He looks at you suspiciously and holds a bow and arrow that he appears ready to draw at any moment.
 - a. Details about the Arapaho: My name is Lone Traveler because my village has found me unwanted.
 - b. Lone Traveler asks them why they dare cross this forest. There are many in my tribe who would not be so kind. How can they prove they are trustworthy, not like other white men?
 - c. (The group chooses whether to)
 - i. Enlist his help to continue through the forest. Go to "d"
 - ii. Return, to which the man will lead them out and tell them to go north until they find the river. Go to #2.
 - d. Lone Traveler instructs them to step as lightly as they could and follow in his tracks. He says he will do his best, but that since it is getting dark there is no way for them to continue on. (Should night vision be used, continue on through the forest)
 - e. The next morning, you finally make it to a clearing on the other side of the forest. Lone Traveler says this is the end of their journey with him, but that he has enjoyed not travelling alone. He takes a deep breath to hold back his emotion and says that the river is just 5 miles west, and after that they will have reached their destination.
2. Crossing a river (point to one on the map along their route)
 - a. After several miles, you finally come across the river.
 - b. The river is wider than they expected and the current is strong. But it looks like there is a bustling city just through the trees on the other side of it. At least, it sounds like a lot of bustling.
 - c. Group problems solves how to get across the river. Let this be a free discussion but give them reasonable resources should they ask for it, such as a felled tree nearby for the lumber.
 - d. After you make it across the river, you have to stand in amazement for a few moments. It was no bustling city, but a stampeding herd of buffalo! You notice that a strapping young man is hanging on to one of the animals for dear life. "Ah, at last you've come! I need the help of futuristic thinkers to get me out of this kerfuffle! Teddy Roosevelt, at your service!"
 - e. Group problem solves how to get T.R. out of this predicament.

Urgent. Needed in Wyoming. Tell no one. T.R.



1883

The Tremendous Tree Testing

The characters enter the big indoor amphitheater filled with posters and unique inventions. You are swept in with a crowd of eager, nervous-looking students wearing names tags and itchy suit jackets. You've just taken a break from the Northeast TN Regional Science Fair for lunch, and you arrived just in time for the judges to announce the winners of this year's competition. As you arrive at your poster, a judge approaches you and hands you a medal. "Congratulations! You've won first place for your scientific experiments on tree growth! I must say in all my years as a professor, I have never seen a pine tree grow to full size within a year! Think about the consequences this may have on reforestation!"

~hand them the medal prop~

As the professor bustles off to deliver the next ribbon, you turn around to find that your experimental tree is missing! Your tree stood 8 feet tall already and towered over the other posters and projects in the amphitheater as it continued to grow. How could it have disappeared?

~ allow them the chance to figure out what to do~

The loudspeaker comes on, "It's time to announce the winners of this year's Northeast TN Regional Science Fair. Would all students receiving ribbons please make your way to the stage with your projects."

Your teacher combs through the crowd of people making their way to the stage, "There you are! Well, how did it go? Surely with a project like yours you got a ribbon, right? ~pause for response~ Wait a second, where is your tree?"

~time for response~

"I can't imagine where you could have put this tree. This is no time for pranks! Either way, I'll let two of you retrieve it, but one of you has got to go up to the stage!"

~group delegates tasks~

Person who goes up to stage:

You make your way up to the stage and stand in a row with 3 other students, shoulder to shoulder. The other students are all holding their projects: one carries a lava lamp that predicts mood, another person holds up his jar of teeth turned different colors by different drinks, and the girl next to you wields a life-size model of a baby pterodactyl. She manages to look over at you snobbishly. The professor steps up to the podium in front of you four. He announces each winner until finally it is your turn.

"And now, the first prize goes to _____ for their invention of a rapidly-growing tree! Would the representative please share with the audience how this invention with benefit science and the world. And, goodness, where is your tree?"

Those who go find the tree:

~let them decide where to go, what their theories are, what the game plan is~

Wherever they decide to go...Just as they turn a corner, one of you runs right into an enormous piece of bark. After you recover from the shock, you look upward to find the leaves of massive tree 50 feet above your heads, and then you look back down to find that the trunk is right in the middle of the sidewalk. Its roots are already starting to upset the foundation of the amphitheater (cracking in the foundation is evident)

~group planning/action~

As they start to work on it, you notice that the forehead of the person who ran into the tree (or any part of them that has touched the tree) is starting to grow.

At this point, the group member who went on stage finds the others and is shocked to see how their appearances have changed.

~if they start to investigate, reveal a note that says "Touching the tree will make your problems worse. This tree cannot be shrunk by force, but reversing your invention is the proper course."

~be flexible with their suggestions, and in the conversation let them know that "reversing the invention" involves looking back at how they made the tree grow in the first place~

The group returns to the laboratory to find that the ingredient they used had a peel-back label that reads "WARNING: This ingredient intended for temporary use. If applied for longer than one week, symptoms of rapid growth will remain permanent."

~This can be solved through finding the antidote by going back to the amphitheater and talking to the teacher, by going back to the tree and extracting the ingredient, or other creative solutions~

Time Machine to 1905 England: Part 1

You all are at a weekend wilderness camp, roaming around before the dinner bells ring, when suddenly you hear a gushing wind more ferocious than any wind you've ever heard. The dead leaves piled into piles begin to swirl and whip around and even some nearby trees were bending back in response to the force.

~they may choose to do something here, pause~

(If they've taken cover, they may need to be brought back out into the clearing) You find that it's none other than your time machine, landing right in the middle of where you were walking! The door starts to jam and rattle for a few seconds until out step a man dressed in a plaid overcoat and a deerstalker cap.

"Hello, lads and lass. If you don't mind, I'm in a bit of a pinch for time. Could you be ever so kind and help me locate _____ (say the names of the characters)?"

~response~

"Ah, lovely. The name is Sherlock Holmes at your service. Now there's no time to waste. I really must be getting on with my mission but this confounded contraption is impossibly medieval. It seems to rebel against my own intellect! Probably one of Moriarti's plans no doubt. Anyhow, I read your names in this...machine and now I must appoint you to deliver me homeward."

~group decides what to do., If they want more info: Sherlock thought this was a telephone booth just built on one of London's street corners recently, and then once he was inside he can't remember what happened. The next thing he knew, he was here~

The automated voice of the USTM Gerard comes on and says "You have selected the year 1905. Please return to your seats and buckle your seat belts. You will be experiencing massive acceleration into the past in 3, 2, 1!"

The time machine goes through an incredible amount of twists and turns as it travels not only through time, but across the Atlantic Ocean. Finally, it lands in a heap. Sherlock immediately unbuckles and bolts out of the machine. "Ah!" he says "There's the telephone booth I set out to use. Now, wait here." He scurries into the telephone booth.

~response~

After a few minutes he emerges, looks at you all, and says, "So, if it is not too much to deduce, I would say that given your educational background in the copious knowledge that the future must hold, you all are quite brilliant lads and lasses. Almost as brilliant as I, I should presume. As it happens, I could certainly use an extra few sets of brilliant minds."

~response~

“I have been commissioned by the National Bank to uncover the culprit of a 1 billion-dollar bank embezzlement. I feel as though I am on the verge of solving the case, but there is one missing piece of information. I have to gain access to a specific set of codes that the culprit used as his signature, and these would be lodged in the offices of someone who works for the bank. Being the covert mission that this is and being the notoriously brilliant public figure that I am, I simply cannot investigate this directly. This is why I am commissioning you to find the offices and find the codes! Do your duty to uphold justice and return promptly to my residence at 221B Baker Street!”

~response and plan~

~Sherlock hands them a crumpled piece of paper with the names of several bank employees being investigated (hand them **crumpled paper prop**)~

~let the group lead the next section of the adventure as this is all the information they need to get to the next step. Prompt them if needed to get a taxi to the National Bank, get past the security, find the offices of the people mentioned, and look for specific clues~

~the first room they come to will have nothing suspicious. When they reach the second room, hand them the **ledger page prop**~

~ group plans how to get back to Sherlock~

On the way back, you are accosted by a man who hurries you into a narrow alleyway that you were just passing by.

~possible response~

“Shhhh!” he whispers “My name is John Watson, Sherlock’s partner. Listen, you have got to believe me. Sherlock is in grave danger and I’ve no idea where to find him. The man you are working for is only impersonating Sherlock. He is working for Moriarti and the information you hold will make our enemy stronger. But listen, you must follow through. Moriarti is bigger than you or me, and the important thing is to get Sherlock back safe. Then we can set about the path of justice.” The man covers his face in his cloak and disappears around the corner.

~The group decides what to do. There are many options in this case, but ultimately, they must figure out how to free the real Sherlock from Moriarti’s forces~

Options:

1. The group decides to return to 221B Baker Street and confronts the fake Sherlock with their new information:
 - a. He laughs with an air of contempt and anxiety, “Why, are you beginning to listen to some no-good terrorizing thug on the street? That won’t serve you well. Clearly, I am Sherlock and this supposed “Watson” is just trying to make himself feel superior. I assure you, Watson is only...visiting his mother for the weekend and will return tomorrow.”

- b. “Now, despite your foolishness you’ve done a job well and ought to be rewarded. Come with me” [Go to 3b](#)
2. The group devises a plan to find Sherlock on their own. He will be found in the basement floor of an office building two blocks down. As they enter the room, [go to 3c \(and add that the man impersonating Sherlock was standing next to the tall, pointy-eyed man\)](#)
3. The group goes back to 221B Baker Street and delivers the ledger to Sherlock:
 - a. “Excellent work! You have aided the law tremendously and shall be rewarded! Come with me!”
 - b. He takes them to large office building, down two flights of steps, shuffles through his pockets to find the right key, and opens the door.
 - c. Inside the room you see a thin, tall, pointy-eyed old man with a furrowed brow and guards standing all around a man tied up in a chair who looked almost exactly like the Sherlock you had come in with.
 - d. Moriarti yells at the man impersonating Sherlock: “You weren’t supposed to bring them in here! What were you thinking? I said put them in the cells down the hall, and not in these with Sherlock! Don’t you realize that could be a recipe for disaster!” He turns to the players and says “Ah. Well this is unfortunate for you. Did you at least find the ledger?”
[~the group decides how to handle the situation. Let them be creative on how to confront Moriarti and free Sherlock~](#)

6	Redden H S	120	720
11	Bags H S	700	1100
2	pr sup.	15	36
			25
2	Doop H S	115	210
12	Pr Ladies Hase	32	240
70	Pr needles	5	350
44	Pr needles	5	350
11	Pr Pearl buttons	7	77
18		7	126
70	Pr	8	120
10	pr shoe strings	5	200
110		5	200
34	box Pearl buttons	5	170
13		65	84
45		67	293
212	pr Birmingham	12	39276
122		20	2440
49	Pr Ghamo Effel -	10	490
342	Pr Green	162	5643
114	Pr Bonnet	20	2250
25	Pr Purple Shaw	45	2115
4	Pr George	100	400
11	Pr White Goods	27 1/2	248
3	Pr Chambers	17	136
157	Pr Chamberlatta	20	3140
148	Pr Cutting	13	1904
22	Pr Flannel	40	440
19	Pr White Goods	25	475
37		20	620
24		20	580
20	Pr Cotton Serge	37	750
12	Pr Cuff buttons	7 1/2	200
21	Pr Henge	37 1/2	1163
8 1/2		65	553
16	Pr Neck Serge	100	1600
31		55	1085
27		101	2700
127		102	1550
27	Pr Pattern	32	864
42	Pr Dress Goods	50	2100
			77493

150	Cotton Blankets	150	300
10	4 1/2 lbs Lomata	10	848
11		16	577
12		18 1/2	1372
13	Bleach Mus.	13	266
14		17 1/2	168
15		10	28
16		40	960
17		12	159
18	White Goods	17	216
19		12	549
20		23	562
21		1872	777
22	Blue Linn	15 1/2	147
23	Wingate nothing	10	25
24	London	8	334
25	Dress good.	20	1680
26		20	2640
27	Shank	44	375
28	2 pr Shaw	20	420
29	4 prs shirting	18	306
30		15	270
31	Shirting	20	20
32	Straw ticking	11 1/2	63
33	Denim	28	448
34	Leather Sewing	25	100
35		22	124
36	Shirting	15	262
37		15	370
38	K. Hoop	23	978
39	Shirting	15	615
40	Straw ticking	13	582
41	Leather ticking	22 1/2	135
42	13 pr Mus Brogthaw	12 1/2	162
43	Bro.	15	390
44	Neck Hose	5 1/2	140
45	Ladies Gray	13 1/2	499
46	Black	8	460
47		3 1/2	71
			21587

Time Machine to 1905 England: Part 2

You've just been victorious against Moriarti and freed Sherlock (or say specifically what they did to resolve the last adventure) and Watson made you a celebratory dinner. Sherlock was busy in his office figuring out the case of the billion-dollar embezzlement and Moriarti's involvement in it. After you finish, Watson says, "I can not thank you enough for your courageous efforts today. But I must bid you farewell, for you are no longer safe here now that you have come under the scrutiny of such a powerful man. You must return home."

~group plans what to do and how to get back to the time machine~

You find the time machine exactly where you left it, although it was much more difficult to operate in the pitch-black darkness. Thankfully, though, you make it inside before anyone sees you.

~group initiates next step to go back home~

Calibrating this machine for a transatlantic voyage is tricky, but after a few minutes it begins to whirl. The automated voice of the USTM Gerard comes on and says "You have selected the year _____. Please return to your seats and buckle your seat belts. You will be experiencing massive acceleration into the future in 3, 2, 1!" The machine began to spin faster and faster, and the year displayed on the screen began to slowly tick up, up, up until at 1912 the engine begins to sputter. Group may take preventative action now if they want to.

Despite your best efforts, the year display blackened out before rising any further. You also notice that it has suddenly grown quiet. All you can feel now is a slight bobbing up and down.

~If group doesn't initiate getting out, inform them that the water is seeping through the bottom of the time machine and lapping around your shoes~

You force the door open and finally get a breath of fresh air. It appears as if the time machine broke down not only partway through it's time travel, but only partway through it's journey in space as well. You are in the middle of the Atlantic!

~group reacts, plans~

Just off to the east, you see a distant ship through the glare of the sunrise. It looks to be about a half mile away from you.

~group decides what to do. If they choose to wait or swim or devise some other plan, the ship eventually makes it's way closer to them as well~

It looks as though the ship has noticed your presence too and has veered off course to your rescue. As it approaches, you notice that indeed, this is an enormous ship, and you are easily 50 feet below deck as you ride on the water.

~group plans~

Thankfully, you see a small lifeboat descending from the deck and a crew member leans over to shout “Ahoy, it’s yer lucky day! Climb aboard if ya don’t want to be a shark’s next meal, aye!”

~group action, response~

A prominent looking seaman approaches you once you get your bearings on deck. “Well, I must say, the lad is right. It is your lucky day! You may have to sleep in the cargo room, but you’ve just managed yourself a ride on the most elite vehicle landing in New York City in 3 days’ time! You can call me Captain Edward Smith, and welcome to the Titanic!”

Captain Smith continues, “Now, I’ll have Commodore Henry fetch you a few dry towels and whatever leftover bread we can come across. I must return to log this rescue and steer us back before we veer any further off our course. We are about to make history!” He turns around and marches back to the ship’s wheel.

~group plan~

While you are deciding what to do, Commodore Henry returns with three towels and a loaf of bread. “You sure are getting the royal treatment, catchin a ride on the great unsinkable ship without so much as a ticket to the lot of ya! Better watch out, or the Cap’n will put you to work!” (to give them an idea of what they could do, you might add Henry saying “He may even have you steer the wheel! He hates that job cause it’s hours of non-stop attention and calculations! Not something I’d envy neither.”)

~players decide what they should do and carry out that plan~

Options of what they could do and possible outcomes

1. Go back to the Captain and tell him what is going to happen. He will require a great amount of convincing but may listen to plans about going a different way. Go to the end for the resolution.
2. Talk to Henry. He will retort that this ship is unsinkable and they are crazy.
3. Warn the passengers and develop a more thorough plan for rescue where everyone gets their life jackets on and has assigned lifeboats. If they take this route...
 - a. After repeated insistence, some of the passengers begin to listen and start carrying their life vests with them when they dine. You have started to file the lower class up the stairs from the bottom of the ship as the time approaches for the iceberg to strike.
 - b. Suddenly you hear a deep, devastating crackle of the ship’s body as the iceberg runs across it’s side. Water begins pouring in the bottom of the ship.
~group plans how to get everyone onto the lifeboats. They may need to divide and conquer~
 - c. After a terribly long journey through the shivering air in the lifeboats, a ship receiving the SOS message from the Titanic arrives on the scene to pick everyone up. You have saved thousands of lives today!

4. Go behind the Captain's back and change the steering pattern or the written route and measurements for latitude/longitude to avoid the iceberg.

Resolution: The ship arrives in the port at New York City to crowded applause and a parade ready to celebrate this moment in history. As you are about to step onto the ramp to get off, Captain Smith pulls you aside to shake your hands. "Maybe you were right in all of this. I feel as though I may never know how much you have saved us all."

Time Machine to 1855 Richmond, VA

You have all just received a history assignment: you are to write a report about the social climate of the South leading up to the Civil War. Being the world/time travels you are, hunting the information out in a library seems dull. You decide instead to experience it first-hand! But where did you put that time machine? It's always just seemed to come to you when you need it.

~Group plans how to get the machine back. Go along with their suggestions~

Finally, there it is: the USTM Gerard. You climb in and expertly pick out the right buttons to operate this complicated machine. The screen lights up with the message "Select year."

~group decides what year and who gets to operate the year-select lever~

You pull down the year-select lever until the right year begins to flash on the display. The automated voice of the USTM Gerard comes on and says "You have selected the year _____. Please return to your seats and buckle your seat belts. You will be experiencing massive acceleration into the past in 3, 2, 1!"

As always, you land with a tremendous thud. Just as you are about to unlatch the door. You hear dogs barking, voices whispering loudly, and footsteps crunching over dry leaves "What was that?" the voices said. "I think it came from over here" and they approach the time machine.

~group decides what they should do as the dogs sniff around and around the machine and the following comments are made by the male voices, saying...~

"What in tarnation is THAT?"

"I ain't got a clue, some old boiler left out here to rust?"

One of the men knocks on the steel walls of the machine, "Anybody in there?" the others laugh.

~Options:

1. The group decides to get out.
 - a. "Why, it's a bunch a kids! What are y'all doing hidin out here in the woods in the middle of the night! Don't ya there's runaway slaves out here that we're huntin down? This ain't no time for fun and games."
 - b. "Yeah, run on home before we tell your mothers what you've been up to!"
 - c. "There ain't no time for this. Those slaves could be getting further and further away!"
2. The group stays inside.
 - a. After a while, the three voices and their dogs begin to lose interest in the odd hunk of metal. "Well, whatever it is, it's wastin our time."

Those slaves could be halfway to Maryland by now!" and the walk off.

- b. Group decides when/whether to get out. When they do, tell them that it is pitch black except for a few stars glittering and a waning moon filtering through the tree canopy.

As soon as you are sure the coast is clear, you notice just how silent it is. Except for the trees rustling slowly and a hoot owl cooing about 50 feet away, all is silent.

~group decides next steps~

You notice that the sound of the hoot owl is growing closer and closer. (Character may turn on night vision if available and if they haven't yet). Although it is hard to make out past their costumes of bark, branches, and leaves to disguise themselves, you begin to see that there four runaway slaves staring at you with big, nervous eyes. One, who seemed relatively calm and in charge, stepped out and greeted you all "We must thank you for the distraction you provided back there. They were almost upon us until you landed in your...metal balloon. My name is Harriet Tubman, conductor of the Underground Railroad."

~group response~

Tubman, "You may come with us if you wish. Where we are going, about five miles yet, is a safe home with warm soup and a fire to sit by. It will be the second stop on the railroad for these brave travelers." She says as she gestured toward the escaped slaves.

~group decides whether to go with them or not. If they choose to leave, have Tubman's narcoleptic episode happen at this point~

You follow the group for about three more miles, making sure to cross every possible creek to eliminate the scent of your path. Harriet was an able leader, giving them encouragement simply with her presence, although she didn't say much because it was very important to be silent.

Tubman's narcoleptic episode: You've caught up with Harriet just to get the experience of walking with her. After all, you have to write a thorough report when you return home. All of the sudden, she appears to have tripped over a tree branch and is about to crash with a thud.

~group member may catch her to prevent injury and noise. If not, one of the runaway slaves will mention anxiously that they need to move because no doubt that their owners heard the thud~

"Oh no, it can't be happening! You see, our conductor, she had a stone thrown at her as a youngin and she ain't quite healed from it the whole way. Every now and again she falls into a sleepin spell. Oh no!"

Another says, "Well, for all of us, we gotta get out of here." Turning to the characters he says, "Please, you gotta help us! The home is 2 miles away yet!"

~group action. Their efforts, whatever they decide to do, will help them make progress toward the home. Occasionally they hear the howling of the owner's hunting dogs in the distance~

Finally, you make it to the home. The woman waiting up for you was rocking slowly, back and forth, while she knitted a blue wool scarf. She sees you all and darts to the door to welcome you. She congratulates you on making it this far. Only one stop left to freedom! She offers you warm tea and soup and a fresh change of clothes. "Oh my, what happened to our dear Harriet?!"

~response, and then leader responds as the woman would to whatever they say~

She is about to offer you a peaceful night of rest when you all hear a rude knock on the door. "Open up, open up in the name of justice!" a male voice boomed.

~group must decide how to get out of this situation: fight/flight/etc. If they are struggling to make a decision, Tubman can slowly begin to wake up and inform them of how they need to go, although she will still need to be carried until she feels strong again. Whatever they choose to do to get out of this situation will be a success. At the end celebrate that they have helped free three slaves!

EGYPTAIR
ETKT 0772405952067-1

NAME OF PASSENGER: **042 AKHAMD/SYRUO MR**

FROM: **ASWAN**

TO: **ABU SIMBEL**

CARRIER: **MS 130**

FLIGHT: **Y 21SEP 0630**

CLASS DATE: **21SEP**

DATE OF TRAVEL: **042 AKHAMD MS 130 21SEP**

FROM: **ASWAN**

TO: **ABU SIMBEL**

CLASS DATE: **Y 21SEP 0630**

DATE: **6**

ARRIVAL TIME: **0540**

DATE: **11J**

REG. NO. **0**

ISSUE DATE: **0**

ETKT 0772405952067-1

PLEASE BE AT THE GATE 60 MINUTES BEFORE DEPARTURE TIME. IF YOU FAIL TO SHOW YOURSELF AT THE GATE 15 MINUTES BEFORE DEPARTURE TIME YOU WILL NOT BE ALLOWED TO BOARD AND YOUR BAGGAGE WILL BE OFFLOADED.

11J

توجد أن تكون أمام بوابة الخروج قبل موعد الرحلة بـ ٦٠ دقيقة.
إذا تأخر حضورك حتى ١٥ دقيقة قبل الإقلاع
أن يسمح لك بالسلع وسيتم إزالها منك

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Hole-y Pyramids!

After two years of fundraisers—car washes, bake sells, you name it—your class has finally saved up enough money for your fieldtrip to Egypt! What a way to learn about the scientific, mathematical, and communication contributions made by Ancient Egypt! The only thing standing between your class and the wonders of Egypt now is a series of long flights. (Ask the players who has or hasn't flown on an airplane and hand them the boarding pass props).

You arrive at the airport an hour early, as your teacher has instructed you to do. You head to the check-in and baggage drop-off desk. A few minutes in, the line begins to grow long with impatient travelers, and you begin to wonder where your teacher is.

~group plans what they could do~

(If they haven't initiated a call, one of your phones begins to ring. It's your teacher!)
"Hello students, so sorry I'm not there yet. Traffic has been terrible this morning; we are down to one lane because they just started construction back up, and we are moving so slowly. I have called the airline and they are okay with the situation as long as I am able to get there 20 minutes before the flight. But that won't be enough time for all of you to get through security. So listen: _____ (whoever has said they've flown), I'm putting you in charge because you have flown before. It is very important that you all stay together. The airport staff are quite friendly and there's nothing to worry about. Go ahead and check in and go through security. Wait for me in the seated area right after your security checks. We can do this!"

~leading player plans their next actions and the group follows through on their teacher's instructions. Game leader plays along with this player's instructions, becoming roles of security guard, etc. as needed) ~

You made it through security and even had the change to buy some breakfast at the donut shop right next to the place where you are waiting. With not a minute to lose, the teacher comes through and thanks all of you for being so responsible. "It's time to go to Egypt, students!"

Because your seats aren't next to each other, each person has a unique experience on the flight: (Tell each student what situation they had and ask how they responded to it)

1. You sit down and it appears as though no one is going to sit next to you, so you slide over to the window seat. The final boarding call was announced right as a disheveled looking businessman squirms his way through the narrow aisle toward your row. He looks down at his boarding pass and frowns. "Excuse me, but I believe the window seat is mine. Is there any particular reason you are sitting in it?" **Despite his rudeness, how will you respond?**
2. You take your seat next to a middle-aged one decked out in a multicolored scarf, toboggan, and spectacles designed to look like cat eyes. As soon as she introduces herself, she pulls out her carry-on; a small suitcase holding a complete inventory of all her handmade knick-knacks. Before the call is given to put items away, she sets about

explaining the value of each knick-knack and why you should buy it. [How will you respond?](#)

3. You find your seat and the person next to you has already claimed the window. With earbuds in and looking half-asleep, he apparently has no interest in talking with you. However, the row in front of you is occupied by a woman and her three-year-old little boy, who every 30 seconds pokes his head around to look at you. [How will you respond?](#)

Finally, after hours of flying, you make it to the Sphinx International Airport. Your teacher checks-in to the rental car office, and soon you are on your way through the bustling highways toward Giza. After you leave your luggage at the hotel, the first stop is the pyramids of Giza. You have an appointment with an archeologist to review the structure of these pyramids!

“Hello and welcome to Giza! I am an archeologist with the ScanPyramids project, and I have a special treat for you! Can I have a brave volunteer?”

[~group response~](#)

He instructs the volunteer to step up to a heavy piece of computer machinery. “This is a state-of-the-art technique called muon radiography. We are using it to get a look at the inside structure of this Great Pyramid for the first time today! Thousands of years we have only been able to observe the outside, but now we can see inside this ancient wonder!”

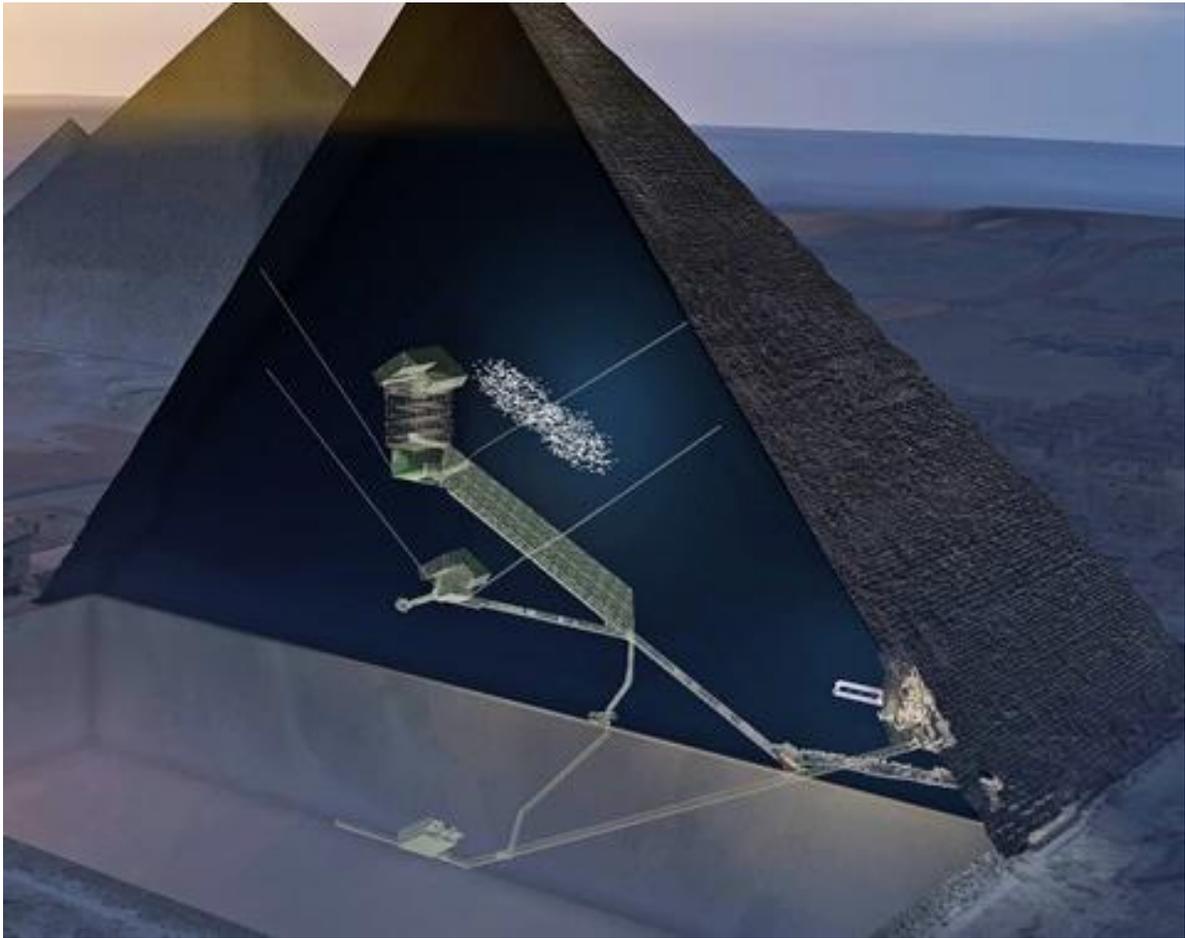
You manage the device quite well and end up with an image that looks like this: [\(hand them the pyramid image prop\)](#). The archeologist gasps and points to a part of the image. He looks at the volunteer. “What!?! How can this be? There is an empty space, a void, right in the middle of the pyramid?” Without another word, the archeologist runs off.

[~group reacts and decides what/if they should do anything~](#)

The archeologist returns with his senior supervisor, who appears just as shocked by the image on the screen. Slowly he turns back to the students and their teacher, “Well, since you have been directly involved in the discovery of this history mystery, I am putting you on the case to solve it. Just WHY is there an empty space in the middle of the Great Pyramid of Giza?”

[~group plans what to do. Allow them to explore multiple options \(this case is not even solved in real life yet\) and encourage collaboration. If needed, ask each person what they think could be the cause of the void, what could be hidden in the void, etc. Then ask the group to come up with a way to find out if their theories are true~](#)

If they make it to the inside of the void directly or indirectly, they discover that is the raided tomb of Pharaoh Khufu’s eccentric collection of pets. They make the front-page headline in newspaper the world over and have unlimited free trips to Giza from now on!



Loch Yess or No?

You are readjusting to your newfound fame after returning home from your adventure to Giza, Egypt. What has been most fascinating about your stardom is the abundance of mail you've been receiving—and from such a diverse group of people! Filmmakers and geologists alike are interested in congratulating you and finding out what's next. One day, you receive a particularly intriguing letter (Hand them **the letter prop**: It reads,

“Dear Prodigious Young Scientists,

Greetings from Scotland! My name is Peter Lackey, and I am an inquisitive scholar myself. I have grown up around the beautiful terrain of Scotland in the area of Loch Ness and have come to love this area. Indeed, to supplement my research efforts I enjoy working for a local fishing company that occasionally lets people out on the lake to watch for our Nessie. I have been able to secure funding from the University of Edinburgh to further our knowledge of this beast, and I am pleased to offer you a partnership in this! This is your chance to weigh in on this long-debated scientific mystery! How could such a monster have survived these many decades while only managing partial sightings by a mere handful of people? You have shown your prowess in discovering the inside of a pyramid, now come to Scotland to give us an insider's view of the Loch Ness Monster!

Sincerely Yours,

Peter Lackey”

~group response~

You pack your bags and take the next flight straight to the Edinburgh airport. After a day a sight-seeing green landscapes and weathered castles, you meet Peter Lackey. “Aye, I have awaited this day! Welcome lads and lasses! I feel as though we are on the brink of our greatest discoveries yet! Now, tomorrow it's time to set about our task. However you like, we're out to discover more about our Nessie—she's been too mysterious for too long. What do you intend to do?”

~Allow for initial group response. If necessary, give them options of what they could do:

1. You use the scanning and imaging equipment you used in the previous story.
 - a. How will you get access to the muon radiography? (let them decide how to contact and get the equipment)
 - b. You set up the equipment and use your impressive, though amateur skills to scan the lake.
 - c. Your scan revealed that there is nothing large enough in the lake to fit the description of any monster. What you do find, however, is a strange pattern of swimmers wearing very unusual swimsuits.
 - d. Group decides how/if they want to pursue an answer for these swimmers

- i. If so, have them use their imaging to discover a popular, hidden area of the lake where the swimmers seem to be entering and leaving. (Prompt them that this is where they will find out info about the swimmers). Go to 2C
 - ii. If not, ask them what they'll do next. Skip 2 and continue the story.
 2. You decide to go scuba diving yourself and look for the monster.
 - a. You find a remote outcropping of rock next to the lake that provides the perfect space for putting on your diving gear. Just as you are about to enter, another swimmer comes thrashing through the water and out onto the rock with you.
 - b. Group response
 - c. The swimmer looks at them suspiciously. "What are you doing here? Are you new members to the Loch Ness Legacy League? What's our password?"
 - d. Group response

(Clue about this "league" if they ask for it: The Loch Ness Legacy League is a group of swimmers dedicated to maintaining the legacy of this urban myth by impersonating the monster. They wear specialized swimsuits with fins and other appendages attached, swim out toward sightseers, and give people "sightings" of the monster.)

You return to Peter Lackey and give him your report. (Have them actually do this)

Lackey looks in deep disappointment at the findings you have presented. "No! How can this be! What will happen if people find out! I'll be doomed!" he turns to the players, this time looking more determined than sad "Now, you wouldn't want this to get out now, would you? Think of all the people who imagine that Nessie is real, and now their dreams would be dashed! No, that is no way to go. You must give a report to the journalists and scientists who know you're here, but let's just keep this our little secret. Don't forget who helped you get here, now." He threatened.

~group decision; weighing the pros and cons of being honest with the public or pleasing Lackey~

Clue on Lackey if they ask for it: The "fishing company" he works for actually makes a large portion of their income on travelers wanting to catch a glimpse of the monster. If they are exposed and the people find out there is no monster, they could lose a lot of business.

Too Young to Return

To learn about local laws and how they are upheld, you go on a class trip to the Johnson City Police Station. You get a tour inside the station and meet many policemen filing accident reports, documenting witness accounts, and the like. This was all very important, but you were expecting something a little more exciting—maybe a spontaneous police chase or something like it. But this was the office work that allowed people to ultimately lead safe and free lives, the policeman would say. He was leading you next to the counter where people filed complaints when a woman, about 50 years old, came up and began ringing the call bell impatiently. The police officer smiles nervously at you and tells you to wait just one moment. He turns toward the woman.

Woman, “Well, Josh? What’s the daily report? Have you found anything out yet?”

Officer, “It’s Officer Frenton, ma’am. And no, we have not been able to investigate the case for some time.”

Woman, “What do they even have you working here for, Josh? For some reason I thought it was to solve crimes, like the crime of a missing sister!”

Officer, “Ma’am, we have searched diligently around this entire region multiple times. The state has mandated that no more funding can be given to the case. I’m sorry. This is out of my hands.”

The officer turns around and shuttles you all to the next part of the tour as the woman’s eyes follow him with a glare.

The tour has ended and you have some free time for lunch. As you are leaving the police station, the woman from before confronts you. “Listen, if you want to really learn how to fight for justice and help people live freely, I have the perfect opportunity. My sister disappeared 5 years ago next month. She has left an awful whole in my heart and our family grieves for her still. The police tried of course, but they stopped trying and now I am desperate for help. I don’t have much to give, but I will gladly reward you \$6000 for the safe return of my beloved sister. Please, will you help me?”

~group response and planning search~

Options:

1. They decide to refuse her offer.

Follow-up with these discussion questions:

Why did you choose not to agree to the woman’s request?

Is this related to choices that you make regularly? Why or why not?

What could have happened if you chose differently? Positive? Negative?

2. They decide to go find the missing woman

- a. **Clue:** Upon asking the woman further questions, you find that her sister loved to hike in the nearby mountains. Although she has not

been found there in all these years of searching, it still surprises the woman that her sister isn't there. After all, she really hated the city and any crowded places in general. The lost sister's name is Angela Barnes.

- b. You begin your quest through the mountains. **Hand them the regional Appalachian map prop.** About 2 miles up the winding switchback slopes of the route you've chosen, the trail suddenly comes to an end. The stony path that led you to this spot is now taken over by underbrush and the thin red-tinged trees of autumn.
- c. You come across a cabin that looks, surprisingly, well-maintained. A thin wisp of smoke rises out of the chimney, and as you peer from a safe distance, a middle-aged woman comes out of the house and walk toward the water pump. **Group decides what to do.**
- d. **If they approach the woman to ask if she's the missing woman:** "Gracious no, darlins! 60s done come and gone for me, though I always said living on the land out here kept me looking young. No, see I grew up in this cabin." She begins to pump water into a wooden pail.
- e. As you turn to leave, she says "I would be wary, though. A time in these woods can really change the way a body looks. You may find this woman when you don't expect to yet."
- f. As you continue your venture, you come across a trickling creek bed. One of you trips over a rock that didn't look as slippery as it actually was. This was a dangerous part of the creek to be crossing, because just downstream it combined with another creek and starts moving quickly. The person who tripped (**use a specific name**) is unable to recover and stand before they start slipping downstream with the current. **Group makes move to save this player.**
- g. Despite your best efforts, **this player** _____ continues to struggle just to stay in the same place, and it seems impossible to get a firm enough footing to stand. Even the two doing the saving are struggling to fight against the current and stay on their feet. Just as the person caught in the current almost fatigues to the point of not being able to hold on anymore, a net envelops him/her. The two helpers turn around to find a group of three mountain dwellers, one of whom is holding the net open while the other two pull your friend out of the current. You estimate that their ages are 25, 16, and 8 years old.
- h. **Group response and questions to the three mountaineers.**
- i. The mountaineers, "Don't worry, that's not the first time someone's gotten caught in the creek and it won't be a last. We've all been known to take a dunk in the water from time to time." The three strangers look at each other knowingly.
- j. **Group leads the questions that will reveal the rest of the story.**

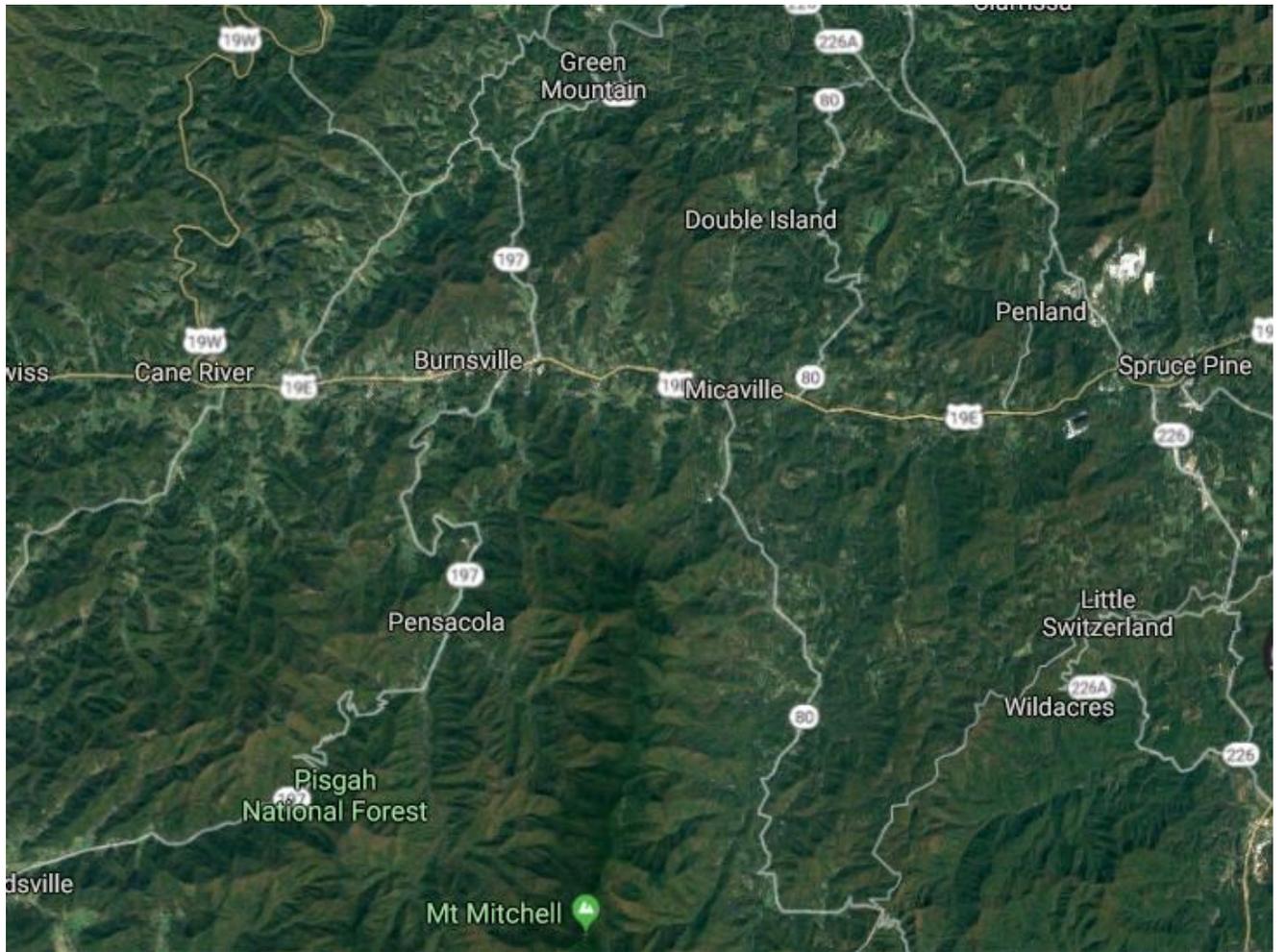
- i. Names: Christine is the oldest, Joseph is the teenager, and the young girl's name is Angela.
- ii. Angela won't give away that she is the missing woman at first, but if the group questions, she will admit that yes, it's her.
- iii. Angela, "Yes, it doesn't look like I'm 58, does it? About five years ago, I came in search of what I—what we (motions to the rest of the group)—had heard about healing, age-reversing waters. It wasn't a fountain of youth exactly, but I had heard of a waterfall that would take away the years and wrinkles I had accumulated. The waterfall you would have ended up in is the very one. Somehow, I thought it would take away the burden of mistakes I had made over those years too. But I was so foolish. At first, I was delighted to be so young that I didn't realize that every time I swam beneath the waterfall, I became younger still. Eventually I realized I would never be able to go back to my life before I disappeared. How could my family accept me, a child instead of a woman in middle age!" As she told you her story her eyes welled with tears.

~group decides how to respond to Angela's story~

If they work to convince her she should go back home, she hesitates but eventually is relieved by the offer. There is one thing holding her back, though. "What about the community of people who have grown young from these waters? We are bonded by our mistakes, but we are bonded still! What will happen to them?"

~group response~

~leader closes story by giving the responses of the mountaineers based on what the group chooses to do~



Charged with Robbery

You are all staying the night at one of your houses (ask who would like to host) to celebrate the premiere of a long-anticipated movie. You've just gotten back from the theatre when your mom greets you at the door. "Oh good, perfect timing! It seems as though our power has gone out! Would you all mind running down the street to the convenience store to get some matches, or see if they have any flashlight? Oh, and since we won't be able to microwave anything, each of you pick up your favorite snack for the night, my treat."

You all go down to the next block where the convenience store is. It looks like everyone's power has gone out, but the store was still dimly lit by a back-up generator.

~group shops around the store and each person decides what snack they want to purchase. ~

One of your snacks (say the name of the snack) is completely out of stock. As this player (say player name) reaches down to the bottom shelf to make sure there isn't one hiding in the back, he/she finds that the whole bottom row is completely empty~

The person behind the cash register seems completely absorbed in trying to adjust the generator so that the lights will brighten.

~group actions~

Cashier, "Oh hi! Sorry I didn't see you there! It really is hard to see in here. Did you find everything you were looking for?"

~group response~

Cashier, "No kidding, it's all gone?! I just restocked it 30 minutes ago! If I didn't know any better, I'd say we've been robbed. But I've been up here this whole time and haven't seen anyone leave with paying!"

You notice that, as you've been talking, a group of people has collected behind you wanting to make their purchases.

~group action. If the players decide to leave, have the cashier call out to them "Wait, please, just one second!" He finishes with a customer and then walks over to you and whispers "Please, I could lose my job over this! Are you sure you didn't see anyone running off with those snacks? I've got to ring these people up, but honestly, I don't know what I'll do if we can't find who took the stuff!"

~group response~

Clues if they decide to investigate

1. They find some strangely shaped, thin smudge lines on the side of the bottom shelf. It looks kind of looks like grease or what rubs off when you touch a rubber casing.
2. There's a couple crushed Cheetos at the end of the aisle.

- a. This turns out to be a trail that leads across the store, out the door, and looks like it ends a few feet in front of the dumpster.
- b. At the dumpster, you hear a faint sound like a fast-paced, high-pitched chirping.

~group action/decision making~

You follow the sound of the chattering-chirping noise to behind the dumpster and find three racoons sharing a feast of Cheetos, Chex Mix, Skittles, and of course, _____(the favorite snack that was missing).

~group decides what to do. If they get a little closer to the racoons, they notice that besides the regular mask, there's a little extra color change in their faces. It looks like the tips of their fur closest to their mouths are singed~

~group plan and action. Go along with what they decide to do, but here are some options and follow-through they will need to do based on those choices:

1. Report the culprit to the cashier.
 - a. The cashier is relieved to find out what happened, and thankful that it was a pesky bunch of racoons rather than human robbers—his manager was more likely to be forgiving out him not noticing racoons in a power outage! As he turns to go back into the store after thank you again, he says “It’s kinda crazy that they came just at the right time to get away with it, when the power was out, huh?”
2. Report the racoons to the cops. The cops have been canvassing the area looking for what might have caused the bite marks on all the electric wiring on this block.
 - a. They will need to communicate with cops and sign a statement. They are very grateful for your service!
3. Take the racoons to the vet
 - a. Allow them a chance to work through the steps of this first, then as needed prompt them to what they will need to do: find a way to safely get close to the racoons, transport them, find a vet, talk to the vet and explain the situation.

1750

1937

2778

Dear Prodigious Young Scientists,

Greetings from Scotland! My name is Peter Lackey, and I am an inquisitive scholar myself. I have grown up around the beautiful terrain of Scotland in the area of Loch Ness and have come to love this area. Indeed, to supplement my research efforts I enjoy working for a local fishing company that occasionally lets people out on the lake to watch for our Nessie. I have been able to secure funding from the University of Edinburgh to further our knowledge of this beast, and I am pleased to offer you a partnership in this! This is your chance to weigh in on this long-debated scientific mystery! How could such a monster have survived these many decades while only managing partial sightings by a mere handful of people? You have shown your prowess in discovering the inside of a pyramid, now come to Scotland to give us an insider's view of the Loch Ness Monster!

Sincerely Yours,

Peter Lackey

Example of crumpled paper prop from Time Machine to England Part 1, but this prop can easily be made by writing down names on a piece of paper and crumpling it up.

