

# Teaching with Role Playing

By

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Editors: None. The kickstarter that was meant to fund this project failed to garner enough support. This is the game in its raw format. It was just too good of an idea to not publish.

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Other books by **Roger Huntman**

**Zero G (Space cadet alpha Magazine)**

<http://www.drivethrurpg.com/product/149509/Zero-G>

**Red Dragons Lair second edition**

<https://www.amazon.com/Dragons-Lair-Role-Playing-second/dp/1519355122>

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## Disclaimer for Gamers

This book is written for teachers, parents and education professionals. As such the lesson(s) that follow will be constructed *without a focus on weapons and violence* as a means for the game and problem solving techniques.

Instead the scenes will be focused on the other aspects that were popular in the beginning of role plays history. Scenes that will be focused on will be :

**Puzzels, Traps, Social interactions, Chase scenes, and Creative solutions.**

The reason for this is that so many of the educational institutions that are out there, prohibit the glorification of weapons and violence. For the casual roleplayer this may be a large drawback. For the seasoned verteran, though, this will not hinder enjoyment of the game for them at all. Typically, the sessions during playtest were 1 hour in length. For this reasons mapping and set up will need to be kept to a minimum.

The system used a modified version of Space Cadet Alpha 2<sup>nd</sup> edition. The reason for this is that is has proved to be easier to introduce new players to, as well as less problems with copyright entanglements. It is the sole property of the author.



During the test play, It was with great skepticism that a roleplaying game could be maintained at a campaign level for any significant amount of time without violence involved in the plot or story. At the time of this publication the current campaign is at 6 months.

This book is meant for use. As such, there will be summaries and links for the research on uses of roleplaying in the next chapter for those true afficianados of the game. It is not itself a research publication nor meant to make any claims as a research tool in any way. It will also be kept to the most common nomenclature of the time, in order to communicate with more ease and minimize rifts in communiation.

***“We don't stop playing because we grow old; we grow old because we stop playing”***

**George Bernard Shaw**

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## The Research

(The boring stuff)

First and foremost I must make the case why this book is crucial for educators and parents. If you are a gamer, *please skip this section altogether*. This section will give the facts and instances that these scenarios were run upon. I assure you



that had this hypothesis been a failure, you would not be reading this book right now. These details are available today as grounds for why role playing games, are not only optional but necessary for teaching the next generation of our youth. “If you’re not familiar with the game, Dungeons and Dragons™, or “D&D,” is a fantasy role-playing game played entirely inside the imagination. Created by Gary Gygax and Dave Arneson in the early ‘70s, it’s based on traditional miniature wargames, with heavy doses of fantasy and mythology mixed in. Players take turns acting to achieve their goals, which can be to find a long-lost artifact, assassinate an evil tyrant, or, in this case, escape from a pit trap. But it’s not just pretending; there are numerous rules

governing what can and can't be done. Every action, no matter how mundane, must follow the rules of both the game and common sense. (Bartlette 2014)

The set of game sessions that were done as research material for this book lasted just over 1 year in duration. Originally the idea was to run the game for research into how well a role playing game would be received in a school setting by students and faculty. It was to last 3 months in duration. The same material was run outside of the school in sessions as well by playtesters. The following description will explain that the experiment did not go as planned. The idea that it would be well received was influenced by how role playing games influenced me in my own formative years. This experiment did not go as planned.

## **Nature of the Game and Montessori Method**

I did not initially plan on working in a Montessori school I became a therapist there first and learned of the method of Montessori teaching. The best way to sum up the teaching method comes from the website of the American Montessori society website. "Montessori is an education philosophy and practice that fosters rigorous, self-motivated growth for children and adolescents in all areas of their development, with a goal of nurturing each child's natural desire for knowledge, understanding, and respect" (American Montessori society website). This philosophy seemed so very present in the Post Falls school of Developing Minds and its owners. Even the



extra-curricular activities are cutting edge. Robotics, coding, 3D printing, Baking and Art were some of the extra activities that are offered.

I was there for less than a year before I was graciously extended the opportunity to offer role playing games as a social skills group. There were other area social skills “groups” that were offered, but nothing that seemed to fit well with such progressiveness. It was clear that there were amazingly intelligent students with a lot up untapped potential in the area of social skills. They did not need competitive games because there were already many board games that were in or around the classroom. How might a cooperative game play out? Role playing games were “intended to be cooperative in nature” as Gary Gygax attests to in his 1979 interview with Tom Snyder.

**“Gygax: [00:05:56]** No, it's a group cooperative game, it's generally played with a group. Several people maybe take turns feeding information or feedback as the Dungeon Master. Rather than competing within the group each player, if it is a good team, that is, will cooperate. So if they learn their respective strengths and weaknesses, and operate more efficiently. Each session of play of the typical adventure, as it's called, tends to go on for as long as the group can stand to play” (Snyder 1979).

The ability to work together seemed like it may be at odds with the teaching methodology for many modern role playing games. The game and its rules system

would need to be tailored to challenge their social skills lest the game master be chasing around five heroes on their own flights of fantasy, and course correcting the morality of negative choices and group division constantly. This means research would have to be done. History of role playing would have to be explored and compared to the modern versions that are offered up today. One of the main research books was Michael Witwer's books, *Empire of Imagination published in 2015. It is an excellent source of information as well as entertainment.* In the end formulating the game challenged me to become a better game designer and researcher.

## The History of the idea

I would love to be objective about my hypothesis, but in this case I cannot, due to the fact that I myself am a case study member and the scientific principle that anything observed changes its behavior by the very fact that it is being observed. There is also the idea that "Schrodinger's Cat" theory, that just observing in and of itself alters the experiment."For all intents and purposes my this project begins 1 year prior to my exposure to role playing games. 1981 was a dismal year in Norfolk Nebraska, for those below the middle class poverty line. Friends of mine enjoyed star wars figures as well as other toys. My mother could keep the lights on 9 months of the year and (with used mattresses on the wall) we had heat for the whole winter. Every 3 years we could afford the convenience of the telephone.

There were soup kitchens and theft involved to keep us going as a three person family as well. However in 1981 I was easily found in the Kmart toy section, looking to liberate a G.I. Joe action figure if I could. Often I couldn't. My classmate Kevin's mom confronted me once to let me know they were watching me. I was a kid without resources and friends.

Or so I thought. One day in fifth grade Greg Amundsen and Gary Sevening approached me in the Hallway of Washington Elementary school (in Nebraska) and invited me to my first game session. Once there no one told me what a role playing game was. They gave me a sheet of paper, had me roll some dice and told me I was a Ranger.

Keep in mind that we were in the bible belt, in a time that Ad& d was considered demonic. It was dirty little secret that we were in the basement of Adryan Malloreay (the greatest Dungeon master I have ever known).

It was at that point I became a secret member of a group that helped me learn who I was as a person, pre Algebra (through the THACO system), and history. It was not until much later that teachers had learned that motivation was as important as the lesson itself. Roman had experimented with "different ways of turning her lessons into a game for her students for years as a high school literature teacher in New Jersey" (Roman) and Role playing had supplied the motivation for me to enter the library and explore History as well as literature.

There really are no words I can type that will convince you that you need to use role playing as an in school or after school program. I can use testimony that I have been using it in a Montessori school to great impact. What I can see however is lesser stress levels in the students that I have employed the sessions with, for 1 year. I do not attribute this to grade point averages or mathematical formulae that concern grades. Instead it comes from more abstract subjects such as their personal and social identities. "Almost all the teachers I talked to mentioned kids using a role-playing game like this to explore identity issues and gender and using it to wrap their head around things that are going on in the news," said illustrator (*Phil McAndrew*).

For me role playing allowed me to move with my mother from town to town and always find a group of people to hang out with. I simply dropped by the local comic book shop or hobby shop and asked to post a note that I would be here at a certain time to meet anyone interested in role playing games. One week in any given town and I found friends, in a safe place. This same approach was tried by me when I moved to Minneapolis in 1991. I got to find a group of players and go to twin con at the Warrior Hotel. At the conventions and at RIPSIG I got to meet with a gamer named Dave. I took me a few game sessions before someone asked me if I was going to get his autograph. I was stunned that the guy I had been gaming with was in fact Dave Arneson. I plagued him with questions of course. At the end of the interrogation, He smiled and said I should try my hand at writing my own role playing game.

As I moved back to Sioux city I went to college and began to Work at the Boys and Girls home, where I was able to convince the therapists to let me run role playing games for the kids with multiple diagnosis. It was a hit and I started to see successes. It was then (2000) that the beginnings of the idea popped up that I could actually use role playing games to teach.

## Sexism

As someone who grew up in the 70's and 80's I love to reside in that nostalgia, but there in the 80s was a certain level of acceptable sexism. It was a general opinion still, that girls are not interested in role playing. I actually had to climb over the hurdle. An adult member at the school I was doing this observation at said "Girls are not interested in the same things as boys". I was taken aback and wondered if this were true? Would my social skills role playing group fail with girls? When it comes to female and male students I had both groups in the Montessori school. There is no doubt that females as well as males might benefit from exploring their social identity in a safe setting. "Getting a handle on academic material isn't the only benefit that role-playing games can have in the classroom, however. Creating a character to inhabit can give teenagers already grappling with complicated questions about their lives ways to safely explore different aspects of themselves" (Danny Lewis).

At first I took a particular delight in the fact that the male students were the first to sign up for the social skills group at school and outside the school at the hobby shops and conventions. In fact the rumor had gotten out amongst the teachers that I was running a role playing group and the Middle school asked to have their own group for their boys as well. This however ended up being a misrepresentation when the girls began to lobby for the same group, and won out. This was a blessing and a curse. It was not until their Robotics competition ended the competitive season, for the year, that the more intellectually inclined females of the middle school learned of the role-playing lab opened to them and they joined. This also coincided with the seasonal change to winter, which meant I had more gamers in the hobby shops as well.

There was an attempt early on to derail the group into an arts and crafts babysitting, style group. This was directly contrary to what I had been recruited to run. For several weeks cursory activities that had less imaginative activities (see the *Activities section* for a handful of the ideas) until I cherry pick who would and would not be appropriate as far as motivation, imagination level and the ability to be positive peer role models.. The students who were picked for the group and who ended up being drawn to the group, were in fact, not the same group of play testers even outside the school there was an adjustment of players. In the end I had to extend the girls school group because it maxed out at ten players and there was just not enough time to get each person at least 2 turns to play in the game.

## Group Make Up

I was in fact given starting groups of male and female students by female teachers. One of the biggest hurdles was the lack of knowledge about role playing. Staff knew that the game was a hobby. In particular the game is usually played by people who are more inclined to use their imagination and intellectual pursuits.

Once the word was out the female group quickly overtook the two male groups in attendance. I was shocked to learn that the girls had been planning their own rpg during recess without any rules structure or staff direction. Similarly the players outside the school developed their own game groups as well. This fact led me to allow more than the 6 person limit on the girls groups. I elevated the maximum to 8 to 10 people. There were far fewer instances where the girls group would pressure me, in the game, to allow the play of violence and weapons.

## History of Non-violence

One of the biggest challenges was that of non violence. In this Montessori school there was a heavy rule of non violence. This means no glorification of violence and no violent play. Likewise, many of the modern role playing games, not only focus on the violence of the game, they have watered down its ties Historical gaming, mythology and math, to the point where they have very little educational

benefit. The benefits that Dave Arneson and Gary Gygax built into the game *Dungeons and Dragons* are simply no longer present.

This brought me to some distress, research and revelation. I remembered the days of my own gaming where dungeons were explored and a variation of scene types were played out. Chases, puzzles, ROLE playing and riddles were some of them that were added to the few violent scenes. After taking a walk through the local *Strategy and Games* Hobby shop I saw almost all of the covers of the current role-playing games involved weapons and violence. I cannot even begin to tell you how hard it was to find miniatures that didn't have weapons.

I was worried. How long could I keep a game going without violence? Looking to the past, I realized that violence wasn't nearly the focus of the game that it is today. Most of the modules and adventures are largely today created by far less imaginative writers than back in the days of Gygax and Arneson. Both of these men had a rich background in historical accuracy. Arneson even went on to be a professor at Full Sail University. There is far less stress placed on the other types of encounters. Somehow I was able to whip up non-violent game sessions for a whole year. My adult group really questioned it heavily because they were playing nearly the same scenarios. As a point in fact the adult game group came to a conclusion around month 9. In month 9 I finally started to add fight scenarios for the adults, ironic that this change in flavor ended the adult male group.



The school game scenarios were run in 1 hour to 1 hour and 15 minute scenarios. It would be preferable to have 2 hour sessions though as often there is 10 to 15 minutes of settle in time for the players. Yes It is hard to quit once the magic starts happening. My only real regret was that I couldn't sit the parents down and run a few games with them. I feel many of them would easily be able to take the game home and have their own magical game night.

## Benefits and outcomes of role play

In the beginning of the experiment the sessions of 1 hour per week had as the number one goal of just getting the group to not interrupt when it was someone else's turn to talk. The outcome of this goal was that after 5 weeks the group sessions no longer needed this to be a goal with a reward administered in the form of a character point. The second goal was chosen was to not split the group up. This took only 2 weeks before rewarding it with a character point was no longer necessary. The third goal that was a consistently chosen one at the first of the game was. Using an indoor voice was one that was much harder to work on. It was an intermittent goal. It took about 6 sessions and the skill needed maintenance later in the year. Respecting personal space, however were only 3 sessions before reinforcement was no longer necessary. After the first 3 months I was using the random tables in the Space Camp game to create the adventure but I let the players choose the 3 categories that they would gain or lose points for.

It was at this point that the players asked me to extend the list. In addition I had a different player every session keep the data. They would write down each player's name and put down 4 check marks. If a player broke one of the social skills / adventure rewards, then the player would erase the check. If they practiced a skill that was what one wanted, then the point was circled. Each point translated into 3%

of skill each player could add to a skill on their character sheet that they chose. At the end of the year, and thus the campaign, the group was far more self-controlled. I could give them a challenge such as “the alien sage stands before you. He has said he will only answer seven questions. Would you like to discuss what you will ask?” And the group would spend most of the session negotiating a list of questions and asking them as a team. There was no question that the group as whole benefitted.

The benefits of Tabletop role playing games are a natural teacher for teen and young adults. Benefits such as: learning and practicing social skills in a safe environment, Problem solving skills, Establishing empathy, teamwork, goal setting, leadership skills, project management, decision making, creative writing.

In today’s environment there is an explosion of experts on role playing. Many of those kids in the 80’s that were playing in the basement succeeded in life. They learned the goal setting skills learned in their favorite game and acquired the skills and credentials to be doctors, lawyers, psychologists and engineers. It I no surprise that they would turn their research to their favorite hobby and collect data. Any online search can show you the educator or parent the numbers and benefits. I have only included the tip of the iceberg her in this trifle of a book.

“*Scientific American* magazine (December 2011, Dr. Keith Oatley). “The process of entering imagined worlds of fiction builds empathy and improves your ability to take another person’s point of view”. Having empathy is critical to a teen

when they are forming their set of social skills. Empathy allows them to look at the reactions of others and judge what the correct social responses would be to any given social situation. Through working with children with a variety of developmental disabilities there can be no judgment that a disability may rule out whether a person is a good candidate for role playing games as a learning method.

“In an article titled “Fantasy Role-playing for Mutual Aid in Children’s Groups” (Drs. Zayas & Lewis, *Social Work with Groups*, Volume 9, Issue 1), the researchers illustrate how three boys with ADHD were presented with a scenario in a fantasy roleplaying game that required them to work together. The children began the scenario by doing what they always did—rush into the challenging situation without a thought to the best way to overcome it. After an initial failure (a failure that was both physically and emotionally safe), the boys thought ahead to overcome challenges with more patient collaboration”. This research mirrored the results of my own sessions. As the players participated in the games more, they became to add value to the character that they were playing.

With this added value, the players went to greater and greater lengths of insure their character did well. Some went so far as to actually do research on past space missions, in order to find out facts for the game. Some of the created back stories and some drew character sketches. A few main skills dominated the groups in how far they acquired the skills. These were turn taking and team work. At first the groups were dominated by people who were used to being pitted against one another

by the typical board game (with some exceptions). They all talked over each other no matter whose turn it was. As the sessions went on, they began observing when it was the turn of someone else to speak and they waited. They also began to create goal that were of benefit to the team rather than just their selves.

This began to be more and more of a safe place for the players to interact socially. “Role-playing games are 100% social. You need to be able to talk to other people, express how you feel about certain situations, all in a group of people. Role-playing games come with a social network built directly into them” (Allan). Eventually the person to run the game (the Game master) was able to drop a problem into the group and let them interact socially to brainstorm a solution. They would take the project I had given them and they would be able to break it down and manage the outcome. They even strategized and identified everyone’s part in succeeding that the project. I was able to step back and let the real magic happen.

“Learning how to solve problems develops your [critical thinking](#) and can help you approach problems in the future with the right mindset. In role-playing games you're simultaneously the chess player and the chess piece. You learn to [see problems from multiple perspectives](#) and realize that there's always a light at the end of the dark, goblin-filled cave (Allan). Whether on the job or in college, Problem solving skills are essential to participating in society in a successful manner. This problem solving is at its most constructive when engaged in with a group of peers.

“So, rather than isolating its fans in their parents’ basements, as its detractors claim,

this highly-structured fantasy world – one that requires creative thinking and teamwork to conquer – might be one of the best socialization tools Autistic kids can have”(Bartlette 2014).

### **Advice on Running Social Groups**

There are a few types of ways that people run a social skills group. There is the check in type of group where people use a color code red green yellow, or emotions such as angry, happy, sad ect. This type of check in is usually followed up by an activity. These planned activities can be binding socially and fun. However some groups are followed up with unstructured play. This is little more than a chaotic recess time with a few adults monitoring it. In regards to stress relief this has high value, but low impact on the teaching opportunities of social skills. It is just as easy to justify the children’s recess as a positive social opportunity without labeling in “a group therapy”.

Quite frankly, the participants can come to the point where they endure the activities before the chaotic play opportunity. The low structured play at that point is not cohesively combined as the same activity as the two other parts of group. It is simply the reward for participation in the check in and the activity. The group then loses its value because the child has no buy in to the process, just a single part of it. The Montessori educational model has a high stress on the buy in factor. This high motivational factor in the 80s and some of the 90s, was key because many of the

role-playing games fans, learned pre-algebra and European historical components to better understand the most popular role playing game of the time. The kids did not need a facilitator, because they were gathering in their own social groups.

Social skills groups should be focused on being able to see the faces of others or hear their voice and allow them to gauge the other person's responses and give them the opportunity to reflect on how to engage with the other persons message. Board games can also be good opportunities to practice social skills. The one thing that is lacking with board games is the chance to choose a different persona out and use that persona in a safe environment, where changing the way you socialize can be acceptable.

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## How to Run a Role playing Game

Being a game master is a great responsibility. As the person in charge of the evening's enjoyment, you are part of the entertainment. You are very much like an acting coach.

Your job is to describe the heroes' surroundings in detail. Also, you play the roles of the people the heroes meet—a very difficult task. Often you can use accents to play the part of different characters that the players encounter. Background music can help to simulate different environments. You are the author of the environment that their characters run around in. Like-wise smells and tangible objects (*such as clues such as types of rock if you are hiding a science lesson within the game*) can be used to make the experience more real and code it into their memory.

To help you with that task, let me first tell you something of psychology. No one sees others as they truly are. What people see is the act that the person puts on or the mask they choose to be seen in.

As such, each person has certain quirks. These qualities are what make everyone's personality different, and the Gamelord thrives on such oddities. First, a non-hero must have a physical description. Second, his quirks must be chosen. This can be quite easy. I do this by watching a movie and stealing funny, tragic or annoying characteristics. Perhaps the person talks with an accent; or too much, too fast; or too slowly; stutters; or repeats the same word over and over again (inconceivable, ha-ha).

Last of all, the Gamelord determines the non-hero's skill percentage level, although it's usually only necessary to flesh out these abilities.

## Performing non-heroic acts

Because *Space Camp* is a heroic game of role-playing in space. As such there are game mechanisms in place for characters who engage in playing the game but try to hinder the enjoyment of the group and the Game Master. At the beginning of the game a boiler plate is read to the group so that they have every opportunity to understand that they are here to Role play a character, engage in team work and have fun. This fun is hindered by mean spirited actions in the game such as: stealing items from another player, attacking other players or nonplayer characters for amusement and other actions that are interpreted by the game as being disruptive to the session. The boiler plate reads:

The game is based on 3 rules that may change each session. This session the rewards are for List the 3 that will best fit the needs of your group. You will each start with 4 points. If you break a rule you will lose a point if you follow a rule you will keep a point safe. Acts that are mean and anti-heroic, such as hurting others for the sake of impulse or entertainment or committing violent acts will deduct luck points from your character. Continued acts will place your character on "freeze" so that you can consider your actions and get back into character.

This means that in addition to the 3 social skills that you are picking for the session, you the game master can deduct luck pints (which serve as re-rolls) and even place their character in a “freeze” state where their actions are suspended. Please note that the freeze state should not cause the character to die due to the story moving forward. The character just spends 2 minutes (or whatever time the game master states) following the group around like a zombie. If the player continues to negatively impact the play with their mean-spirited gaming, it is suggested to eject the player from the group for the rest of the session. Before ejection happens though, all attempts to allow the player to change their mean-spirited play.

### **Making your own adventure**

There are some sample adventures and activities within this book. However they may not fit with the lesson plan that you have or want to teach. This is where you make up would own adventure. Below are some table that will allow you to randomly create a skeleton of the story to put your science or math lesson in. perhaps you are teaching x and Y axis and want to use navigation or a lesson on species for biology. You can easily drop their characters on a planet or in a derelict starship on their long journey to Proxima b.

The first table is included in case you decide to use the system for something other than horror or perhaps you may be creative and adapt the mission and horror aspect into a blend.

#### **Random Adventure Determination**

Roll 2 D-10s for %

01-03 Exploration

04-07 Repair navigational Buoy

08-10 Diplomacy between 2 colonies

11-14 Body guarding

15-20 Navigate asteroid field

21-24 Clear falling space junk from orbit

25-27 Repairing space ship engines

28-30 Responding to a distress signal

31-32 Escorting another starship to port



- 33-38 Perform a mining survey
- 39-40 Rescue a prisoner
- 41-43 Robot has gone haywire
- 44-48 Biological animal on the loose
- 49-50 Deliver food to space station
- 51-59 surveying Asteroids for mining operation
- 60-65 Rescuing someone
- 66-70 Recovering lost art
- 71-75 Survey a new solar system
- 76-81 Adventuring in an archeological site
- 82-90 Transporting Medical supplies
- 91-95 Transporting Space cadets to 1<sup>st</sup> duty assignment
- 96-00 Rest and relaxation aboard a station (feel free to trade good for other equipment)

### **Indoor scene generator**

Roll 2 D-10s for %

- 01-05 Morgues or where the dead are prepared
- 06-12 retail shops
- 13-18 Inns or any place to room for the night
- 19-22 Abandoned scene—combine with another roll
- 23-26 Newspaper archives
- 27-31 Libraries
- 32-39 Monasteries or other places of worship
- 40-43 Music/concert halls
- 44-49 Museums
- 50-52 City Hall
- 53-55 Hospitals
- 56-58 Derelict space station
- 59-60 Caves or catacombs
- 61-63 Tables
- 67- Prisons
- 68- Gymnasiums or places where warriors train
- 69- Schools
- 70- Art galleries
- 71- Circuses
- 72-75 Engineering section of the ship
- 76-78 Sewers
- 79-80 Zero G relaxation chamber
- 81-82 Embassies
- 83-84 Church
- 85-86 Restaurants

- 87-89 Bridge of the ship
- 90-91 Farm houses
- 92-94 Shopping Malls on a space station
- 95- Private homes
- 96-97 Mess hall section of the ship
- 98- Robotics Shops
- 99-00 Sports Arenas

This chart may also be used to generate the important parts of small towns and cities.

### **Outdoor scenes**

Roll 2 D-10s

- 01-07 Roads or highways
- 08-09 Navigational Beacon or  
Navigational station lighthouse
- 10-14 City Parks or family rec.  
area

- 15-17 Monuments or statues
- 18-20 Beaches
- 21-23 Wells
- 24-27 Mountain top
- 31-38 Tunnel over road
- 39-45 Deserts
- 46-48 Rain forests
- 49-50 Swamps
- 51-52 Plains
- 53-54 Forests
- 55-56 Airfields
- 57-61 Docks
- 62-65 Federal forests or preserves
- 66-71 Fields full of crops or

biodome

- 72-80 Alleys
- 81-83 Airlock
- 84-86 Open-street cafes
- 87-90 Roof tops
- 91-94 Street fairs
- 95-00 Arctic

This chart points out on a map any outdoor sites the heroes will have to travel to reach for the next part in the adventure.



# Social Lesson Plan: Session 1

Teacher/ Professor:

**Date:**            **Grade/Class/Subject:** 5-12

**Unit/Theme:** deciding to be your own hero    **Standards:**

**Content Objective(s):** Students will identify who they are as people and what skills that they have as well as what skills they might develop. Students will establish imaginary characters to represent themselves as they feel they would be with these new skills. They will role play through a scenario to try out these skills and how their decisions might help or hinder them in a futuristic setting.

**Language Objective(s):** Students will read skill sections of the book *Space Camp role playing game* in class and discuss skill goal topics in a small group; make predictions; classify people and places; and discuss what problems that future settlers may have in space.

**Materials:** a copy of the book *Space Cadet Alpha role playing game*. *Polyhedron Dice, photo copies of character sheets.*

<p><b>Key Vocabulary</b></p> <p>NPC, (non-player character)</p> <p>Role Playing Game (RPG)</p>		<p><b>Supplementa ry Materials</b></p> <p>none</p>	
<p><b>SIOP Features</b></p>			
<p><b>Preparation</b></p>	<p><b>Scaffolding</b></p>		<p><b>Grouping Options</b></p>

<input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input		<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<b>Integration of Processes</b>	<b>Application</b>		<b>Assessment</b>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement		<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

*The highlighted text is meant to be read aloud to the **players**.*

*It is important to read this session 1 thoroughly before running it.*

Hand out a copy of each of the character templates from the back of the book. Allow them to trade so that they are vested in their character.

**We are going to play a game. The game is based on 3 rules that may change each session. This session the rewards are for** (choose 3 from page 25) that best fit the needs of your group. It will be helpful to have a white board or someplace that the players can see the 3 social skill rules at all time, like the side of a homemade game screen.

We are going to play a role playing game. For those new to this, it is similar to acting out a play. You all get to be the heroes of the story and I will be the director giving you the situation and playing parts of all the non heroes. The game will take many sessions and your hero will get better skilled as we go along. The first thing we will do is set the setting. You are all members of the crew of a spaceship. As you can see on the sheets I gave you, each hero has a profession aboard the spaceship. It is near the top. Wait for them to locate their profession.

Second thing to know is that in this time, earth is a wasteland. The air is no longer safe to breath and the water is no longer safe to drink or raise crops. You have been training on a base on the moon for the last year to take a voyage to the closest possible planets that may host human life Proxima b. Take a moment to answer these ten questions on the back of you sheet.

1. Where on earth is your character from?
2. Do they have an accent?
3. What color are your hero's eyes?
4. What color are your heroes Hair?
5. What did his/her parents do for a living?
6. Does he have any childhood friends?
7. What are the hero's other goals?
8. What is this character's tie to the rest of the heroes in the group?
9. Why does the hero wish to be a space cadet?
10. What are the hero's mannerisms?

Make sure to give them enough time to fill out the answers. Then move on to the next part skills.

Next up is the skills. How much skill you hero has in each of their areas will be up to you. Go to the middle of the sheet where it says skills. It will look something like this:

Skills	%		%
Running	30%	Starship Sensors	33%
Zero G movement	25%		
Computer Operate	70%		
Communications	36%		
Space Navigation	80%		
Starship Piloting	56%		

You may now divide 225 point in each of the % columns in any amounts that you like. The higher the number of points the better your Space cadet is at that skill.

Once that is done you start them off.

Okay to kick this off we will get a little start.

You are all in suits in chem sleep. Chem sleep is a blue goo that fills your pod. It is a fluid you float in. It becomes a solid so that your body can withstand the pressures of going near the speed of light. In chem. sleep you do not age or deteriorate in any way. You are supposed to be in chem. sleep for the whole 65 years that it takes to get to Proxima b, unless there is an emergency.

You pods have opened and spit you out on the cold cargo room floor. Overhead sprinklers wash the goo off of you. Only the running lights are on but from the corridor outside the door you can hear the alarms sounding. What do you do?

Find out what they are going to do and stop until next session. Award points, for following social skills and let the multiply them by three, then add them to their skill on the character sheet.

At the end of the session collect the character sheets to pick up the next time you are ready to run the next session.



## Social Lesson Plan: Session 2

Teacher/ Professor:

**Date:**            **Grade/Class/Subject:** 5-12

**Unit/Theme: Standards:**

**Content :** origin story. **Objective(s):** Students will identify who they are from recounting their own past, as they build the past of an imaginary futuristic astronaut hero.

**Language Objective(s):** Students will read skill sections of the book *Space Camp* in class and discuss the astronaut's past and how those decisions (good or bad) guide them in what the astronaut will do in the role playing game.; make predictions; classify people and places; and discuss what problems may arise from the past and how that may impact a small group living on a ship in space.

The instructor will walk them through an imaginary scenario that will allow the students to try out their created past, and practice making decisions in a safe environment to either defy and hindrances, or accept shortcomings and work to compensate for them.

**Materials:** a copy of the book *Space Cadet Alpha role playing game*. *Polyhedron Dice, photo copies of character sheets, Vinyl mat and wet erase markers, character representation pieces.*

<b>Key Vocabulary</b>		<b>Supplementa ry Materials</b>	
NPC, (non-player character)		none	
Role Playing Game (RPG)			
<b>SIOP Features</b>			
<b>Preparation</b>	<b>Scaffolding</b>		<b>Grouping Options</b>

<input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input		<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<b>Integration of Processes</b>	<b>Application</b>		<b>Assessment</b>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement		<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

*It is important to read this session 1 thoroughly before running it.*

The game is based on 3 rules that may change each session. This session the rewards are for (choose 3 from page 25) that best fit the needs of your group. You will each start with 4 points. If you break a rule you will lose a point if you follow a rule you will keep a point safe. See page 55 on how to keep score of this process. It will be helpful to have a white board or someplace that the players can see the 3 social skill rules at all time, like the side of a homemade game screen.

Let us recap. You are all in suits in chem sleep. Chem sleep is a blue goo that fills your pod. It is a fluid you float in. It becomes a solid so that your body can withstand the pressures of going near the speed of light. In chem. sleep you do not age or

deteriorate in any way. You are supposed to be in chem. sleep for the whole 65 years that it takes to get to Proxima b, unless there is an emergency.

You pods have opened and spit you out on the cold cargo room floor. Overhead sprinklers wash the goo off of you. Only the running lights are on but from the corridor outside the door you can hear the alarms sounding. What do you do? Before you answer please review your answers to the ten questions and answer any that are not answered.

Once that is done start going either clockwise or counterclockwise to establish turns. The environment aboard the ship is that the ship has dropped out of near life speed due to the course of travel being blocked by asteroids and, a Slammer space shuttle (see the back of the book).

## Social Lesson Plan: Session 3

Teacher/ Professor:

**Date:**                      **Grade/Class/Subject:** 5-12

**Unit/Theme: Standards:**

**Content:** assembling your team and defining web of support (emotional, educational and identifying your role. Identifying those not on your team.

**Objective(s):** Students will identify what a web of support in their real life is and which adults, family members and friends are on that web of support for them.

**Language Objective(s):** Students will read skill sections of the book *Space Cadet Alpha role-playing game* in class and discuss who the web of support is for their imaginary character in the role play practice session.

In the session the teacher run scenario will place their imaginary characters in a section of a malfunctioning ship. They will then be able to analyze who in their web of support they can contact, and practice asking for help.

Alternately those students at the table will also be able to verbalize how they feel and react when they are asked for help.

The instructor will walk them through an imaginary scenario that will allow the students to try out their created past, and practice making decisions in a safe environment to either defy and hindrances or accept shortcomings and work to compensate for them.

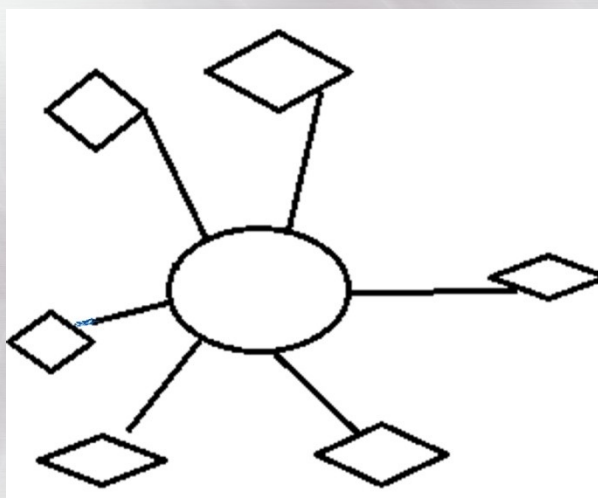
**Materials:** a copy of the book *Space Cadet Alpha role-playing game*. Polyhedron Dice, photo copies of character sheets, Vynal mat and wet erase markers, character representation pieces.

<b>Key Vocabulary</b>		<b>Supplementary Materials</b>	
NPC, (non-player character)		none	
Role Playing Game (RPG)			
<b>SIOP Features</b>			
<b>Preparation</b>	<b>Scaffolding</b>		<b>Grouping Options</b>
<input checked="" type="checkbox"/> Adaptation of content	<input checked="" type="checkbox"/> Modeling		<input type="checkbox"/> Whole class
<input checked="" type="checkbox"/> Links to background	<input checked="" type="checkbox"/> Guided practice		<input checked="" type="checkbox"/> Small groups
<input type="checkbox"/> Links to past learning	<input type="checkbox"/> Independent practice		<input type="checkbox"/> Partners
<input type="checkbox"/> Strategies incorporated	<input type="checkbox"/> Comprehensible input		<input type="checkbox"/> Independent
<b>Integration of Processes</b>	<b>Application</b>		<b>Assessment</b>

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Individual
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Meaningful	<input checked="" type="checkbox"/> Group
<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to objectives	<input checked="" type="checkbox"/> Written
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Oral

*It is important to read this session thoroughly before running it.*

The game is based on 3 rules that may change each session. This session the rewards are for 3 that will best fit the needs of your group. You will each start with 4 points. If you break a rule you will lose a point if you follow a rule you will keep a point safe. Acts that are mean and anti-heroic, such as hurting others for the sake of impulse or entertainment or committing violent acts will deduct luck points from your character. Continued acts will place your character on "freeze" so that you can consider your actions and get back into character. See page 55 on how to keep score of this process. It will be helpful to have a white board or someplace that the players can see the 3 social skill rules at all time, like the side of a homemade game screen.



Being on a team is like being a student. You have a web of support of people who can help you get things done in life. Here is a diagram. You are the center diamond and the spokes are the people in your life that help you to crew your ship. I would like you to fill it out with people that help myou, parents, uncles doctors teachers ect. Then later you will receive one that you all get to fill out for the ship.

“Waking up you see the blue goo drain from your chem pod. This is the gem that fills the pod and puts you into a state of suspended hibernation sleep where you do not age during the 64-year trip to Proxima B. It also reinforces your body so that it can withstand the speed of the ship moving at near light speed”. This is an excellent spot to instruct on how long the light travels in a year, distance that Proxima B is outside of our planet, G forces and /or the wear and tear that time causes on people and machines. “You are not supposed to come out of chemical sleep until the 64-year trip is nearly over or unless there is a mechanical mishap that the maintenance robot cannot handle. Using a power shower, you rinse off and throw your uniform on quickly as you see the warning lights glaring. Your training tells you to report to the cockpit or bridge of the ship to find out what the emergency is. Looking over at the other Space cadets you all enter the hallway and see that the maintenance is standing in the hallway. His lights are all off and he appears to be powered down”.

### The Ship's Robots

The ship robots are simply a mechanism for the Game master to interact with the players and guide them. It is best to use whatever robotic voice as possible. The robot should never save the characters unless they cannot save themselves. The robot will conform to Asimov's Law of robotics.

#### First Law

A robot may not injure a human being or, through inaction, allow a human being to come to harm. So, it is best to usually have the robot manning communications or performing a menial task so that they are not directly part of the team.

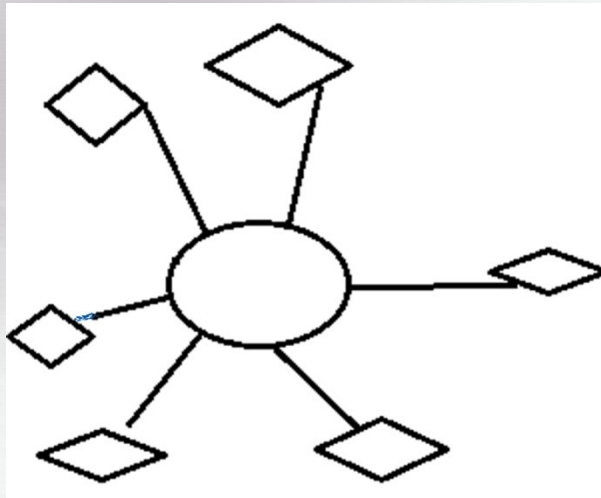
#### Second Law

A robot must obey the orders given it by human beings except where such orders would conflict with the First Law. This can be abused if the robot is part of the team as well. The robot can usually serve as a being who has skills that the players do not such as a spare pilot, engineer or astrogationer.

#### Third Law

A robot must protect its own existence as long as such protection does not conflict with the First or Second Laws. The robot has very limited self-repair abilities and can back up its knowledge and data onto a storage cube for a player to hold onto.

The robot will gladly explain the fact that it follows Asimov's 3 laws and anything it can about Asimov. It is suggested that you consult a computer entry or smartphone for this task. Perhaps your students may take an interest (or plant a seed of interest) in reading some of his works, thereby encouraging your players to read. This is definitely one way the Montessori method works.



“At this point in time the robot is non-responsive. What do you do?” The characters with robotics may make rolls on their skills with 2D10 and roll under to find the panel to the on and off switch and flip it. There will be no response and no power going to the unit. The players may then determine that it's battery may have run out prematurely, preventing it from self-replacing the item. Replacing the battery requires the robotics cadet or go to the bridge to locate a battery or similar power source.

### On the Bridge

“Once on the bridge you see that all is not calm. Lights and alarms are going off everywhere. In front of you a group of large asteroids loom and your ship is on a collision course with them”. You see the customary chairs for the astrogationer, communications cadet, the pilot cadet and the cadet engineer”. At this point we need to use a diagram and find out whose role is who's on the ship so that you can figure out whom you can trust to take each of the duties and responsibilities of each job”. At this point it is useful for each of the players to draw out the diagram for themselves. “Draw out this diagram that I have made. Please discuss among yourselves and label each job and what player is going to do the jobs of: astrogationer, communications cadet, the pilot cadet and the cadet engineer”.

Give the players a few minutes to fill out their diagrams and exchange information of who has what skill. If they decide to make 1 diagram as a team, that is

acceptable as well as long as no one is being left out on the process. Look over what they have come up with and if it is reasonable tell them “Great job you have come up with and excellent party to crew the ship”.

“Astrogationer the first step is yours. You must plot a course around the first asteroid. You must determine your location in space by computing bow, aft, port, starboard, top, and bottom coordinates and then plotting a course for that cube and mass to arrive at a different set of coordinates, somewhere around the oncoming asteroid. Roll 2 D 10 underneath your space navigation skill. If they succeed: “Great you have a course plotted for the pilot”. If they do not succeed “Would you like to use a luck point to reroll”? until they succeed. Please note you can allow other players to lend them luck points to assist in saving the team. “Because this is a heroic situation that would assist the team, I will allow people to lend the pilot and astrogationer a luck point.

Once they succeed you move onto the pilot.

“Pilot Cadet, its your turn to use the rockets to carry out the astrogationer’s course and avoid the asteroid” Once again allow luck point and lending of a single luck points. If they make it read:

“The ship thrusters rocket the ship to the starboard and you veer to the side of the asteroid. You hear several of the smaller pebbles bounce off of the hull of the ship, but you are save for the mean time as you prepare to avoid the second of the three asteroids”

If they fail read:

“You hear a resound crumple of metal and slowing of the vessel. Because the artificial gravity is bases on the ship’s speed and mass, everyone not in a chair begins to float”. To move around the ship, you will need to make a skill check under your Zero G movement skill”.

Now is time to allow the Engineer to act:

“Engineer you are able to determine that lack of maintenance has clogged the starboard side maneuvering rocket. This means that the ship can only turn to the starboard. Would you like to leave the bridge to go clear the clog”? Please note that they can do this by running to the engine room and performing an Engineering or



starship maintenance skill test with 2D10. If the ship is damaged the player will need to make a Zero G maneuvering skill test to get there.

Now is time to allow Robotacist to act:

“Robotacist you need to make a computer use roll to use the communications terminal to research where the robot’s back up batteries are stored. Please roll Computer operate with 2D 10. With the use of luck points they should be able to determine that the battery is in the cargo bay. “You are able to determine that the replacement batteries are in the cargo bay”. Allow them to run to the cargo bay and locate one before going to the robot and doing a routine robotic skill test to get the robot up and running. If the ship is damaged the player will need to make a Zero G maneuvering skill test to get there.

If the robot is revived, the robot will proceed to assist the engineer, pilot or astrogationer, with will add +20% to their skill for tests.

At this point you are able to repeat the process for the astrogationer and the pilot to dodge around the last two asteroids. See above and modify the verbiage. You should give the team every chance to succeed.

“You all wipe the sweat from your brow and have a sigh of relief as you see there are no more asteroids. The communications station however, begins to blip and you see what looks like a larger asteroid floating free from the field. On it’s surface you see 3 biodomes of an origin you do not recognize. The communication station lights up with an incoming message, and this is where this session ends.”

This is the cliffhanger that you end the session on.

Please note who is adhering to the 3 picked social skills. At the end you should award between 1-4 points. Each point represents 3% that the player can raise any skill on their character sheet. The maximum is 80%.

## Social Lesson Plan: Session 4

Teacher/ Professor:

**Date:**                    **Grade/Class/Subject:** 5-12

**Unit/Theme: Standards:** defining values systems, manners and common courtesy



**Content:** Defining common courtesy/ manners and prepping for practice.

**Objective(s):** Students will identify what values systems are, and how to employ common courtesy/ manners in their real life with adults, family members and friends. The students will practice these skills in a safe, imaginary role-playing environment.

**Language Objective(s):** Students will read the values section of the book *Space Cadet Alpha role-playing game* in class and discuss who what system of values their imaginary character might have in the role play practice session.

In the session, the teacher run scenario, will place their imaginary characters in a situation where they will serve as diplomatic agents interacting with an alien species. They will then be able to analyze what sort of system of values the alien race has as well as the individual values that their dignitaries have.

Alternately those students at the table will also be able to verbalize how they feel and react when they are asked for help in interacting with a person with a different system of values other than their own.

**Materials:** a copy of the book *Space Cadet Alpha role-playing game*. *Polyhedron Dice, photo copies of character sheets, Vynal mat and wet erase markers, character representation pieces.*

<b>Key Vocabulary</b>		<b>Supplementary Materials</b>	
NPC, (non-player character)			
Role Playing Game (RPG)		none	
<b>SIOP Features</b>			
<b>Preparation</b>	<b>Scaffolding</b>		<b>Grouping Options</b>
<input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input		<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<b>Integration of Processes</b>	<b>Application</b>		<b>Assessment</b>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement		<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

*It is important to read this session thoroughly before running it.*

*It may also be helpful to write or print off the coded messages for the player to decode, and the cypher.*

The game is based on 3 rules that may change each session. This session the rewards are for 3 that will best fit the needs of your group. You will each start with 4 points. If you break a rule you will lose a point if you follow a rule you will keep a point safe. Acts that are mean and anti-heroic, such as hurting others for the sake of

impulse or entertainment or committing violent acts will deduct luck points from your character. Continued acts will place your character on “freeze” so that you can consider your actions and get back into character. See page 55 on how to keep score of this process. It will be helpful to have a white board or someplace that the players can see the 3 social skill rules at all time, like the side of a homemade game screen.

“To recap last session, you were on the bridge of the ship observing the blinking communication button and looking at the view screen. The view screen depict a large asteroid that is sitting in space apparently not moving. It has 3 biodomes that look on non-terrestrial origin. Who among you is the communications cadet?”

Give the players some time to look over their character sheet and determine if anyone has the communication skills. If not, the ship’s robot can serve as the communication cadet. Have them make a skill check with the appropriate skill and reveal the coded message.

“The message that you receive seems to be coded and is as follows”

01        0001   11111   11111   000111   0111   00111   01 00011

0000 11111                    111   001111   0011   11111

0111        00111

0011111   11111   1 111        11111

The message is as follows

Greetings

We come in peace

### The cypher

A	B	C	D	E	F	G	H	I	J
1	11	111	1111	11111	0	01	011	0111	01111
K	L	M	N	O	P	Q	R	S	
011111	001	0011	00111	001111	0011111	000	0001	00011	
T	U	V	W	X	Y	Z			
000111	0001111	00011111	0000	00001	000011				

The group may want or need to be advised on the space academy protocol of first contact with a species. The ship's robot will inform the players that first contact with a species is very important. The academy strives to make allies and learn from other spacefaring races.

"We must learn how they communicate first. In this case it would seem that they are communicating with a robotic language of ones and zeros. We will simply have to guess what the first line of code would be. It seems too long to be hello or hi. We must determine how to communicate and do it as diplomatically as possible. What would the first thing we say to a new species be?"

At this point hand, out piece of paper and instruct them to brainstorm what the greeting or first word of the greeting may be. When they get it right. For any character with Languages let them make a skill roll and give them the following piece of the cypher

E	F	G
---	---	---

11111 0 01

If someone with languages makes another roll offer them the following piece of cypher:

K	L	M
---	---	---

011111 001 0011

Allow them time to construct an alphabet and figure it out then to collaborate to construct a message. This part may take some time. It may even take some groups a few sessions. I would allow them to work on it in spare time between sessions if it comes to that. Once they have come up with the cypher allow them to construct a message and then have the aliens invite them over.

The aliens are called the Zoi. They are a race of practical jokers. They know and can speak all of earth's languages. In fact, they are fond of earth's comedies. They are peaceful and abhor violence. They have the power to shift their entire asteroid into the next dimension over if the players become violent. They are using this message to weed out whether the characters are smart enough for the technological gift that they are intending to bestow upon them.

Once they have cracked the code allow them to contact the Zoi back and once they respond, they will see that the star base opens up, to what looks like a docking bay.

In the docking bay they will meet Rex the robot. The robot will greet them and cover the protocol and manners for meeting with the Zoi.

**"The Zoi are practical jokers and no joke is to be taken seriously. At the same time they will be expecting you to observe human customs"**. Let the players discuss what they think a proper greeting in the human customs is.

Some of these customs may be bowing or handshaking on a greeting (the Zoi will be using a joy buzzer), Wait to be seated for a meal (whoopee cushion), As well as eating with the proper utensils, (a few of which will be super glued to the table).

Let them interact and be cautious. In the end the Zoi will be gifting them 2 canisters of intergalactic fuel. This fuel will allow them to cover 20 light years in a single jump. (make sure everyone is in the chemical sleep pods to avoid a fatality)

The meeting will be brief and after they sit down for the meal and all of the jokes are expended, then they will be ushered back to the docking bay and to their ship. The doses of fuel will allow the players to travel closer to Proxima B. It is your choice whether you want to run session 5 or interject some other lessons before the group finally arrives at Proxima B

Arriving in the docking bay to the alien station you see that the atmosphere is breathable and some sort of field maintains the atmosphere. On the landing deck near your craft you see a table arranged with a meal.

Next to the table is a hideous 3 armed, three legged and three eyed alien. The alien smiles a row of sharp Teeth and speaks in your native tongue after adjusting a small metal stud on its garment.

Greetings I am Kal and this is Val. We are your human Liaisons'. We have a scrumptious meal set for you. Pulling off the covering you see that a large Cake sits in front of you with the words Happy birthday. At your hesitation the Zoi leans in "Is it not to your liking? We searched our archives to find food prepared for a special day. We even followed the recipe It contain all of the ingredients that we found on earth".

At this point the Zoi will approach and extend a hand which will have the joy buzzer in it. The meal will commence with the aforementioned practical jokes of a whoopee cushion and the super glued utensils. It is up to you the game Master to fit them in as you see fit.

## Social Lesson Plan: Session 5

Teacher/ Professor:

**Date:**                    **Grade/Class/Subject:** 5-12

**Unit/Theme: Standards:** defining coping skills, self-checking outcomes

**Content:** Identifying coping skills and Recognizing outcomes (rather than failure) in order to advance toward a social goal.

**Objective(s):** Students will identify coping skills, and how to employ Recognizing outcomes (rather than failure) in order to advance toward a social goal in their real life with adults, family members and friends. The students will practice these skills in a safe, imaginary role-playing environment.

**Language Objective(s):** Students will read the values section of the book Space camp class and discuss what sort of coping skills that they, or imaginary character might have in the role play practice session. They will also identify what their red flags are to begin to use a coping skill to de-stress.

In the session, the teacher run scenario, will place their imaginary characters in a situation where the imaginary characters will be on a spaceship with an airborne alien infection that will cause the characters to be stressed. The players will then be able to analyze what sort of failures are small enough to not cause much stress or setback, and which setbacks add enough stress that the imaginary character needs to utilize a coping skill.

Alternately those students at the table will also be able to verbalize how they feel and react when they are asked for help in interacting with a person with a different system of values other than their own.

**Materials:** a copy of the book Space camp the role-playing game or Teaching with a role-playing game.

*Polyhedron Dice, photo copies of character sheets, Vynal mat and wet erase markers, character representation pieces.*

<b>Key Vocabulary</b>		<b>Supplementary Materials</b>	
NPC, (non-player character)		none	
Role Playing Game (RPG)			
<b>SIOP Features</b>			
<b>Preparation</b>	<b>Scaffolding</b>		<b>Grouping Options</b>



<input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input		<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<b>Integration of Processes</b>	<b>Application</b>		<b>Assessment</b>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement		<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

*It is important to read this session thoroughly before running it.*

The game is based on 3 rules that may change each session. This session the rewards are for 3 that will best fit the needs of your group. You will each start with 4 points. If you break a rule you will lose a point if you follow a rule you will keep a point safe. Acts that are mean and anti-heroic, such as hurting others for the sake of impulse or entertainment or committing violent acts will deduct luck points from your character. Continued acts will place your character on “freeze” so that you can consider your actions and get back into character. See page 55 on how to keep score of this process. It will be helpful to have a white board or someplace that the players can see the 3 social skill rules at all time, like the side of a homemade game screen.

“Arriving at Proxima B you see that you are not the first colony to arrive. Several colonies are spread out over the planet. Like each colony in its own terrain, each colony has their own culture and values. The ships robot goes over the different values systems with you and asks you to identify your own.”

**(1) Level 1 (Survival Level)** At this level the person is concerned with the basics of survival. Food, water, shelter are given to them by a parent, pack leader, patron or jailer. The survival skills center on appeasing the others who actually have the means to obtain the necessities for life. Often they are driven by compulsion rather than making decisions based on a lucid frame of mind.

**(2, 3) Level 2 (Mob Mentality)** At This level the person follows a leader, ideal, or higher rank member of the social unit. The aim of the group is to obtain the necessities of life for the group as well as maintain the group's security. Once, again, they are often they are driven by compulsion rather than making decisions based on information or experiences.

**(4,5) Level 3 (Individuality Level)** At this level the person is seeking to protect one's ego. They value escaping the control of others and their systems. Systems of the individual, value immediate gratification and power over others, while avoiding looking bad. Often they are driven by compulsion some crude decision making based avoiding pain and seeking pleasurable outcomes will be made, but without a real concept of long term impact of decision making ramifications.

**(6) Level 4 (Morality Level)** At this level the individual often values perceived good over evil, right over wrong and rules over chaos. Definitions of people, punishments for those who break the rules are of chief importance. Very often their definitions are according to laws or a religion. They are driven by compulsion of their rules or a decision making paradigm that values their rules system or religions justification of right and wrong.

**(7) Level 5 (Progressive Level)** At this level the person or society is highly motivated to change. Values will be centered around succeeding, creating the new, and achieving goals. Pressure will be on being popular and winning. Compulsions are rarely acted upon. Individuals are highly aware of their ability to make decisions, the consequences both long and short term.

**(8) Level 6 (Equality level)** At this level the values of everyone being equal, being in agreement and playing fair, are o utmost importance. Problems are discussed at length and solutions are debated at length, in committee. Values are established that expand each person's sense of inner peace. Often social crusades against: poverty, chauvinism, selective racism, often to the point of divisiveness. Compulsions are actively shamed. Individuals are highly aware of their ability to make decisions, the consequences both long and short term.

**(9)Level 7 (Worldview level)** At this level the person or society values the world picture (or galactic picture). The pursuit of knowledge, without individuality, is important to the use of resources for the good of the many. Discussions and

debates on the improvement or the many are common. Compulsions are actively shamed. Individuals are highly aware of their ability to make decisions, the consequences both long and short term.

“It is difficult and stressful when we have contact with others who do not share our values. It is good to remember to use your coping skills to handle stress”. Let the group identify 3 of their own coping skills that they like to do when they are becoming overly angry or overly sad.

Examples of coping skills include

1. Exercise (running, walking, etc.).
2. Write (poetry, stories, journal).
3. Scribble/doodle on paper.
4. Be with other people.
5. Watch a favorite TV show.
6. Do a wordsearch or crossword.
7. Do schoolwork.
8. Play a musical instrument.
9. Paint your nails, do your make-up or hair.
10. Sing.
11. Study the sky.
12. Cover yourself with Band-Aids where you want to cut.
13. Let yourself cry.
14. Take a nap (only if you are tired).
15. Take a hot shower or relaxing bath.
16. Clean something.
17. Knit or sew.
18. Read a good book.
19. Listen to music.
20. Try some aromatherapy (candle, lotion, room spray).
21. Meditate.
22. Alphabetize your CDs/DVDs/books.
23. Paint or draw.
24. Rip paper into itty-bitty pieces.
25. Shoot hoops, kick a ball.
26. Write a letter
27. Plan your dream room (colors/furniture).
28. Hug a pillow or stuffed animal.
29. Hyperfocus on something like a rock, hand, etc.
30. Dance.
31. Look at pretty things, like flowers or art.
32. Create or build something.

33. Pray.
34. Make a list of blessings in your life.
35. Go to a friend's house.
36. Watch an old, happy movie.
37. Talk to someone close to you.
38. Color with Crayons.
39. Memorize a poem, play, or song.
40. Stretch.
41. Color-coordinate your wardrobe.
42. Watch fish.
43. Plan your wedding/prom/other event.
44. Plant some seeds.
45. Sort through your photographs.
46. Play with a balloon.
47. Give yourself a facial.
48. Perform a random act of kindness for someone.
49. Text or call an old friend.
50. Write yourself an "I love you because..." letter.
51. Look up new words and use them.
52. Smile at least five people.
53. Go for a walk (with or without a friend).
54. Put a puzzle together.
55. Clean your room /closet.
56. Yoga.
57. Teach your pet a new trick.
58. Get together with friends and play Frisbee, soccer or basketball.
59. Make a list of goals for the week/month/year/5 years.

After the players make this determination, it is up to you to have them make communication rolls to contact the colonists. The first colony will be Mellow vale. Their colony will be sending out a distress call.

**“Unidentified Space Academy ship this is colony Mellowvale. We are in need of assistance and outside of radio range of the other colonies. We are hailing for help we are under attack by an engineered life form. We will fill you in once you land. We are clearing a landing site in the colony center”.**

At this point the pilot will need to make a successful piloting test to enter the atmosphere, the navigator will need to make a navigation test to use the computers and buoys in orbit to locate the colony. Once the colony is located the Pilot will see a large orange circle in the center of the colony.

# Jackalope

SPEED 10

Bite 50% chance to hit

damage 2 temp and 3 perm

Poison

Anyone bitten must make a Fortitude test on a D12 (rolled under their Fortitude) or they begin to fall unconscious.

Jackalopes are Carnivorous creatures that were genetically bred to survive extremes of a new planet. Things went astray from the plan when the genetics lab ship crash landed and some of the questionable species got loose.

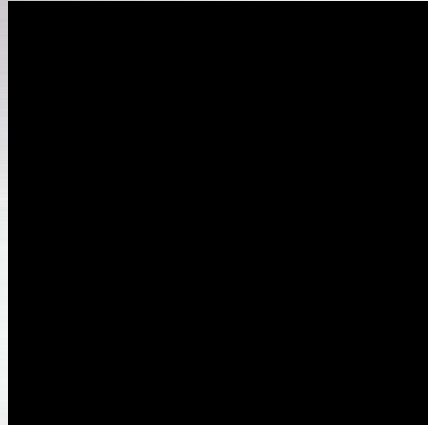
**Weakness:** Jackalopes have excellent hearing. The hearing is so good that it can be painful to noises like high pitched whistles or the whine of 2 walkie talkies transmitting at the same time, in too close of proximity.

The jackalopes will all run if either of these happens. It is recommended that the players find this out before they resort to a plan of violence.



### Environmental Robot Silver 3000

The environmental Robot is meant to carry an extra power supply, Carry supplies, travel over rough terrain and provide the explorers with a means of travel. The silver 3000 can also provide a means of cover by putting itself between itself and any hostile organisms.



It conforms to the laws of robotics provided earlier.

SPEED 11

MUSCULARTURE 11

Armored

Temp 3 Permanent 4

### **Resolving the adventure**

The silver 3000 will automatically unload once the ship lands on Proxima B. It is advised that the players talk to the leader of the town, Dale. Dale will tell them about the Jackalopes that ate most of the herd of cows. The rest of the herd is now kept in the city and is running out of grazing land. The townsfolk have no weapons, but they know that cadets of the space academy are sworn to help and trained in a great many things. They will advise that all who tried to fight the pack of Jackalopes have perished. There are too many avenues that the players may take. It is best to let them plan and discuss a course of action. Then as a GM you can follow through on their plan.

# SPACE CAMP

by

Roger Huntman

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**Row, row, row your boat  
Gently down the stream,  
Merrily merrily, merrily, merrily  
Life is but a dream**



## The SPACE CAMP SYSTEM

How the system worked. Because this system is written to be run in a school, there is a HUGE non violent component. It is recognized that there are other scenes in role playing. Chase scenes, puzzle scenes, riddles, social interactions are all significant challenges. Danger may come in the forms of planetary environments, alien creatures to be evaded or even floating away in space. In the beginning of role playing this was how the games were layed out. As time went on though many of the games simply revolved around the violence and the other types of scenes were just left out. Even though the violence is gone from this game, it is important the perception still be exciting for the young players.

While this may seem like a big turnoff for some kids, we have recognized that we are not playing down to them. This means that the artwork cannot be anything goofy or less competitive than the role playing book on the shelf at a hobby store. You the educator or parent cannot play down to the kids as well. They will see it a disrespectful and immature. There will be listings for armor but not for weapons. This is not a mistake. Your characters will take falling damage, landslide damage and any other form of damage you can think of. Armor will help their character survive these things. We will not be having bad guys with weapons attacking them. We will strive to engage them without glorifying violence.

### Adventure Reward Points

Select 3 social skills the group will be rewarded for. Write down each player's name and put down 4 tally marks. If a player brakes one of the social skills / adventure rewards, then the player (or you) erases the check. If they practiced a skill that was what one wanted, then the point is circled. **Each point translates into 3% of skill each player can add to a skill on their character sheet that they chose at the end of the session.**

#### EXAMPLE

**1** Taking turns quietly **2.** No splitting the party **3.** Using indoor voice

Ben IIII	Tom IIII	Seniqua IIII
Jerry IIII	Mandy IIII	Margurite IIII

## Social Skills

Taking turns quietly by waiting until the speaker is finished talking/ not interrupting

Do not split up the party

Praising a teammate

Using indoor voice

Celebrating a victory

Helping others

Respecting personal space (high fives only)

Sharing materials

Asking for help

Being a good sport (wins or loses)

Asking permission

Giving criticism

Making an apology

Being a good friend

Staying in character

Using kind words

Using character names

Encouraging others

Waiting patiently for other to complete their turn

Communication slowly and clearly

Accepting differences

Listening Actively

Peaceful conflict resolution

Following directives

Paraphrasing

Staying with the team

Disagreeing politely

Accepting criticism

Accepting No for an answer.

Compromising for a solution.

Forgiving

## How to Play

### What is role play?

Step one, the game comes with several hero templates near the back of the book. These are designed so that new Players can quickly be included. Rather than disturbing the flow of the game, new players should quickly pick out one of the templates, photocopy the sheet, customize it and get started. They are in the back of the book.

Each character gets 225 starting build skill points to assign to whichever skills he or she chooses to apply to skills. They are different that the points that each player will be getting later for following social skills. These will be kept track of as percentages. No skill can raise above 80%. Attributes are already defined by template. They define the hero. They tell how strong, how fast, or how smart an Actor's hero is. Below is a list and description of what each character is and what the attribute does.

**Intellect**—This attribute defines the hero's ability to solve complex puzzles, pick up on clues and notice things.

**Fortitude**—This attribute represents the hero's mental and physical willpower as well as general health.

**Musculature**—This attribute determines how strong the hero is. This also determines how much weight your hero can carry.

**Charm**—This attribute determines how well the character can bribe, fast talk , bluff or seduce anyone but the other heroes.

**Speed**—This attribute determines how dexterously quick the hero is, and how many map squares heroes may move during their turn.

**Courage**—This attribute measures the amount of stress or fear that a character can endure and still make competent decisions without running away

### Luck Points

Luck points are a feature of the game that embody the “don't give up attitude” as well as create a fun atmosphere. Each character has Luck points that are equal in number to their Charm attribute score. If a character starts out with 5 charm

then their luck points at the start are 5 as well. This is not to say that the luck points cannot be increased later (with an alien artifact or some other piece of treasure) in the campaigns the gamemaster creates. How the luck points are used is after a die roll (for either skill test, or attribute test) fails, the player says loudly “LUCK”, and gets to reroll. With each time they reroll they must mark off 1 luck point. If the reroll fails, they may say “LUCK” loudly and reroll again, and so on until they are out of luck points. It is very advantageous to have a co-pilot on a starship, in case the main pilot runs out of luck points.

In addition, because this is a team game, players may give other players the use of their luck points, by saying “LENDING” and pointing at the player. The person lending then marks off 1 luck point. At the end of each session each player refreshes their luck point up to the total of their charm attribute.

At the beginning of their character’s creation, players who choose humans must determine Luck points. Luck points begin with the ability to re-roll one die per point of luck. At this point the luck point is expended until the game session is over. **A hero’s charm skill will determine their starting luck points.** These points fully regenerate when their current session or quest is over.

## Initiative (whose turn is it?)

Each gets a move action and a manual dexterity action. The actor rolls a D12 and adds their speed to determine which player gets to go first. **OR for ease of play** the Game master may just go clockwise or counterclockwise to determine who goes first and what action they are choosing their player to take.

## Attribute Tests

Often times a Game master will ask for a player to roll an attribute test. What this means is that your hero is attempting to do something tough or dangerous. To roll an attribute test, you must roll one 12 sided die. This die is referred to as a D-12. For your hero to successfully complete his action, you must roll a number on the D-12 that is less than the ability that your Gamelord has chosen.

EXAMPLE Roger is playing the part of Lance Derringer, the Astrogator. Lance is attempting to walk a narrow rope bridge. Roger is asked to roll an ability test against his **SPEED** attribute. Roger checks his statistics sheet. Lance’s speed is a 6. Roger rolls the D-12 and the top number comes up 6, so Lance falls into the yawning chasm. If Roger had rolled a 5 or less, his Astrogator would not be swimming in the

river below.

NOTE the Gamelord is encouraged to give modifiers. What this means is that other conditions (such as being shot at with arrows or wearing heavy armor) may make it harder or easier to complete the action. A plus or minus may be assigned to the die roll by the Gamelord. The test may not be rolled until the Gamelord says so.

#### Attributes

Intellect 6 Fortitude 6 Charm 7  
Musculature 7 Speed 5 Courage 6

## Skill Tests

All heroes may test their skills whenever they perform certain actions. You will want to run such a test whenever your hero tries to do something tough or dangerous. To roll a skill test for the first time, you must roll two different colored 10-sided dice, known as D-10s, or percentile dice.

The D-10s are thrown, one after the other, and the color and number of the first die thrown never changes throughout the entire game. Then, for your hero to successfully complete his action, you must

Skills	%		%
Running	30%	Starship Sensors	33%
Zero G movement	25%		
Computer Operate	70%		
Communications	36%		
Space Navigation	80%		
Starship Piloting	56%		

EXAMPLE Roger is playing the part of Lance Derringer, the Astrogator. Lance is attempting to chop a narrow rope on the rope bridge so that his attackers may not follow him. Roger, when asked to roll a skill test against his two-handed sword skill,

checks his statistic sheet. Lance's sword skill is 55%. Roger rolls the 2D-10s one is distinctly marked (the one to go first) number comes up a 2 and the blue one comes up a 3, so Lance successfully chops the rope and the robots falls into the yawning chasm.

*NOTE the Gamelord is encouraged to give modifiers. What this means is that other conditions (such as being shot at with arrows or wearing heavy armor) may make it harder or easier to complete the action. A plus or minus may be assigned to the die roll by the Gamelord. The test may not be rolled until the Gamelord says so.*

## Taking Damage

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	<input type="checkbox"/>	Bruised	<input type="checkbox"/>	
	<input type="checkbox"/>	Scratched	<input type="checkbox"/>	
Bruised	<input type="checkbox"/>	Maimed	<input type="checkbox"/>	+1 to all Attribute rolls
	<input type="checkbox"/>	Light wound	<input type="checkbox"/>	+ 10% too skill rolls
Scratched	<input type="checkbox"/>	Medium Wound	<input type="checkbox"/>	+2 to att. +15 to skill rolls
	<input type="checkbox"/>	Heavy Wound	<input type="checkbox"/>	+3 to att rolls , +20 to skill rolls
Dizzy	<input type="checkbox"/>	Unconscious	<input type="checkbox"/>	No action for 1d 10 turns
	<input type="checkbox"/>	Crippled	<input type="checkbox"/>	Need first aid to revive
	<input type="checkbox"/>	Coma	<input type="checkbox"/>	Need Healing 1 to revive
Unconscious	<input type="checkbox"/>	Fatal Wound	<input type="checkbox"/>	Need First aid to stabilize

Whether it is through a fall, or other mishap your players may suffer damage. **this damage is applied to their armor, and anything that gets through is taken to the appropriate health scale.** It is checked off the scale from the top down. 1 point of damage on the temporary applies to temporary scale and a point for permanent is applied to the permanent side. The modifiers to the right apply when either the temporary or the permanent hit that level. They are not cumulative. For example maimed from temporary and maimed for permanent are not cumulative. You pick the worst level reached and that is the modifier to the opponents or characters statistics. The damage occurs simultaneously for both combatants.

## Armors

**Armors** have three numbers associated with them. The first is the number of temporary damage points that the armor will negate. The next number is the amount of permanent damage points it will negate. The permanent points also negate five times this number in percent points off of a character's "dodge

chance." The last number is the amount of total damage the armor absorbs before the temporary and permanent pools become zero. The armor may later be restored by a blacksmith. Helmets, gloves, boots and armor suits have a cumulative effect on protection, but their pools remain separate, and hit location becomes critical for combat.



### Armors

#### Temporary dmg absorbed/ Permanent absorbed / pool

<b>Leather Jacket</b> .....	2/	1/	15
<b>Chain Mail</b> .....	3/	3/	50
-2 to speed and movement			
<b>Bulletproof Vest</b> .....	2 /	3/	40
-1 to speed and movement			
<b>Plate Mail Armor</b> .....	2/	4/	70
-4 to speed and movement			
<b>Steel-Toed Boots</b> .....	0/	1/	20
<b>Leather Gauntlets</b> .....	2/	1/	15
<b>Steel Cargo Lifting Gauntlets</b>	2/	1/	10
+1 to strength for lifting heavy objects			
<b>Motorcycle Helmet</b> .....	2/	1/	25
-2 to speed and movement			
<b>Hardhat</b> .....	0/	1/	10



## Skills and Training

Below are the suggested skills that make a good base to start with in a role-playing game. This is by no means an extensive list. Those who with new skills to suggest may contact me and receive mention as I update this list.

**ACTING**—This skill allows a hero to either fool another or give a performance for profit.

**Alien Archeology**-This skill allows a character to catalog archeological finds and determine the function of technology or artifacts that are found.

**ANIMAL TRAINING**—Having the skill to train an animal to perform one task over a period of time. One trick may be chosen for every 10% of skill.

**ASTROGATE SPACE LANE**—this skill allows an Astrogation to communicate with satellite to satellite to program a course that avoids the movement of planets, asteroids within the satellite's sensor range.

**Biology**- This skill allows the player to determine the type of life and where it fit one the food chain or in the ecosystem. It will also allow the character to determine its advantageous



traits as well as weaknesses with an hour or two of study.

**Botany**- this skill allows a character to identify plant life and its properties (plant, animal, mineral, whether it's poisonous, edible and what type of sustenance a life form may eat)

**CAMOFLAUGE**-This allows the hero to hide in the forest. For every 10% the hero may lower a viewer's Intellect by 1 for the viewer's ability check to see the hero.

**CHEMISTRY**—This allows the character to mix and analyze simple formulas.

**CHEMICAL SLEEP**- This skill allows the player to start or stop a chemical berthing chamber. Once started the person in Chem sleep does not age. Often when a person returns home from a long space travel they will find people aged several years.

**CLIMBING**—This skill allows a hero to climb trees and mountains.

**COMPUTER (OPERATE)**— This skill allows heroes to operate any computer to which they have been granted access.

**COMPUTER (RESEARCH)**— This is an advanced skill As such, the % in skill in Computer research cannot exceed the skill % in computer operate. With this skill, heroes can search the Internet, as well as any computer to which they have access.

**COMPUTER (HACKING)**— With this skill, heroes can access to a computer that is secured, as long as they have a connection to the computer.

**Communication devices operate and repair**-this skill allow the character to operate ship communication devices as well as personal devices. It also allows them to code frequencies and repair the devices if there are enough spare parts available.

**CULTURE**—This skill allows the character to operate in high society as well as interact with persons of foreign nations without insulting them and their customs.

**Cybernetics**- this skill allows a person, who has lost a limb, to replace it with prosthesis. It also allows the doctor

to repair or use a 3d printer to create a device.

**DRIVE (TRUCK)**—This skill allows the hero to drive large trucks or heavy machinery.

**ENGINEERING**— This is an advanced skill As such, the % in skill in Engineering cannot exceed the skill % in whichever maintenance skill it is being applied to. These heroes are well versed in the construction and function of certain equipment. When given enough time and materials, they may devise traps or make plans to modify the equipment.

**FIRE MAKING**—This skill allows the hero to build fires for cooking, forging metals, or lighting signal fires.

**FIRST AID**—This skill allows the hero to stabilize a comatose character.

**Geology**- This skill allows a character to determine the make up of rocks and asteroids and determine whether it can be used to produce a useable quantity of metal or other resource.

**HEALING 1**— This is an advanced skill As such, the % in skill in Healing 1 cannot exceed the skill % in first aid .This skill allows a hero to stabilize a crippled character. (You must first have the first aid skill, and percentage points for this skill cannot

exceed the percentage points your hero has in first aid. Note also that first aid will not let a hero revive a crippled character.)

**HEALING 2**— This is an advanced skill. As such, the % in skill in Healing 2 cannot exceed the skill % in Healing 1. This is the same as above except it allows someone to stabilize at the Fatal Wound Level and Revive characters at the crippled level.

**HIDING**—The ability to hide in darkened areas.

**INVESTIGATION**—With this skill a character can search for hidden items, doors, traps or clues at a place of interest.

**INTIMIDATION**—The hero can make others fear him without resorting to violence. If prospective victims pass an Intellect test, they are not intimidated, and if the would-be intimidator fails the test for this skill, the so-called “victims” just smirk at him.

**JUMP PACK PILOTING**- This skill allows the user to use the low mechanical repair jump packs to maneuver through space and effects repairs, or other tricky maneuvers.

**JUMPING**—This skill allows heroes, with training, to extend their jumping range or participate in a hobby that keeps them in shape for this activity.

**LAW and RED TAPE**—This skill allows the hero to understand the law and punishments as well as forms that need to be filled out and rules that might provide loopholes in certain cases.

**Life Support Maintenance**—This skill allows the character to maintain life support systems on a space vessel or in a bio habitat (with the additional skill of botany) in order to maintain food and breathable air.

**Linguist**- This skill allows the character to learn other languages or forms of communication with or without the help of a Space academy retranslation computer.

**LOCKSMITHING**—This skill includes the picking, fitting, installing of locks as well as key making. Note: Some locks are harder to pick. The hero must have access to both sides of the lock to install or take apart.

**MAINTENANCE SPACE VESSELS**—This skill allows heroes to fix space vehicles IF they have the facilities, tools and replacement parts.

**MOVIE TRIVIA**—This skill allows the hero to sometimes know strange and arcane information they would not normally know.

**MUSIC**—This skill allows a hero to compose and read music. The hero may be allowed to play one instrument.

every time he takes MUSIC. This works similarly to the cross-training, skill but the instruments have no points.

**MUSIC TRIVIA**—This skill allows a hero to read music and sometimes know strange and arcane information they would not normally know.

**NAVIGATION, AIR**—Characters can pilot an airplane, blimp or hot air balloon small planes. Ect.

**NEGOTIATION**—while charm may initially help improve a character's position within a group, negotiation skills allow the character to bargain for information or for better prices on some equipment.

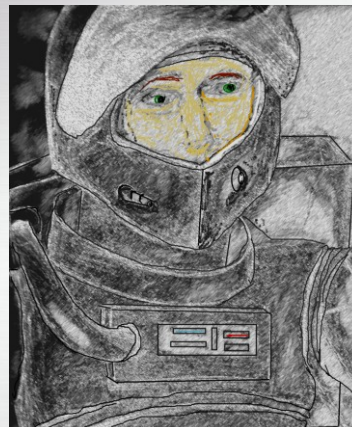
**PHOTOGRAPHY**—Characters with this skill can take good pictures as well as video. Coupled with their computer skills, characters may attempt to gain or improve the resolution of some less than accurate shots.

**PILOTING(SLAMMER)**-This skill allows the character to pilot the small transport vehicles that carry people from planet to planet. These craft usually have a number of chem. sleep chambers as they are used to transport personnel over great distances for cheap rates.

**PILOTING (SCOUT CRAFT)**- This allows the character to pilot small 10 person craft that go from one

habitable planet carrying trade goods or landing on a planet as part of an initial exploration or mining operation.

This type of craft does not normally employ chem. sleep berths.



**PILOTING (MINING SHIP)**-this sizable serves as an moving orbital base to mine asteroids or planets for ores and other substances necessary in the repair of creation of goods and structures. This type of ship utilizes chem. sleep to get to and from the mining zones.

**PILOTING (EXPLORATION VESSEL)**- This large , long range vessel often hold a few smaller craft but also can accommodate up to fifty people for up to a year without resorting to chem. sleep

**PRECIOUS METALS**—This allows a hero to ascertain the values of certain coins and jewelry.

**READING/WRITING**—This skill allows the hero to read and write one extra language for every 15%.

**REMOTE-CONTROLLED CARS**—This skill allows the hero some

proficiency with racing and modifying remote-controlled vehicles.

**RESEARCH LIBRARY**—The character can use an actual library to look up information that predates computers or is not commonly on the internet.

**RIDING**—This skill allows the rider to ride horses or other riding animals.

**ROBOTICS (basic)**-This skill allows the roboticist the ability to locate certain systems such as the power panel. This skill allows them to change out or recharge robots and fix simple parts.

**ROBOTICS (advanced)**- This is an advanced skill. As such, the % in skill in Robotics advanced cannot exceed the skill % in robotics basic. This skill allows the roboticist to change out parts, or repair a robot, or android and gain access to the computer CPU. Computer skill hacking is needed to change out a robot's programming. A full computer lab is required to alter the program and consciousness or an advanced android, or A.I.

**RUNNING**—This skill allows the character to make an extra move during their turn rather than attack.

**SAILING**—This skill enables the hero to be a competent sailor.

**SINGING**—This skill allows the hero to perform with his/her voice.

**SHIP WRIGHT, AIR**-This skill allows for the care, maintenance and limited repair of airships, such as air balloons or blimps.

**SHIP WRIGHT, WATER**—This skill allows for the care, maintenance and limited repair of water-going vessels.

**SNEAKING CITY**—This skill allows a hero to sneak into a city and move about without being detected. If successful, the victim may only notice the hero on an ability test of 1 or 2 on a dice roll.

**SNEAKING Outdoors**—Same as above except in wilderness.



**SPACE NAVIGATION**—This skill allows a character to navigate a space ship with the aid of a computer.

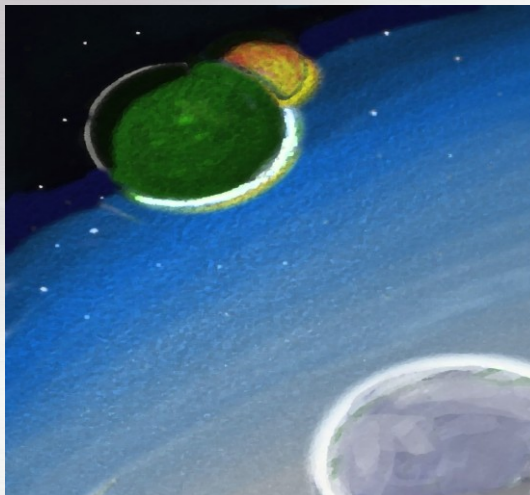
**STREET SMARTS**—This skill gives the hero the ability to operate in less savory environments and barter/buy items that may be less than legal.

**SWIMMING**—This skill allows the hero to swim.

**TEACHING**—This skill allows the character to teach a certain skill to another character.

**THROWN WEAPON SKILL (specific)**—This works the same as Melee weapon skill specific.

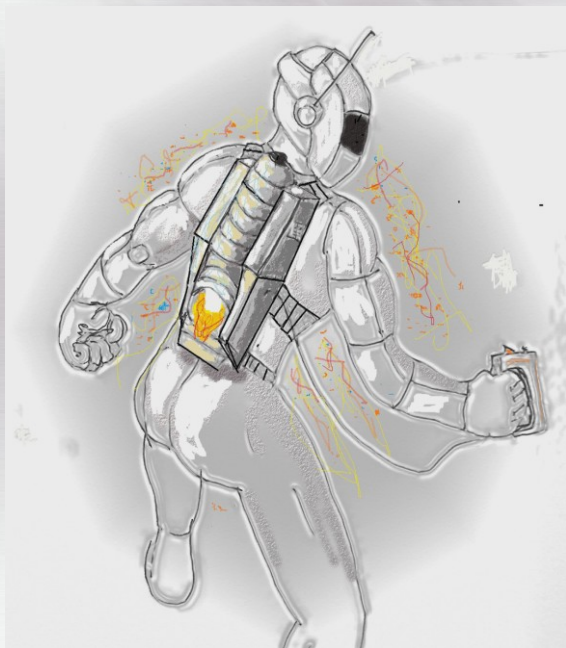
**TRICKERY/ILLUSION**—This skill allows the hero to do all sorts of stage magics.



**Water purification-** this skill allows the character to collect and purify liquids into drinkable water and collect water from sources of condensation.

**ZERO GRAVITY**

**MOVEMENT** — this skill works by allowing the character to move around a ship with skill instead of just MUSC test to MUSC test.



**Random weather conditions roll**

1D6

- 1 Drizzling -10%
- 2 slight breeze -10%
- 3 Clear skies no wind
- 4 clear skied no wind
- 5 Strong wind -20%
- 6 Strong Rain -20%

## Dangers

### Villain's Motives or Values

Why is the bad guy doing what he's doing? What does he get out of it?

Or is he performing a selfless act with poorly chosen means? Why would your players care? What links them and what do they stand to gain? Has the guy or gal become jaded. Was the villain a hero at one time? Is the villain out for personal gain. How does he plan to achieve that personal gain when gold is plentiful in space and had no value? Will he hijack a shipment of uranium or some other fuel source? Perhaps he seeks to free a loved one from captivity for a crime they did not commit. It is important to make your guy believable. Some villains have preset motives like zombies and robot marines on earth. Their motive is the destruction of the human race.

A base for your villain should be established. Keep in mind any death traps you might use on your character. For example, were your villain on a ship, it might be used later, e.g., your heroes are simply left aboard chained to the ship as it sinks.

Most of the Gamelord's job is to make judgment calls. You determine exactly how hard each test is. What skills are needed for what situations? Sometimes players will want to do unorthodox things, like bribing a villain's guard instead of fighting him. You must decide whether what they want to do would realistically succeed. In most games there's an abundance of skills to determine whether the hero hacked off his opponent's head, but usually very few clear-cut rules on social challenges to a villain.



## Values and Non-Hero Reactions

Eventually your heroes will come into contact with other non player characters. Because the whole purpose is to ROLE PLAY and not just ROLL dice, a reaction table will not do to create a memorable and fun experience. In fact rolling dice to determine the goals and reactions of the NPC Is just **BAD ROLE PLAYING** and often means a Game



master or the rules system creators are being lazy. To properly randomize an encounter a game master must randomize the motives of the non player character.

How does a game master randomize the values of an NPC? A chart must be created that address the non player characters goals and values. Once the values are known, the Game master must explore their motives in an encounter. For a more involved NPC, The game master can generate the values of the community that the Non-player character is from. In this way, one can determine a bit about the person's back for the players to discover. Use a D10 on the chart below to randomly arrive at the level of values. These values will tell you what approaches the character may need to use to persuade, or motivate the NPC into a successful Interaction. This can be if they are trying to get information, access to an area, buy or sell loot, or whatever the GM needs for the players to achieve. The random Values table below is based on the *Graves values system (Graves)*.

### Roll D 10

**(1) Level 1 (Survival Level)** At this level the person is concerned with the basics of survival. Food, water, shelter are given to them by a parent, pack leader, patron or jailer. The survival skills center on appeasing the others who actually have the means to obtain the necessities for life. Often they are driven by compulsion



rather than making decisions based on a lucid frame of mind.

**(2, 3) Level 2 (Mob Mentality)** At This level the person follows a leader, ideal, or higher rank member of the social unit. The aim of the group is to obtain the necessities of life for the group as well as maintain the group's security. Once, again, they are often they are driven by compulsion rather than making decisions based on information or experiences.

**(4,5) Level 3 (Individuality Level)** At this level the person is seeking to protect one's ego. They value escaping the control of others and their systems. Systems of the individual, value immediate gratification and power over others, while avoiding looking bad. Often they are driven by compulsion some crude decision making based avoiding pain and seeking pleasurable outcomes will be made, but without a real concept of long term impact of decision making ramifications.

**(6) Level 4 (Morality Level)** At this level the individual often values perceived good over evil, right over wrong and rules over chaos. Definitions of people, punishments for those who break the rules are of chief importance. Very often their definitions are according to laws or a religion. They are driven by compulsion of their rules or a decision making paradigm that values their rules system or religions justification of right and wrong.

**(7) Level 5 (Progressive Level)** At this level the person or society is highly motivated to change. Values will be centered around succeeding, creating the new, and achieving goals. Pressure will be on being popular and winning. Compulsions are rarely acted upon. Individuals are highly aware of their ability to make decisions, the consequences both long and short term.

**(8) Level 6 (Equality level)** At this level the values of everyone being equal, being in agreement and playing fair, are o utmost importance. Problems are discussed at length and solutions are debated at length, in committee. Values are established that expand each person's sense of inner peace. Often social crusades against: poverty, chauvinism, selective racism, often to the point of divisiveness. Compulsions are actively shamed. Individuals are highly aware of their ability to make decisions, the consequences both long and short term.

**(9)Level 7 (Worldview level)** At this level the person or society values the world picture (or galactic picture). The pursuit of knowledge, without individuality, is important to the use of resources for the good of the many. Discussions and debates on the improvement or the many are common. Compulsions are actively shamed. Individuals are highly aware of their ability to make decisions, the consequences both long and short term.

**(10) Level 8 (Martyr level)** At this level the concern is for global, geo political or galactic problems and the sacrifices that can be made to eliminate political oppression, war, poverty, hunger and is willing to make sacrifices to save the political system or ecological system.

*NOTE, It is at this level that the Android populace of earth came to the group decision to cull most of the human population, in order to save the earth and it's other life forms that were left.*



### Repairs

Any repairs take a minimum of four hours (Base Time). Subtract 20 minutes from the Base Time for every 5% of repair, if the repair is made in the correct area. If working conditions are not good subtract 1-10 levels. If the character doesn't have enough parts or proper equipment, double the time and apply the bad environmental factors. For every failed roll double the time before the next attempt can be made.

### Diseases and Poisons

If heroes have been exposed to a disease or poison, they must make a fortitude test. If the test is successful, that means he or she resisted the disease or poison. Failure to resist the test indicates the loss of one life stage and two fortitude points. Heroes do not notice the loss until they have failed three tests or have been diagnosed by a skilled medical hero or non-hero. Furthermore, for every two levels lost the Actor must roll on the table below.

**SIDE EFFECTS**, roll two 10 sided dice

- 01 -25 characters has cold that gets no worse and is healed in 14 days
- 26-42 sneezing
- 43-48 coughing
- 49-60 fever (-4 levels on most rolls)
- 61-75 chills (-1 levels on all rolls)
- 76-90 sweats (-1 levels on all rolls )
- 91-00 vomiting (-2 on all rolls)

Once treated, the character gains one life stage per day, then heals one fortitude point per day. However, one fortitude point can only to be gained back by expending an experience point. The severity of the poison is determined by the Gamelord to fit the dramatic occasion. Usually poisoning characters to death is bad form. However a player who gets out of hand may receive this treatment.

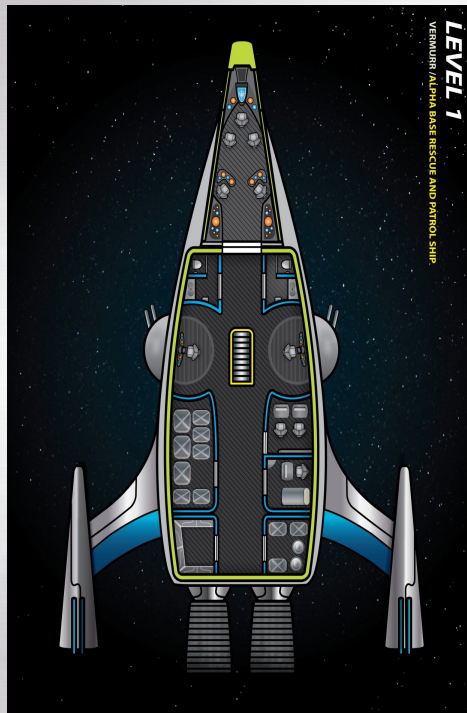


**Ship Type:** Space Cadet/ Vermurr Patrol and rescue ship

**Ship name** \_\_\_\_\_

Captain name  
\_\_\_\_\_

Variable sensor turrets  
\_\_\_\_\_  
\_\_\_\_\_



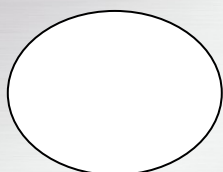
Fore	
Starboard	
Port	
Cockpit	
Chasis	
Aft	
Engine	

**Structural Integrity POINTS**

Armor

Force Field

Permanent Damage



**Landing Permits** \_\_\_\_\_

\_\_\_\_\_

Age \_\_\_\_\_ striping color \_\_\_\_\_ Height \_\_\_\_\_ chasis color \_\_\_\_\_  
weight \_\_\_\_\_ type \_\_\_\_\_ engine \_\_\_\_\_  
type \_\_\_\_\_

Storage \_\_\_\_\_ Sensors \_\_\_\_\_  
Manufacturer \_\_\_\_\_ Chem drive \_\_\_\_\_  
duration \_\_\_\_\_

**Cargo hold**

<u>Item</u>	<u>Location</u>	<u>weight</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Special MODS/Quirks** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Saved Planet Chart coordinates** \_\_\_\_\_  
\_\_\_\_\_

Ship Type: Slammer Shuttle \_\_\_\_\_

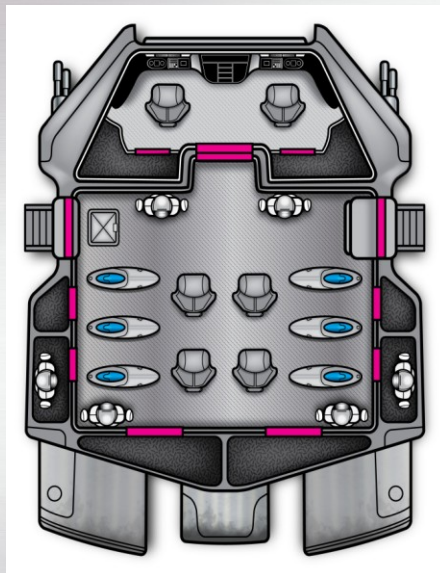
Ship name \_\_\_\_\_

Captain name \_\_\_\_\_

Atmospheric  
Sensors \_\_\_\_\_

\_\_\_\_\_

Fore	
Starboard	
Port	
Cockpit	
Chasis	
Aft	
Engine	

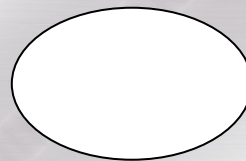
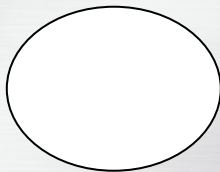
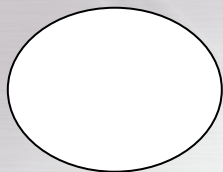


**Structural Integrity POINTS**

Armor

Force Field

Permanent Damage



Landing Permits \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_Age\_\_\_ striping color\_\_\_\_\_ Height\_\_\_\_\_ chasis color  
 \_\_\_\_\_weight\_\_\_ type \_\_\_\_\_ engine  
 type\_\_\_\_\_

Storage\_\_\_\_\_ Sensors\_\_\_\_\_

Manufacturer\_\_\_\_\_ Chem drive  
 duration\_\_\_\_\_

**Cargo hold**

<u>Item</u>	<u>Location</u>	<u>weight</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Special MODS/Quirks** \_\_\_\_\_

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\_\_\_\_\_

**Saved Planet Chart coordinates** \_\_\_\_\_

\_\_\_\_\_

**Ship Type** : Mining Survey ship

**Ship name** \_\_\_\_\_

Captain name  
\_\_\_\_\_

Asteroid survey  
mandibles \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



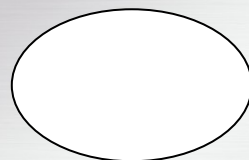
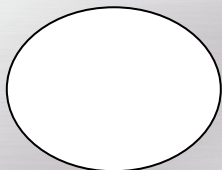
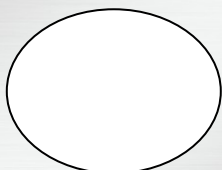
Fore	
Starboard	
Port	
Cockpit	
Chasis	
Aft	
Engine	

\_\_\_\_\_ **Structural Integrity POINTS**

Armor

Force Field

Permanent Damage





**Landing Permits**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_Age\_\_\_ striping color\_\_\_ Height\_\_\_ chasis color  
\_\_\_weight\_\_\_ type \_\_\_ engine  
type\_\_\_\_\_

Storage\_\_\_\_\_ Sensors\_\_\_\_\_  
Manufacturer\_\_\_\_\_ Chem drive  
duration\_\_\_\_\_

**Cargo hold**

**Item** \_\_\_\_\_ **Location** \_\_\_\_\_ **weight** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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**Special MODS/Quirks**

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\_\_\_\_\_  
\_\_\_\_\_

**Saved Planet Chart coordinates**

\_\_\_\_\_

**Ship Type** world terra forming survey ship

**Ship name** \_\_\_\_\_

Captain name  
\_\_\_\_\_

Sensor antennas  
\_\_\_\_\_  
\_\_\_\_\_



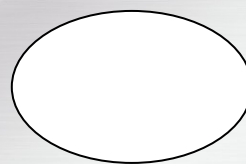
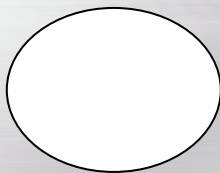
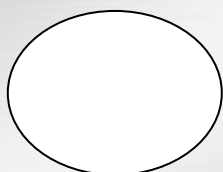
Fore	
Starboard	
Port	
Cockpit	
Chasis	
Aft	
Engine	

\_\_\_\_\_ **Structural Integrity POINTS**

Armor

Force Field

Permanent Damage



**Landing Permits**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_Age\_\_\_\_ striping color\_\_\_\_ Height\_\_\_\_ chasis color  
\_\_\_\_weight\_\_\_\_ type\_\_\_\_ engine  
type\_\_\_\_\_

Storage\_\_\_\_\_ Sensors\_\_\_\_\_  
Manufacturer\_\_\_\_\_ Chem drive  
duration\_\_\_\_\_

**Cargo hold**

**Item** \_\_\_\_\_ **Location** \_\_\_\_\_ **weight** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**Special MODS/Quirks**

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Saved Planet Chart coordinates**

\_\_\_\_\_

**Ship Type** Media and civilian transport

**Ship name** \_\_\_\_\_

Captain name  
\_\_\_\_\_

Recording camera arrays  
\_\_\_\_\_  
\_\_\_\_\_



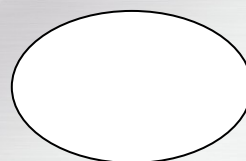
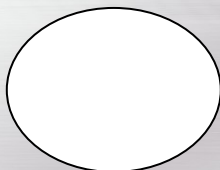
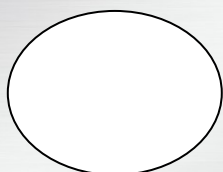
Fore	
Starboard	
Port	
Cockpit	
Chasis	
Aft	
Engine	

**Structural Integrity POINTS**

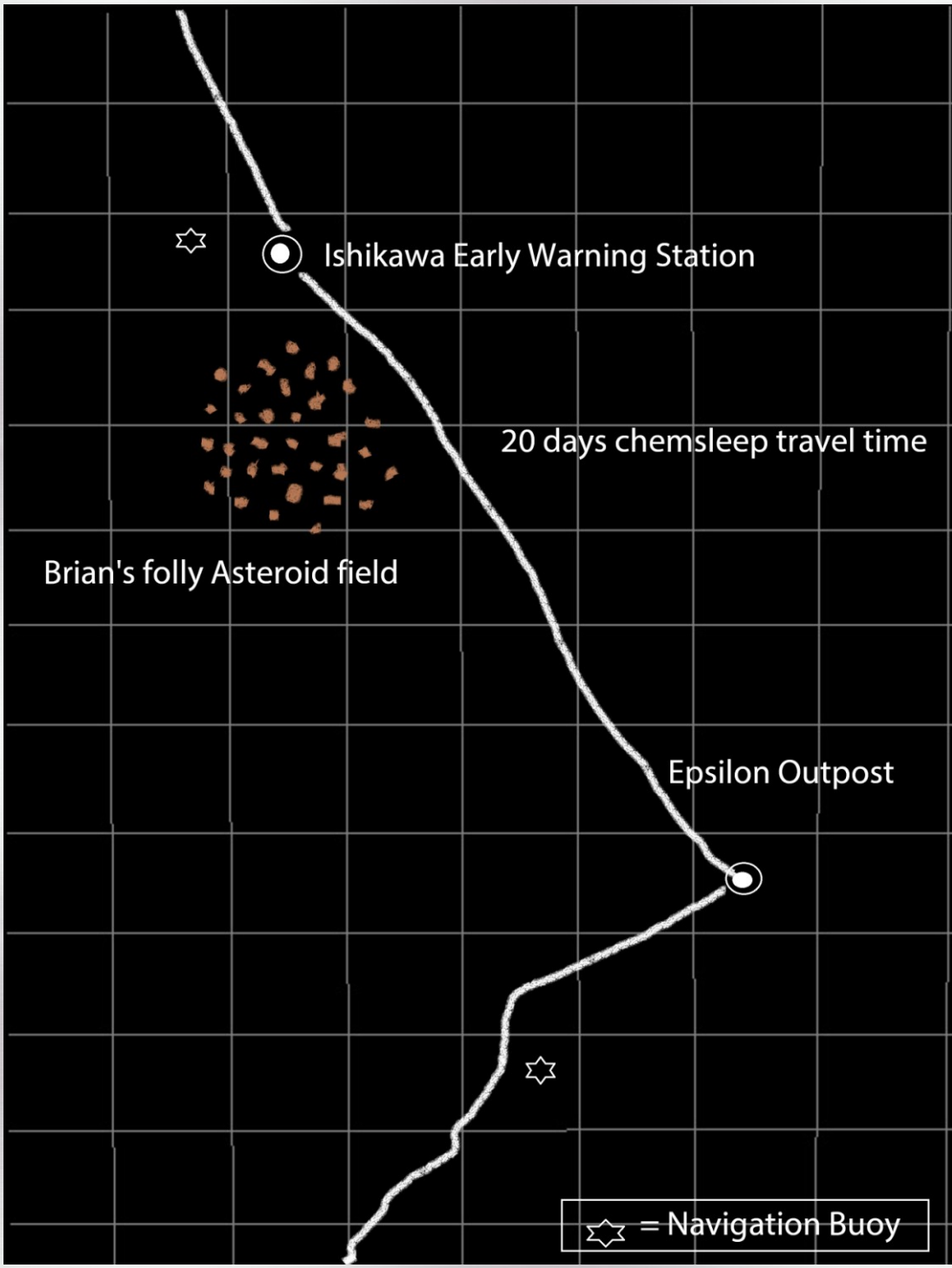
Armor

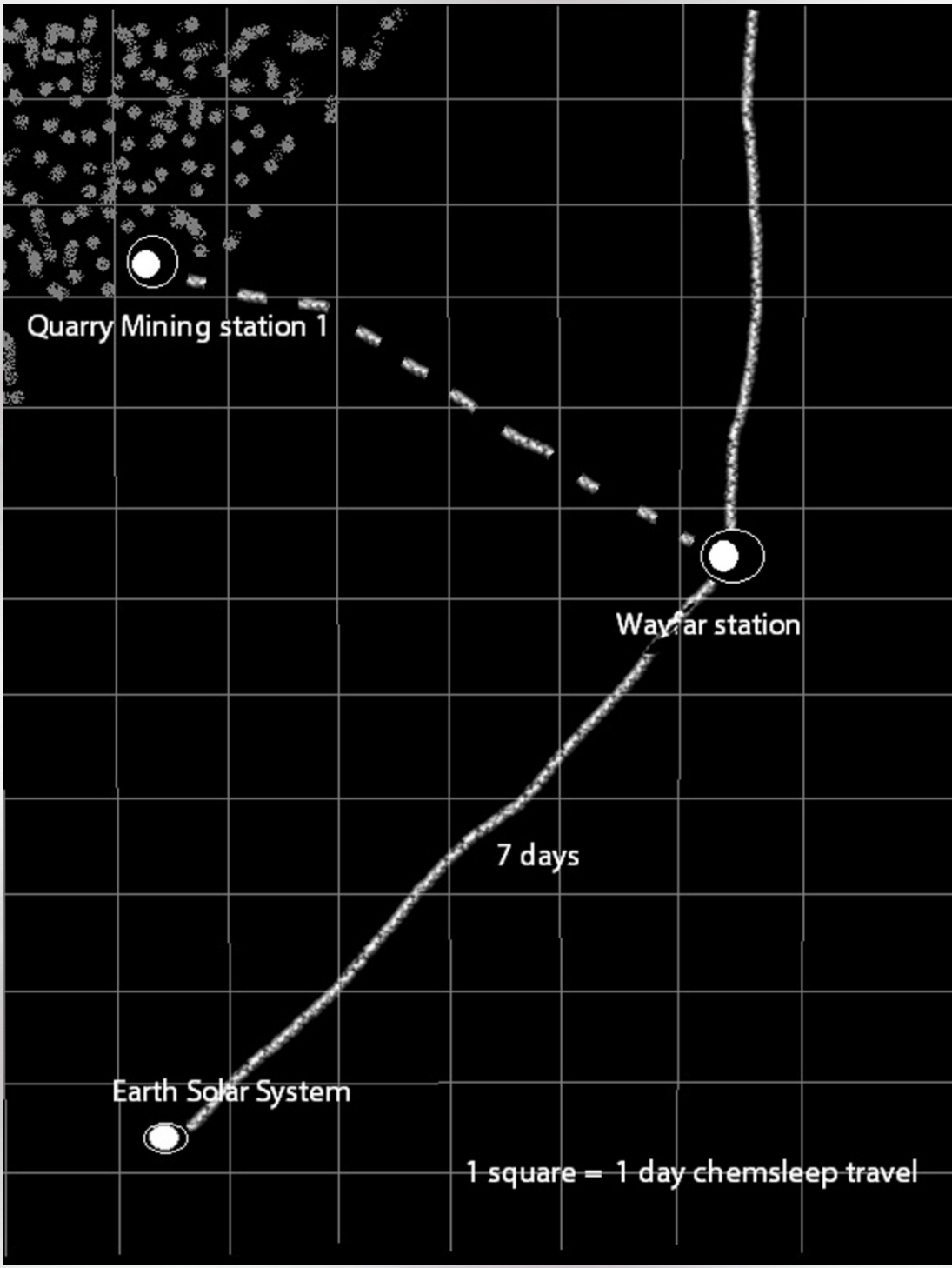
Force Field

Permanent Damage









### Landing Permits

\_\_\_\_\_

\_\_\_\_\_

\_\_\_Age\_\_\_ striping color\_\_\_\_\_ Height\_\_\_\_\_ chasis color  
\_\_\_\_\_weight\_\_\_\_\_ type \_\_\_\_\_ engine  
type\_\_\_\_\_

Storage\_\_\_\_\_ Sensors\_\_\_\_\_

Manufacturer\_\_\_\_\_ Chem drive  
duration\_\_\_\_\_

### Cargo hold

**Item**                                **Location**                                **weight**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Special MODS/Quirks

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Saved Planet Chart coordinates

\_\_\_\_\_



## Resource

In this last section you will find the templates necessary to photocopy and start off the adventure with your space cadets. First choose which type of ship you want them to crew. As stated before none of them have weapons but instead sensor arrays are listed.

After that are the templates of the crew. They will need to divide 225 points among their skills before the start of play. In addition you will want to answer the following questions on the back of your sheet to make sure you have a believable character.

1. Where on earth is your character from?
2. Do they have an accent?
3. What color are your hero's eyes?
4. What color are your heroes Hair?
5. What did his/her parents do for a living?
6. Does he have any childhood friends?
7. What are the hero's other goals?
8. What is this character's tie to the rest of the heroes in the group?
9. Why does the hero wish to be a space cadet?
10. What are the hero's mannerisms?

Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
 Weight \_\_\_\_\_ Race \_\_\_\_\_ Profession: **Life Support Specialist** \_\_\_\_\_  
 Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity pool** \_\_\_\_\_



Skills	%		%
Zero G movement		Camouflage	
Biology		Sneaking Indoors	
Botany			
Computer operate			
Water Purification			
Life support maintenance			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect **7** Fortitude **7** Charm **8**  
 Musculature **5** Speed **8** Courage **5**

Portrait



**Possessions:** Space suit, and magnetic boots, Space cadet thermal skainsuit computer arm brace with: camera/ recorder, watch, walkie talkie, flashlight, and microcomputer

Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
 Weight \_\_\_\_\_ Race \_\_\_\_\_ Profession: **Shuttle Pilot** \_\_\_\_\_  
 Gene/ Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity (pool)** \_\_\_\_\_

Skills	%		%
Zero G movement		Maintenance space Vessels	
Slammer shuttle piloting		Astrogate Space Lane	
Computer operate			
Communication devices operate and repair			
Engineering			
Climbing			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect

6

Fortitude

8

Charm

7

Musculature

5

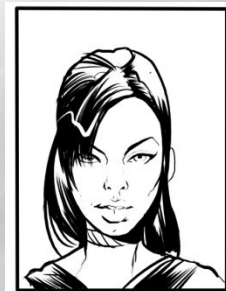
Speed

6

Courage

8

Portrait



**Possessions:** Space suit, and magnetic boots, Space cadet thermal skainsuit, ship repair tools, backpack with spare 4 day water pack and food. Spare solar powered rechargeable power supply, climbing harness, grappling projector and line with reel.

Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
 Weight \_\_\_\_\_ Race \_\_\_\_\_ Profession: **Xeno archeologist** Gene/  
 Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity (pool)** \_\_\_\_\_

Skills	%		%
Zero G Movement		Investigation	
Alien archeologist		Hiding	
Cultures			
Linguist			
Music			
Reading/ Writing			

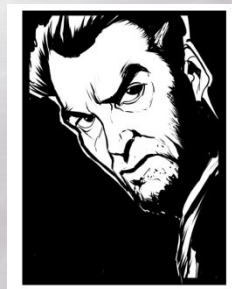
**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect **8** Fortitude **6** Charm **6**  
 Musculature **7** Speed **8** Courage **5**

Portrait



**Possessions:** Space suit, and magnetic boots, Space cadet thermal skinsuit , computer arm brace with: camera/ recorder, watch, walkie talkie, flashlight, and microcomputer with files of various rock music from the 80's and 90's.

Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
 Weight \_\_\_\_\_ Race \_\_\_\_\_ Profession: **Xeno biologist** \_\_\_\_\_  
 Gene/ Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity (pool)** \_\_\_\_\_

Skills	%		%
Biology		Sneaking outdoors	
Zero G movement		Linguist	
Computer operate			
Investigation			
photography			
Hiding			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect **8** Fortitude **6** Charm **4**  
 Musculature **6** Speed **8** Courage **8**

Portrait



**Possessions:** Space suit, and magnetic boots, Space cadet thermal skinsuit, computer arm brace with: camera/ recorder, watch, walkie talkie, flashlight, and microcomputer with files on languages and other alien archeological dig sites.

Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
 Weight \_\_\_\_\_ Race \_\_\_\_\_ Profession: **Asteroid Survey Specialist**  
 Gene/ Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity**  
**(pool)** \_\_\_\_\_



Skills	%		%
Computer operate		Hiding	
Zero g movement		Engineering	
Climbing			
Mining equipment operation			
Geology			
Jump pack piloting			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect **7** Fortitude **6** Charm **7**  
 Musculature **6** Speed **6** Courage **8**

Portrait



**Possessions:** Space suit, and magnetic boots, Space cadet thermal skinsuit , Mining sample collection kit, Jump pack (10 bursts of fuel), climbing harness, grappling projector and line with reel.



Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession: **Star ship Navigator** \_\_\_\_\_ Gene/  
Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity**  
**(pool)** \_\_\_\_\_ Item in hand \_\_\_\_\_

Skills	%		%
Hiding		Law and Red Tape	
Zero G movement		Running	
Computer Operate			
Computer Research			
Space Navigation			
Starship Piloting			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect

7

Fortitude

7

Charm

7

Musculature

7

Speed

7

Courage

4

**Possessions:** 4 data pads worth of star charts, Cadet thermal skeinsuit, 1 fancy diplomacy suit, satchel of grooming supplies, Space suit, and magnetic boots





Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession: **Star ship Pilot** \_\_\_\_\_ Gene/ Luck  
Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_

**Armor Integrity (pool)** \_\_\_\_\_

Skills	%		%
Running		Starship Sensors	
Zero G movement		Swimming	
Computer Operate			
Communications			
Space Navigation			
Starship Piloting			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

**Attributes**

Intellect (7) Fortitude (6) Charm (6)  
Musculature (6) Speed (7) Courage (8)

**Possessions:** Leather jacket, Old earth baseball cap, Cadet thermal skainsuit, Space suit, and magnetic boots, sunglasses. Climbing harness, rope, grappling hook and grapple projector.







Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession: **Star ship Diplomat** \_\_\_\_\_ Gene/ Luck \_\_\_\_\_  
Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity** \_\_\_\_\_  
**(pool)** \_\_\_\_\_ Item in hand \_\_\_\_\_

Skills	%		%
Bartering		Law and Red Tape	
Negotiation		Sneaking Indoors	
Computer Operate			
Computer Research			
Movie trivia			
Geology (Mining)			

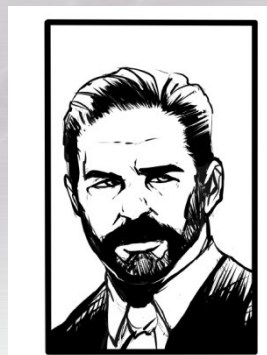
**Health Scale**

Temporary health	Permanent health	Modifiers (cumulative)
Light Bruise 0	Bruised 0	
0	Scratched 0	
Bruised 0	Maimed 0	+1 to all Attribute rolls
0	Light wound 0	+ 10% too skill rolls
Scratched 0	Medium Wound 0	+2 to att. +15 to skill rolls
0	Heavy Wound 0	+3 to att rolls , +20 to skill rolls
Dizzy 0	Unconscious 0	No action for 1d 10 turns
0	Crippled 0	Need first aid to revive
0	Coma 0	Need Healing 1 to revive
Unconscious 0	Fatal Wound 0	Need First aid to stabilize

Attributes

Intellect (7) Fortitude (5) Charm (7)  
Musculature (7) Speed (7) Courage (6)

**Possessions: Space suit, and magnetic boots, 4 fancy suits, Warm Clothing, Geology toolkit, satchel of grooming supplies.**





Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession: **Star ship Engineer** \_\_\_\_\_ Gene/ Luck  
Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity**  
**(pool)** \_\_\_\_\_ Item in hand \_\_\_\_\_

Skills	%		%
Hiding		Climbing	
Engineering		Zero G movement	
Computer Operate			
Computer Research			
Space Lane Astrogation			
Starship Piloting			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect

7

Fortitude

7

Charm

7

Musculature

7

Speed

5

Courage

6

**Possessions:** Space suit, and magnetic boots , Space cadet skeinsuit, engineers belt and coveralls , Vacuum suit, satchel of starship repair tools.





Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession: **Star ship Medic** \_\_\_\_\_ Gene/ Luck  
Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity**  
**(pool)** \_\_\_\_\_ Item in hand \_\_\_\_\_

Skills	%		%
Hiding		Cultures	
First aid		Cybernetics	
Computer Operate			
Healing 1			
Healing 2			
Investigation			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect

7

Fortitude

7

Charm

7

Musculature

7

Speed

7

Courage

4

**Possessions:** Space suit, and magnetic boots, Space cadet thermal skainsuit, 4 electronic pads worth of medical data, medical supply backpack.





Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_  
Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession: **Star ship Science Specialist** \_\_\_\_\_  
Gene/ Luck Points \_\_\_\_\_ **Armor rating** \_\_\_\_\_ **Armor Integrity**  
(pool) \_\_\_\_\_

Skills	%		%
Running		Music Trivia	
Geology		Computer Research	
Computer Operate			
Hiding			
Biology			
Chemistry			

**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
	0	Light wound	0	+ 10% too skill rolls
Scratched	0	Medium Wound	0	+2 to att. +15 to skill rolls
	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect (7) Fortitude (6) Charm (6)  
Musculature (5) Speed (8) Courage (7)

**Possessions:** 4 data pads worth of science articles, Space suit, and magnetic boots , Space cadet skainsuit satchel of sample and survey equipment, Music Player full of 80's and 90's music.





Character Name \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_

Weight \_\_\_\_\_

Race \_\_\_\_\_ Profession \_\_\_\_\_ Gene/ Luck Points \_\_\_\_\_

Armor rating \_\_\_\_\_

Armor Integrity (pool) \_\_\_\_\_ Item in hand \_\_\_\_\_

Skills	%		%
Barter			
Brawl			

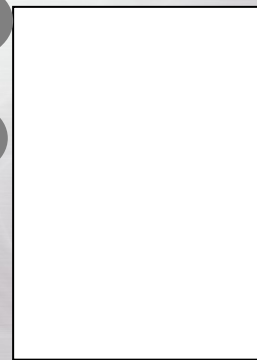
**Health Scale**

Temporary health		Permanent health		Modifiers (cumulative)
Light Bruise	0	Bruised	0	
	0	Scratched	0	
Bruised	0	Maimed	0	+1 to all Attribute rolls
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	0	Heavy Wound	0	+3 to att rolls , +20 to skill rolls
Dizzy	0	Unconscious	0	No action for 1d 10 turns
	0	Crippled	0	Need first aid to revive
	0	Coma	0	Need Healing 1 to revive
Unconscious	0	Fatal Wound	0	Need First aid to stabilize

Attributes

Intellect  Fortitude  Charm   
 Musculature  Speed  Courage

Portrait



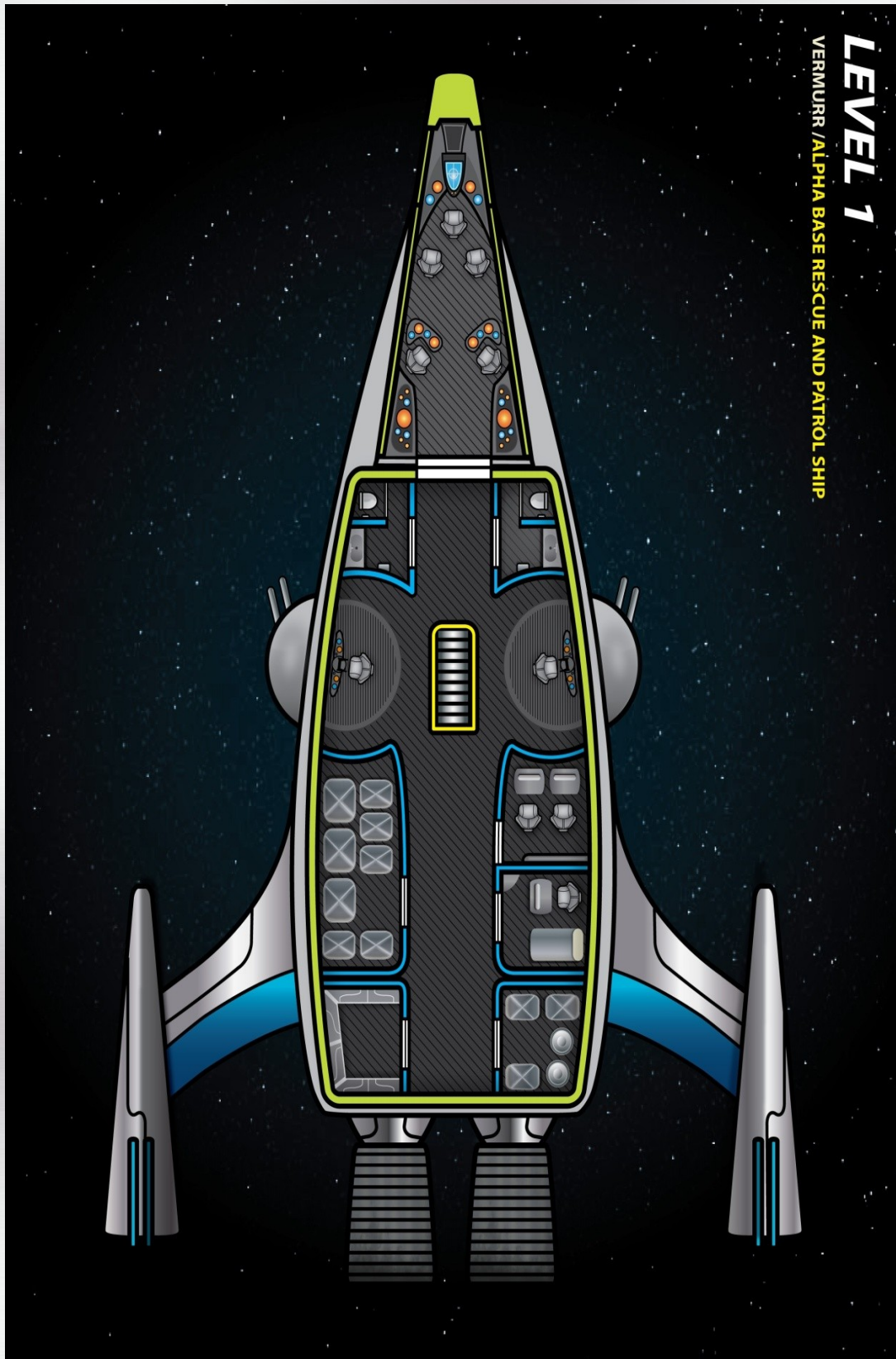
Racial abilities \_\_\_\_\_

Possessions \_\_\_\_\_

\_\_\_\_\_

# LEVEL 1

VERMURR / ALPHA BASE RESCUE AND PATROL SHIP



# LEVEL 2

VERMURR / ALPHA BASE RESCUE AND PATROL SHIP

