

# Hope Farm Reform Camp

a boot camp and setting for a *Little Fears* game

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I love Little Fears. Just before starting a game of Little Fears I asked my players if they would go for a game based in the past. They liked the idea but left me with a choice to make. *When* would I base the game? The first idea was the 70's and that gave rise to the setting Grace Home. What follows is the second idea, Hope Farm, which is set in the 80's. The final installment, for the 90's, is coming soon. While I use HBLF I think this could be converted to LFNE without too much trouble.

Here are links to other settings I've released for public use:

Little Fears (Grace Home) <http://www.unicornbacon.com/Little-Fears-Grace-Home-Orphanage.pdf>  
Little Fears (Hope Farm) <http://www.unicornbacon.com/Little-Fears-Hope-Farm-Camp.pdf>  
Little Fears (Reliance Cntr) <http://www.unicornbacon.com/Little-Fears-Reliance-Childrens-Center.pdf>  
Gamma World, d20 <http://www.unicornbacon.com/Gamma-World-D20-Attwatta-Preziv.pdf>  
D&D 3.5 / Pathfinder <http://www.unicornbacon.com/The%20Middle%20Lands%20of%20Keltor.pdf>  
Vampire, Dark Ages [http://www.unicornbacon.com/Vampire\\_-\\_Dark\\_Ages\\_-\\_Death\\_to\\_the\\_Blind\\_God.pdf](http://www.unicornbacon.com/Vampire_-_Dark_Ages_-_Death_to_the_Blind_God.pdf)

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## **The Ravaged Children**

The adventure takes place during the 1980's, in a fictitious reform camp run by an ex-military officer. This camp is modeled after military boot camps and it exist to give children discipline and structure and to literally scare them into doing the “right” thing. It is located in a rural area just outside of a major city on the east coast of the United States, which city is up to you. As with all fiction, this work will depart from what the real world is like. I make no claim that any of this is representative of any person, group, facility, or location in the real world. It is a product of my own twisted little mind. That said, I hope you have as much fun playing as I had imagining this world of fantasy horror.

## **The 1980's**

For this story the present is May 9<sup>th</sup> 1983, but what was it like then? What follows is based on my own experiences and perceptions of that time. The 1970's were a time of major upheaval in just about every facet of life as seen in events like oil shortages, terrorism, joblessness, domestic social changes, global political state shifts, and more. All that uncertainty, social and economic and political, from the 70's would lead to the driving fear that ruled the 80's. Many people became obsessed with acquiring wealth as a way to deal with this fear. It was a way to bring a little piece of perceived stability into one's life.

While the materialism started as a coping mechanism, it grew and brought its own issues into society. One of the most profitable industries in history, the war machine, went into overdrive. The United States was set on outspending the USSR in order to end the Cold War. The adults ran about seeking profit, imagining and building unparalleled weapons of war, and generally doing everything possible to ensure the 1980's would be named the “Me” decade. Into this maelstrom were thrown the children. Without fully understanding the game the adults played, all the children could see was a world on the constant brink of nuclear war. A world of fear.

Another major facet of the 80's was rampant escapism. With so many deep (seemingly unsolvable) social issues, racism, poverty, crack, gang warfare, HIV/AIDS, and serial child abductions to name a few, it was not hard to understand how escapism, on a mass scale, was elevated to an art form. So, on the surface, the 80's were day-glow, neon colors and grinning people dancing to happy pop songs in the street. Under all that was the truth (rot, fear, and pain). Now, with the heavy shit out of the way, lets talk about another major difference between 1983 and 2014 – the technology.

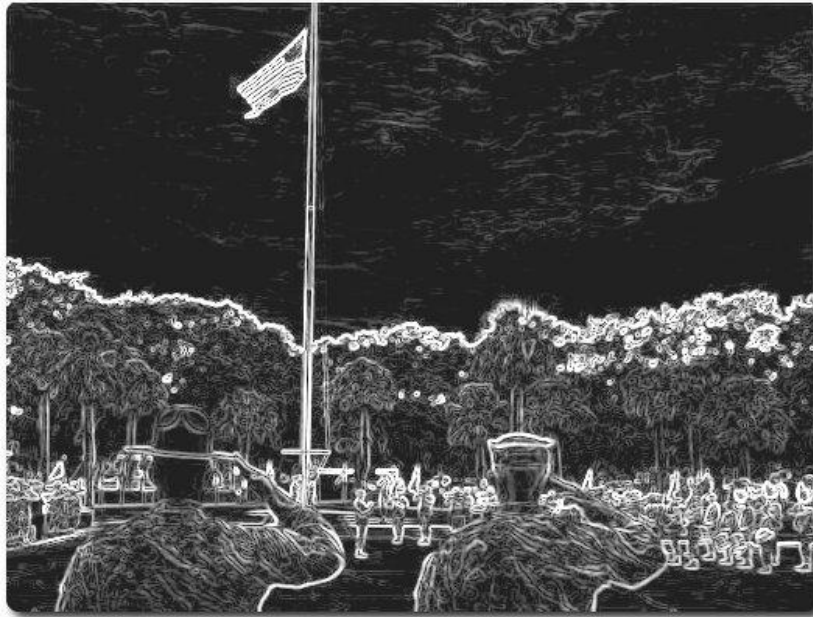
Much of the technology enjoyed by everyone today began in the 1980's. In 1983, the personal computer is still rare and not many people understand them but their popularity is growing among the business community. There is no Internet, at least not in the way we think of it today. The networks that would later merge and become the beginning of the Internet are used exclusively by academia and the military. Cell phones are huge, clunky, oddities and only affordable to the wealthy. Many people still get TV from an aerial antenna but cable and satellite TV are quickly spreading across the country. However, satellite TV is hampered by the fact that the dishes are 6 to 8 feet in diameter. As such it is seen more in rural areas. The VCR is becoming common household technology. One can take their music anywhere, listening to cassette tapes with the Walkman. The world is very different.

Children spend their time on different pursuits. Many don't play/have home video games. They play games of imagination, sometimes alone and sometimes with other children. Additionally, they ride

bicycles, play arcade video games, “hangout” with other children, walk and run in any nearby wooded areas. However, the one thing that never changes, children in all times and all places, know the fear of the dark places and those things which go “bump” in the night. There are always the little fears.

## The Boot Camp

Hope Farm Reform Camp is one of the first of a new breed of youth help center in the U.S. Its creators have fashioned it for the troubled child, to be less harsh than prison, yet more restrictive than probation.



While it is privately owned and operated, it is used by the State as well as concerned parents. It is a place for first time offenders and children of parents who want to scare their offspring down the right path. Children sent here stay for anywhere from two to twelve weeks at a time. They live on the grounds and only leave for school. There is much to do on the Farm, idle hands are not allowed.

### History

Hope Farm has only been open for a year. It is owned by Conrad Nilson, a well known local businessman and nephew to a prominent senator. Nilson was “fortunate” enough to secure a contract with the State for use of his facility. The contract allowed the State to use Hope Farm as an alternate reform program for young children. Nilson also launched a very successful marketing campaign aimed at parents of “troubled” children. Hope Farm was billed as the solution to their problems. All they had to do was enroll their child in the Farm's reform program and pay a fee for that service.

### Now

In the present, May 9<sup>th</sup> 1983, the boot camp is working to prove itself an effective reform tool. It has already proven to be very profitable for it's owner. The State can send first-time offenders under the age of 13 to the Farm for between 30 and 90 days. They expect to send at least 300 children this year. In addition to cases from the State, Hope Farm also takes private cases. There are set start times for the courses and the State cases are kept separate from the private cases. Any parent can contact the Farm and receive a consultation. A qualified expert will interview them and assess their child for entry into the program. The programs offered span between two and twelve weeks in duration.

## The Future

The Farm wants to expand. In two years Nilson and Kroll hope to see a 100% to a 150% expansion. Nilson sees a string of camps like Hope Farm all over the state. His motivation is financial. Kroll is more concerned with making this camp work. He wants to build it up as a model for all the others.

## The Look and Feel

Orderly and military, everything at the Farm is in its place. Everyone at the Farm is active in a way that is not chaotic, they all move with purpose. Children, in groups of ten go about marching in formation or doing other drills while the drill instructors yell commands. All are referred to by their rank, which starts as private. Some are “promoted” to corporal if they do well. All instructors are called sergeant by the children.

The central square sports a thirty foot flagpole upon which the American flag (5ft x 9.5ft) waves in the wind. Every hallway and common area is decked out with military propaganda posters. They urge the viewer to do their part and be the best. All suggest that military service is the path to a successful life.

## The Staff

The military atmosphere is maintained and indeed accentuated by the staff. This starts with the facility's director, Colonel Samuel J. Kroll. The Colonel is a former military officer and he approaches the Farm just as he would any other military command. He lives on site and was very active in staff selection. Of the full time employees that staff the Farm, over half have served in the military. Three of the ten instructors remain onsite overnight. They alternate according to a fixed schedule.

## Instructors

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While all instructors are called “Sergeant,” not all have held that rank outside of the Farm's boundaries. Most of their time is spent interacting directly with the children. They oversee daily activities, inspire motivation, and generally dominate the lives of children at the Farm. Night and day, there are always instructors around. As far as the children are concerned, the instructors know all and see all.

Every group of children, called a platoon, has two instructors assigned to it. Currently, each platoon has up to ten children. However, there could be as many as twenty if the number of enrollees warrants it. One platoon is all female, the other three are exclusively male.

*Master Sergeant James O'Tool*, Head Instructor, 40 years old, called “Top.”

As a youth, O'Tool was an average person. Athletic enough, smart enough, liked by his peers, but not excelling at anything. In 1961, with tensions high between Cuba, the Soviet Union, and the United States, O'Tool, like many others, enlisted for military service. In doing so, he found his calling. He excelled at the military lifestyle and at helping others live it. For twenty years he followed that path, rising to the rank of Master Sergeant in the process.

After retiring from military service, O'Tool had to actively seek something to devote his time to. As is often the case, civilian life was proving difficult to adjust to and he was finding the expanse of free time facing him a little more than he was ready for. So, after hearing about the Farm and seeing the possibilities to improve troubled young lives he resolved to be a part of it. Meeting the Colonel solidified his involvement as they got along famously together.

O'Tool has learned a great deal about gardening for this job and while he will not admit it openly, he has found the experience pleasurable. Overall, O'Tool sees his role as that of a mentor. He offers these children the security of discipline. In his eyes, everything he is doing here is right and proper. He devotes one-hundred percent and expects the same from the other instructors. He intends to extract all the potential he can from every enrollee. It could be no other way.

Sergeant Adam Bright, Instructor, 32 years old.

Adam Bright was drafted in 1970 and put in two tours in Vietnam, the second of which was done to keep his younger brother from having to go. After his discharge, he spent a few years reintegrating into civilian society, got married, and then divorced. Before he started working here, he was working as a counselor for other Vietnam veterans. This is a change of gears for him as most of his time after being discharged has revolved around reintegrating into civilian life or helping others do so. It is his desire to help troubled children that allows him to slip the military mask back on and play his role.

Sergeant Wayne Kelly, Instructor, 31 years old.

Wayne Kelly was drafted in 1971 and discharged in 1973 after losing two fingers of his right hand and his right eye to a landmine. He often tells the story of how he lost two good friends to that landmine. It always comes back to how they were “goofing off” and not doing the job and how he is lucky to be alive and wishes they could be too. Kelly wants to teach the children the value of seeing consequences before they happen and understanding that every action you take causes a reaction in the world around you. Sergeant Kelly is rough around the edges and not the best with children but he is learning.

Sergeant Ray Brock, Instructor, 35 years old.

Ray Brock, husband and father of two, was drafted in 1969 and pulled two tours in Vietnam then went home to his family. Three years ago, his eldest son died in a swimming pool. A victim of a child's game that went too far. Brock did not take the death of his son well. Deep down, he blames himself for it and sees it as his failure to teach his son the correct way to be. The stress of this event broke up the family. His wife and daughter now live with her parents in Florida. Then the job at the Farm came along. Brock looks on this as a second chance, one that he will not fail regardless of how hard he must be on the children. He is determined not to fall short again.

Sergeant Amanda Lenox, Instructor, 28 years old.

Amanda Lenox joined in 1974. She wanted to jump out of airplanes and she got her wish, being one of the first women to do so. After some years of service she even got to teach others how to jump out of airplanes. She was discharged just last year after opting not to reenlist. As there is not a huge market for teaching people to skydive, she took a job at the Farm. It pays the bills, but she takes to the air at every chance. Skydiving is her thrill and passion.

Sergeant Thomas State, Instructor, 29 years old.

Thomas State joined up in 1972. While he did not see combat, he was in Saigon in 1975. The things he saw there and had to do, during the evacuation, still haunt him. Once home and discharged, State returned to school for a BA in English Literature. The last several years have been spent doing odd jobs while trying to be a writer. Now working at the Farm, State continues to pursue his writing career.

Sergeant Richard Jefferson, Instructor, 31 years old.

Richard Jefferson's older brother, Clem, got him involved with law enforcement. As a result, he was a

sheriff's deputy for six years. Until he shot and killed a teenaged boy during a domestic call. While an investigation ruled the shooting justified, Jefferson could not accept his actions and resigned within a year of the incident. That was five years ago. He spent years drinking and other years doing mission work and the whole time praying for God's guidance. It has taken a great deal of effort to dig himself out of his depression but he is doing it because God has lead him to the Farm. While he does not like children, this job is, in his view, penance for his past sins. God is telling him to do this. God wants him to help these children.

Sergeant Mark Harrison, Instructor, 36 years old.

Mark Harrison has never been what anyone would call a “people person.” He was always the quiet one in the background. Hence, it was a surprise to everyone that knew him when they heard he became an ATF agent. After eleven years, Harrison left the ATF. He does not talk about it but he was disenchanted with some of the common practices that had developed over the last few years. He found them questionable on an ethical level. His new job is one he finds rewarding. Others still see him as reserved and, when not playing his role as a drill instructor, he is rather sedate. Harrison is an excellent hunter and all around outdoorsman. He has found the gardening to be fulfilling as well.

Sergeant Lisa Garcia, Instructor, 34 years old.

Lisa Garcia left home in 1967 and went to university in Knoxville, TN. While that did not work out for her, a strange twist of fate landed her in a job with Knoxville PD. For most of her career she worked with juvenile offenders. Two years ago she had to quit her job and move back home to care for her aging and ill mother. After her mother passed away she found the Farm and began to work there. Sergeant Garcia is streetwise and savvy. There are not many “tricks” children can play to get the upper hand with her. She has seen them all.

Sergeant Hank Reed, Instructor, 27 years old.

Hank Reed is the youngest of three brothers and has always had to prove himself “worthy” in the eyes of his father and brothers. He joined the military early in 1974 but was too late to see any combat and ended up with an embassy posting in West Berlin. He only served one term. After his discharge, Hank tried to return to school for a BA. Sadly, it was not meant to be as Hank had never been a very good student. A few years later Hank would hear about the Farm. Soon afterward, fate would lead him to becoming an instructor at the Farm.

## Other Staff

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Colonel Samuel J. Kroll, Director of Operations, 51 years old, called the “Iron Man.”

In 1950, Samuel Kroll enlisted and within a few months the Korean War began. Kroll had a talent for leading and he was graced with being in the right place at the right time more than once. Early in 1952 he was awarded a battlefield commission due to exemplary efforts, bravery, and leadership. His star continued to rise for several years. Later he would serve with distinction in Vietnam, first as one of the many U.S. military advisors and later during the war.

However, all things change and by 1975 Kroll was ready to move on. He had seen the military go through some radical shifts and the changes he saw coming down the line did not please him. Still he remained until 1978, trying in vain to turn back the tide. This did not do his career any favors, as the popular movement was against him. Unable to do anything about it, he opted to retire.

Once back in the civilian world Kroll was faced with a quandary, what to do. He had no family to speak of and had never married. So, for the first year, he did a great deal of volunteer work. The following years, other activities would come and go until he was introduced to Conrad Nilson. The idea of the Farm was intriguing to him. He saw a chance to reintroduce values that nurtured him as a youth. Things like, loyalty, honor, and duty. With that in mind, he seized the opportunity to take the reins and mold the Farm into what he wanted it to be. What he believed it needed to be.

Running the Farm takes most of his time, but he still likes to have a side project or two. During hunting season he goes out looking to add a trophy to his wall. Home improvement jobs are another outlet for him. Finally, physical fitness is an important and ongoing project for him. Kroll starts every day with a three mile run, in under twenty minutes. Followed by another twenty minutes of circuit training in his home gym. Then another twenty minutes of cool-down. He is rigid when it comes to discipline, for himself as well as others.

A plaque hangs in the Colonel's office, it reads:

An officer incurs a lasting obligation to cherish and protect his country and to develop within himself that capacity and reserve strength which will enable him to serve its arms and the welfare of his fellow Americans with increasing wisdom, diligence, and patriotic conviction. --- S.L.A. Marshall

He reads this plaque aloud at least once everyday.

Kim Jackson, Office Administrator, 54 years old.

Kim Jackson is the “Office Mom.” A widow, she has worked in one office or another for the past fifteen years. During that time she cultivated organization and management skills. Jackson is a born bureaucrat with an knack for understanding bureaucratic systems. Hence, she knows how to play them.

Martin Cunningham, Office Assistant, 23 years old.

Martin is drifting in life. He has, so far, not discovered what he wants to be or do. This is yet another in a long line of jobs for him. Most of his time is spent taking care of mundane office work, typing, phones, filing, and so on. What time remains is used helping Jessica with her paperwork and planning.

Jessica Lee, Admission Officer/Activities Officer, 28 years old.

Jessica Lee handles marketing, admissions, and activity planning for the Farm. She conducts tours for parents thinking about making use of the Farm's services. She is very busy and often requires Martin's help to get everything done.

Mindy Potter, Head Dietician, 39 years old.

Mindy Potter does not like the term “lunch lady.” She sees what she does as much more than cooking food. Indeed, she puts a great deal of time and energy into planning meals and purchasing supplies. She wants to give these children a solid meal plan.

Terrence Johnson, Maintenance Chief, 45 years old.

Johnson spent eleven years in the military as a mechanic. Since that time he has put in years as a handyman in several places. Wiring, plumbing, boilers, engines, and more. Johnson has worked on machines of all type. While this job leans more toward being a groundskeeper, there is still enough to do to keep busy.



## Part-time Help

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Kathy Song, Counselor, 29 years old.

Kathy has been a youth counselor for the past five years. She has seen some tough things and it has changed her. Still, she goes on and wants nothing more than to help as much as possible.

Tina March, Facility Bookkeeper, 25 years old.

Taking care of the books should be Tina's top priority but the possibility of nuptials is clouding her mind. Ben Stallings is a fine man and she has great hopes. Fortunately, she has been able to keep things at work straight so far but she really wants to be Mrs. Tina Stallings.

Kevin Jones, Kitchen Staff, 19 years old.

Kevin is a typical teen age boy. He is working here while attending the local community college. He is not sure what he wants to do in life.

Mark White, Kitchen Staff, 18 years old.

Mark is walking trouble. He has not grown up and shows no signs of doing so in the near future. The only reason he is working here is that having a job keeps his father off his back.

Kara Hooper, Kitchen Staff, 24 years old.

Kara is a young single mother. Her little boy goes to HCB. While she is part-time she wants to be full-time. Her main concern is providing the best she can for her son.

## The Children

At full capacity, the Farm houses eighty children. Currently, thirty-seven children reside on the premises. They are between the ages of eight and twelve. Most are boys and over the age of nine. There are a few girls and a few children under the age of nine. None of the children are related.

Boys			Girls
Jeremy Taylor, 8 (Frog)	Brad Anderson, 10	Nicholas Baker, 11 (Nick)	Erica Grey, 8
Adam Harris, 8	Gregory Brown, 10 (Greg)	Aaron Carter, 11	Rachel Little, 9
Kevin Alvarez, 8	Mark Williams, 10	Paul Harris, 11 (Feet)	Laura Mum, 10
Patrick Clark, 8	Scott Rodriguez, 10	Mark Campbell, 11	Shannon Davison, 11
Chad Lee, 8	Peter Jones, 10	Dustin Allen, 12	Jessica Holder, 11 (Goldie)
Jason Hall, 9	Travis Smith, 10 (Book)	Shawn Hall, 12 (Spike)	Amanda O'Hare, 12
John Wilson, 9	John Miller, 10 (Horn)	Steven Collins, 12	Nicole Wand, 12 (Lips)
Ryan Mason, 9 (Slim)	Eric Moore, 11	Timothy Russo, 12 (Tim)	
Steven Jackson, 9	William Johnson, 11 (Billy)	Michael Cook, 12 (Mike)	
Brandon Martin, 9 (Happy)	Robert Green, 11 (Bob)	Jason Evans, 12	

These children have a variety of difficulties. Some have psychological problems, some have criminal troubles, others have lived a hard life, and far too many are just normal kids with parents that think the Farm will do them some good.

## A Day in the Life

For the children, days are long and mostly unchanging. Everything is scheduled by the Farm's staff. The regimented lifestyle is crushing to a free spirit.

The children are expected to wear uniforms and maintain discipline at all times. Little time is given for creative or free play. All the children's activities are strictly monitored. Contact with the outside world is restricted. Failure to conduct ones self correctly results in punishment.



For the most part the day is spent in the company of ones platoon. A child's platoon consist of up to ten children, twenty when the enrollee population requires it. When on the Farm's grounds, at least two instructors are with each platoon at all times. The only reason a child is allowed to leave is to attend class at the local school.

Even family visits are controlled. Visitation is a privilege and it is not allowed for at least the first two weeks of the program. During that time the child is assessed and if they “adjust well” then visitation will be allowed every other week. So long as they continue to behave, they get to see their family.

The daily schedule of activities follows.

### School days

- 06:00 Rise and Shine
- 06:10 Morning Inspection
- 06:20 Fitness Session I (lite workout followed by shower)
- 07:15 Breakfast (cereal and fruit)
- 08:00 School (the Farm's bus provides transport to and from school, which runs 8:30 am to 3:30 pm)
- 16:00 Chores
- 17:00 Fitness Session II (workout varies by day of week)
- 18:00 Evening Meal (varied hot meals made up of one meat, one carb, two vegetables)
- 19:00 Homework
- 20:20 Evening Inspection
- 20:30 Free Hour
- 21:30 Lights Out

### Non-school days

Weekends or other days when public schools are not in session.

- 06:00 Rise and Shine
- 06:10 Morning Inspection
- 06:20 Fitness Session I (lite workout followed by shower)

07:15 Breakfast (cereal and fruit)  
08:00 Group Activities (drills, team sports, construction projects, or other team building exercises)  
10:30 Nature Hike (weather permitting)  
11:00 Reading Time  
12:00 Lunch (often a sandwich with soup and salad)  
13:00 Group Sharing (therapy like session)  
14:00 Community Building (teaching community pride and participation, aka roadside cleanup)  
15:00 Free Hour  
16:00 Chores  
17:00 Fitness Session II (workout varies by day of week)  
18:00 Evening Meal (varied hot meals made up of one meat, one carb, two vegetables)  
19:00 Homework  
20:20 Evening Inspection  
20:30 Free Hour  
21:30 Lights Out

### **Visiting days**

Visiting days are every other Saturday. Children that are not allowed visitation spend that time apart from the festivities and under the watchful eye of at least one instructor. While they are not allowed idle time, the activity is lite yet structured and discipline remains paramount.

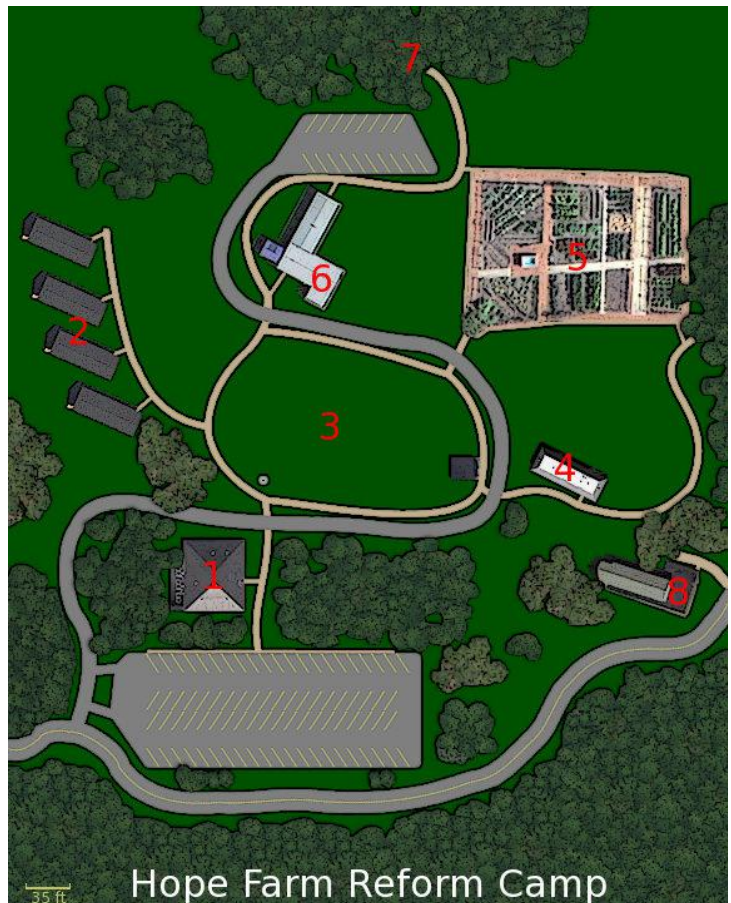
06:00 Rise and Shine  
06:10 Morning Inspection  
06:20 Fitness Session I (lite workout followed by shower)  
07:15 Breakfast (cereal and fruit)  
08:30 Guest Greeting Ceremony (children put on a display of drill techniques)  
09:00 Visitation  
10:00 Family Fun Time (games and activities for children and visitors to share)  
12:00 Family Lunch (normal lunch but families can bring in outside food if they like)  
13:30 Guest Farewell Ceremony (time to say goodbye)  
14:00 Group Sharing (therapy like session)  
15:00 Free Hour  
16:00 Chores  
17:00 Fitness Session II (workout varies by day of week)  
18:00 Evening Meal (varied hot meals made up of one meat, one carb, two vegetables)  
19:00 Homework  
20:20 Evening Inspection  
20:30 Free Hour  
21:30 Lights Out

## The Farm

Much of the Farm is newly constructed yet the land it is on, along with the main house, were a farm. On this land crops were planted and livestock was raised. It was a family farm until about ten years ago when the hard times and poor fortune broke the owners and the bank foreclosed on the property. Two years ago, Conrad Nilson purchased the place and started renovating and building.

Today, the Farm is well tended and has a crisp, orderly look about it. There are many shady trees on the property, the grass is thick, and the paths are well marked and very well maintained. These paths are packed gravel and suitable for golf carts as well as people.

There is a sign out by the road, which identifies the place as “Hope Farm”. Another sign directs visitors to the main parking lot. From there, other signs point the way toward the administration building.



### 1 - Administration Building

Originally constructed in the 1920's, the “Big House” has the appearance of a well renovated farmhouse with a screened-in front porch. This was actually, at one time, a farmhouse. This is easy to see in the style and construction of the two story, bevel wood sided, and shiny tin roofed building. It's painted white with dark green trim and shutters. While the floors are the original hardwood, they have been refinished. The entry hall and parlor have been renovated as the reception area and waiting room. During the warmer months, the large screened-in front porch sees more use as an informal meeting area and other general use room. Around back there is a golf cart charging station, next to the heating and air conditioning units. The charging station is for the two facility carts and the Colonel's private cart.

All the administration functions take place in this building. The Colonel, all the instructors, and many other staff members have offices here. There are other rooms for staff use, including a break room, bathrooms, and bedrooms for the instructors that stay overnight. The Colonel's office is on the second floor and has a view of the Quad. A P.A. system is located here. It can be used to address any one building/area or all of them at once.

The Colonel's office is a frightening experience for children. It's a large room with a hardwood floor, wide windows, and thick red drapes. A massive, old, oak desk dominates the room. There are a few bookshelves used, not only for books but, for some unusual items. The most uncomfortable thing about this space is the taxidermy. The animals are mounted in unnatural and terrifying poses. Their

dead eyes seem to bore into one's very soul. Add to that the weapons, swords, axes, and guns displayed in cases and on wall mounts. One such case holds a bullwhip, of which, the Colonel is fond of telling the story of its use as a disciplinary implement. He describes, in detail, how only five lashes is enough to tear the skin off a man's back. The air always smells of pipe smoke. Children only enter this room if they are in serious trouble.

Visitor tours of the Farm start and end at the Big House. Most of the time, these tours are parents that are thinking about sending their children here. On occasion, the tour is for state officials. Those are usually more extensive and are often shuttled about via golf cart. Tours for parents occur once or twice a week, while state officials only show up once or twice a year.

The only telephone, accessible to the children, is located here. Just as with all other outside contact, the use of the telephone is restricted. With the exception of emergencies, a child at the Farm rarely gets a chance to use the phone. The other phones are located in the cafeteria and the Colonel's house.

## **2 - Barracks**

These four buildings house all the children. Made to match the style of the Big House, these bevel wood sided buildings are painted white with a grey shingle roof. Each has a different color trim by which they are referred, green, blue, red, and black. Black, is exclusively female. The other three, are all male. Other than the minor color difference, each building is identical to the others.

The floors are black and white checkerboard tile. They have two large bedrooms, each easily holding five bunk beds. A common room for studying, a large bathroom with multiple showers and toilets, and a wardroom complete the layout. The wardroom is a small bedroom which can be used as quarters by an overnight instructor if they wish. It is common practice for at least one of the overnight instructors to use a wardroom. Which and when is largely random, but the wardroom in Black is only used by female instructors. The children are expected to clean and maintain their barracks.

Motivational posters are all over the barrack walls. Many of them have a decidedly pro-military slant. Some even warn the children to be grateful they were not born in the Soviet Union.

## **3 - Central Square**

Called the "Quad," but not a quad in the strict definition, this is the space used for daily assemblies. A thirty foot flag pole in a circular setting stands near the Big House. It has lights which are used if the flag remains up during the night. Each day starts with saluting the flag and the Pledge of Allegiance.

A small building on the Quad, close to the rec center, houses lawn equipment and other maintenance gear. It is most often locked. Additionally, it holds folding chairs and awnings used on the Quad during visitation days. Morning inspection and fitness training occur here, rain or shine.

A common punishment is to "lap the Quad." During the course of any given day several children will have to run laps around the Quad as punishment for some reason or another. Five to ten is a normal amount. Other punishments include, pushups, duck walking, and other similar exercises.

## **4 - Recreation Center**

The "Rec Center" is a place of reward. Children are allowed time here if they do well. There is a strict

rule of no fighting over the TV or games. The main room is the game room. There are a variety of games, pool, foosball, air hockey, pinball, and several video games. All are free to play for the child that can get in. A smaller side room has a television with chairs and couches. A third room has soda and snack machines. These are not free, each child has an allowance, provided by family, but they are allowed what snacks and sodas they can afford unless there are problems. It is made clear to the children that the rec center is a privilege, not a right. Finally, there are restrooms in the rec center.

The field behind the rec center, between it and the garden, is often used as a tag football field. Team sports are seen as a way of building cooperation skills and hence they are encouraged. As an incentive to keeping the place neat, the children are required to clean the rec center daily.

## **5 - Gardens**

The children grow food here. It is both a method of reform and a skill taught to them. Everything grown here will be used in meals for the children. The garden is not operational year round but there are plans to build a greenhouse that would allow more flexibility.

The garden is made up of several patches. These patches are separated by small fences or brick paths, each is dedicated to one or two types of plant. Some of the plants cultivated here include carrots, radishes, potatoes, peas, lettuce, tomatoes, and cucumber. The children learn about plants and take part in growing food that they will eventually eat.

While all the instructors are not master gardeners, they have had to learn in order to help the children. There is a blue shed which holds gardening equipment and supplies. Normally the shed is locked.

## **6 - Cafeteria**

Also called the "Mess Hall," all meals are prepared and served here. The building has a more modern look with its red brick exterior walls and large glass windows. The main room, where the children eat, is furnished with plastic and chrome tables and chairs. The floors are dark blue and white checkerboard tiles. The walls are white with stripes of color zigzagging here and there. More propaganda like posters are found on these walls. Often, the room is loud. The children are allowed to converse and they do so, making background noise an issue in the room.

The serving area is a long stainless steel counter with a glass partition separating the food warming area from the line of children filing past. Behind the counter, staff members plate food and pass it to the children. Swinging doors lead, from there, back into the kitchen. It is a large industrial kitchen with stainless steel tables, sinks, and other equipment. Storage rooms and a walk-in freezer, located next to the kitchen, are used to house the weekly food deliveries. These supplies are supplemented with fresh produce grown in the garden. While that is not a great deal of food, it is done as a symbolic measure.

At the designated times, children come in and line up at the serving counter, get their food and sit down. After eating they are expected to take their tray to the cleaning station. Then any other trash is to be cleared from the table. The last person to leave the table has wipe-down duty. After meals, children are expected to return to the barracks.

Rumor has it that there is a fallout shelter under the Cafeteria. While there is a shelter, the reality could never live up the imaginative tales spun by some of the children. Just off the main dining area there is

a smaller, separate, dining hall for staff use. The kitchen and cafeteria are larger than what is needed. This is another sign that the Farm means to expand.

## 7 - ROCN Trail

Referred to as the “Rockin Trail,” this is a multipurpose area used for running, obstacle course training, and as a nature trail. The trail winds into the woods and loops around, coming out on the other side of the gardens, near the rec center. It is about one kilometer long. At the halfway point the trail has an obstacle course with a variety of obstacles. These include such things as the hill climb, hurdle hopping, the tire run, cargo net climb, hand over hand bars, and tunnel crawling. A bypass trail runs next to the obstacles to allow running on the trail without having to transverse the obstacle course.

Additionally, much of the trail runs through densely wooded areas. For this reason it is also used as a nature trail. Survival skills are taught and demonstrated here. Tracking, hunting techniques (no actual hunting), wildlife watching, plant identification, and overland navigation are skills demonstrated along the trail. The trail is long enough that all the platoons can be out on it without tripping over each other.

When children are on the trail they are kept close together. Both instructors of a platoon will be escorting them, one up front and the other at the rear. Children are not allowed on the trail alone. Those that actively try to slip away are harshly punished for the effort.

## 8 - Iron House

The Colonel's private residence is called “Iron House.” It is strictly off limits. Kroll lives alone and his home reflects his orderly personality. In addition to all the normal things that would be found in a home, there is a large and well equipped work out room. A trophy room houses a large variety of awards and hunting trophies (antler racks, mounted heads, skins and the like). The pantry is extensive as the Colonel strongly believes in being prepared. He has food and supplies for weeks. There is a backup generator and medical supplies as well.

From the outside, it's a normal looking house, similar to many others constructed on the east coast during the 1940's. The style is compatible to the Big House, wooden siding, painted sea green with white trim, and a dark green tin roof. A tan brick chimney juts from the roof. There is a two car garage as well.



In addition to his pickup truck the garage holds Kroll's latest project, a 1954 Chevrolet Corvette he is restoring. It is almost complete, needing only a few more parts and a fresh coat of paint. As much as he has enjoyed working on it, it is just something to fill his spare time with. Once it is finished, he will sell it and find something else to work on.

## The School, 1<sup>st</sup> Floor

H. C. Barkercraft Primary School (HCB) was remodeled a few years ago and it serves this area as the public school for grades 1 to 7. Kindergarten classes are not part of this campus. Each grade has 45 to 55 students divided into two groups, classes. There are about 330 students attending the school.

Classes begin at 8:30 am and run until 3:25 pm. For the older students (above grade 4) there are six, 55 minute, class periods. Any student can get breakfast at the cafeteria between 7:20 and 8:20 am. Due to the size of the cafeteria, there are two lunch services. Unless part of a sanctioned after school activity, all students are expected to leave school grounds by 4:30 pm.

In addition to the areas shown there is a baseball field next to the bus lot and playground. This baseball field is used by both the school and the public park across the street. School staff are allowed to use the park's parking lot as well.



In most ways HCB is a typical rural area elementary school of the early 1980's. While it is underfunded and understaffed, there are no metal detectors and police officers don't roam the halls. There is still a vague sense of innocence about the place.

### 1 - Parking Lot

The main parking lot is the drop off/pick up point for parents that drive their children to school. Bicycle racks are here for the children (or staff) that need them. Several parking spaces are reserved for visitors and two others are designated handicap spaces. More staff parking can be found across the street in front of the local park.

### 2 - Bus Lot

The driveways are very clearly marked as for school buses only. Every morning the buses unload children here. In the afternoon, while parked here, they are swarmed by children wanting to go home. All five school buses that service HCB are kept in this lot when not in use. Each of these buses can carry between 70 and 80 students. Part of the lot doubles as half a basketball court. On the opposite side of the lot from the school is a baseball diamond.





### **3 - Playground**

Covered in sand, the playground has a variety of constructs for a child to play upon. Swings, seesaws, monkey bars, a slide, and a carousel are all found here. It must be noted that unlike a majority of playgrounds today, this playground is built with metal, wood, chains, and rope rather than plastic. Children are also given kick balls and basket balls to play with. While the focal point of recess is often the playground, it also spills out over the neighboring baseball field and the basketball half-court in the bus lot.

### **4 - Entry Hall**

The entry hall is all about first impressions. It has been remodeled to make use of natural light and its eastern exposure. On clear mornings, sunlight fills the room and strongly reflects off the tile floor making the space difficult to spend much time in. Several large, leafy, spider ferns hang near the curved front windows. Seasonally decorated bulletin boards boast about recent happenings at the school. Display cases proudly show off a variety of awards for the school, its staff, and students. As one enters, the administration offices are just to the left of the main doors.

### **5 - Main Hallway**

The wide hallways are kept clean, their tile floors swept and mopped and polished daily. Posters and banners decorate the rose tinted walls with seasonal flare and social messages promoting reading, math, and education in general. Water fountains can be found in the halls, near the bathrooms. Children are not allowed to roam the halls during class without a note from a teacher or a bathroom pass.

### **6 - Administration Offices**

A short weave aqua carpet covers the floor. One of the walls is covered by faux wood paneling, the others are painted mint green. Just to the left of the main door a large counter runs the length of the wall. Behind it are the teachers' inboxes and the receptionist's area. Plain wooden doors lead from this room into other small offices where people are working.

The administration office is where most of day to day business of the school is attended to. Offices for the principal, vice principal, and school secretary are located here. There is also a supply/file room next to the secretary's office. Helen, the receptionist, is most often found sitting in the chair behind the counter. While answering the phones, she greets and fields all walk-in traffic, calling other staff members as required. A P.A. system is here. It can be used to address one classroom or all of them.

Mr. Bonns, the principal, has the largest of the three offices. Mrs. Clemet, the vice principal has the one next to the principal. Finally, the school secretary, Mrs. Harriet Smith uses the last office.

### **7 - Teacher's Lounge**

This room is small and crowded with furnisher and smells of cigarette smoke. The sea green walls are covered with motivational posters and public service announcements. While clean, some of the floor tiles are cracked and the shine is marred by countless shoe scuffs.

The lounge is not big enough to hold all the teachers at once, a fact that they all secretly grumble about. But it is the only place a teacher is allowed to smoke, so they go anyway. The refrigerator, coffee maker, and microwave are provided for staff use, as is the television, which is mounted to the ceiling

just above the large table used by some staff members for meals. This room sees most of its activity the hour before and the hour after school. While some of the teachers eat lunch here, just as many eat in the cafeteria or at their desk. However they all use the refrigerator to store any food they bring.

## **8 - Custodial Closet**

This is a plain cinderblock room, its walls painted tan and lined with wooden shelves. A bare lightbulb hangs from the ceiling. This is storage for the supplies, mainly cleaning and bathroom supplies. It also houses junction boxes for power, water, and telephones. The main breaker box is here also.

## **9 - Girl's Restroom**

The restrooms used by female students have white and pink tile covering the walls and floor. Intended for use by younger children, these rooms are scaled down for that purpose. Many adults, on the high end of “average” sized, would find the facilities unusable. Indeed, most adults in the building will avoid using these restrooms in favor of the larger rooms on the second floor.

## **10 - Boy's Restroom**

The restrooms used by male students have white and blue tile covering the walls and floor. Intended for use by younger children, these rooms are scaled down for that purpose. Many adults, on the high end of “average” sized, would find the facilities unusable. Indeed, most adults in the building will avoid using these restrooms in favor of the larger rooms on the second floor.

## **11 - Activity/Art Room**

White walls and aqua carpet adorn the room. While this room is used for teaching art classes, it is also the general use room. Events such as guest speakers and parent teacher meetings can be held here. Most often, these are the smaller events. The large ones being held in the cafeteria.

Due to budget cuts, art classes are not held daily for everyone. Each class has art in this room at least once a week, some get it twice a week. So, on any given day this room will be unused at least half the day. Mr. Davis teaches all the art classes.

## **12 - First Grade Class**

These two rooms house the first grade classes. The walls are brightly colored and decorated with cartoon characters. The carpeted floor is well worn, most especially in the toy box area. Circular tables are set about the room for the children. There are cubbyholes along one wall for the children to keep coats and shoes in. Miss. Gavile and Mrs. Truedo are the teachers. Art and music classes are given to these children twice each week. Once a week they go to the library for story circle. On days with poor weather, recess is held in the room. This is often turned into a group learning session when possible. The most popular toy in the toy box is the set of little interlocking plastic building bricks.

## **13 - Second Grade Class**

These two rooms hold second grade classes. The room is painted in multiple shades of rose and decorated with educational imagery. On one poster, a bear in a fire hat tells the child to be careful around fire. Large rectangular tables are set about the room for the children. There are cubbyholes along one wall for the children to keep coats and shoes in. Mrs. Holden and Mrs. Whaley teach the children in these rooms. Twice a week the children go to the art and music classrooms.

## **14 - Third Grade Class**

The two third grade classes are taught by Mrs. Cannon and Ms. Kline. Ms. Kline's room is decorated in earthy colors while Mrs. Cannon's is in blues and greens. Both rooms have large tables that the children use. The tables have a cubby mounted to the underside for each child. Art and music classes are given once a week to these children.

## **15 - Fourth Grade Class**

Fourth grade is the first year the children change rooms during the day. Half the day is spent with Mr. King learning about math and science. The other half of the day is with Ms. Finrow who teaches english and social studies. This is also the first year the children have individual school desk seating. The desk has a space under the seat for extra books and other personal effects. Once a week they get an art class and a music class.

## **16 - Library**

The library is clean and modern. Skylights and large windows allow a great deal of natural light into the area. The carpet is a short, tight, burgundy weave. Tan walls are decorated with cartoon animals, all of which proclaim the joys of reading everyday. At least once a week every class spends some time in the library. The older children learn how to use the library's facilities and the younger ones are exposed to books and stories via being read to. Mr. Vern, the librarian, is often found at his desk, behind the counter.

## **17 - Cafeteria**

The walls are brick and painted white. They are clean. The floor is shiny and clean off-white tile. Rose tinted skylights and large windows let in a great deal of natural light. The cafeteria seats about 175 so, two lunch periods are required for all the students to be served. The children line up to get lunch, sit and eat, then take their tray to the dish window where it is taken and cleaned. The room also doubles as an auditorium and is used to address the children when a P.A. address is not appropriate.

## **18 - Kitchen**

The kitchen area is a place most children will never see. It is an industrial kitchen, well suited to making hundreds of meals everyday. Both breakfast and lunch are served from this kitchen. While breakfast is a simple meal of cereal or an egg biscuit, lunch is a much more complex affair. Half a dozen staff members work here. There is a storage room for the weekly deliveries of food and the head dietician, Mrs. Simpson, has her office here.

## The School, 2<sup>nd</sup> Floor

### 19 - Upper Girl's Restroom

The second floor restrooms used by female students. These rooms are scaled normally as opposed to the smaller scale used on the first floor restrooms. They are done in black and white tile.

### 20 - Upper Boy's Restroom

The second floor restrooms used by male students. These rooms are scaled normally as opposed to the smaller scale used on the first floor restrooms. They are done in black and white tile.

### 21 - Music Room

This is where the children are exposed to music. Most of the time this is by way of records and singing. The older children get to play music on recorders. The younger children spend more time playing musical games (like musical chairs) and singing fun and/or funny songs.



Like art, music classes have been cut back due to shrinking budgets. Most students only get one music class a week. Miss Caloway teaches all the music classes.

### 22 - Maintenance Room

A plain cinderblock room, its walls painted grey and lined with with shelves. A bare lightbulb hangs from the ceiling. This is storage for tools, equipment, and maintenance supplies. Rooftop access is also found here. Normally locked, this door is used to allow inspection of the roof and its skylights.

### 23 - Custodial Closet

A plain cinderblock room, its walls painted tan and lined with wooden shelves. A bare lightbulb hangs from the ceiling. This is storage for the supplies, mainly cleaning and bathroom supplies.

### 24 - Upper Hallway

The wide hallways are kept clean, their tile floors swept and mopped and polished daily. Posters and banners decorate the halls with seasonal flare and social messages promoting reading, math, and education in general. Water fountains can be found in the halls, near the bathrooms. A large section of

the hallway is devoted to lockers. The older children are assigned a locker for use during the school year. These lockers are used to store books and other personal effects when they are not needed. Children are not allowed to roam about during class without a note from a teacher or a bathroom pass.

## **25 - Classrooms**

These rooms are similar in layout and furnishings. Each has a slightly different flair when it comes to posters and other educational decorations. The windows here are different from every other window in the building. Their upper panes are opaque, only the lower two rows being transparent. In this way they let light in yet block out distractions. The 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade classes use these rooms to teach various subjects. Mrs. Hens teaches life science. Ms. Cooper covers the physical science classes. Mrs. McDonald teaches social studies. Mr. Belwell is the language arts instructor. Miss O'Connor handles the mathematics. Mr. Durant is the health and P.E. teacher, which is the only class that isn't held everyday. Three days a week are health and P.E. the other two are used for art and music classes.

## **26 - Rooftop**

Covered in black gravel and tar, the roof is spotted with rose tinted skylights. There are also massive heating and air conditioning units up here. A built-in ladder on the wall by the heating unit leads to the second floor's roof which is an empty expanse of black gravel and tar. The roof is off limits and only accessible by ladder or the inspection door located in section 22.

## The Neighborhood

Crystal Creek is a housing development between Hope Farm and HCB. It is less than a mile from each. The main road that cuts through the neighborhood, crosses the creek, and connects the three main locations.



This is a largely middle class, rural area. The children of the neighborhood commonly ride their bicycles all over and explore the nearby wooded areas. All the children are warned to stay away from the creek but they still go there when they can. While it is wide, the creek is not deep. In most places it is not more than two feet but there are a few spots that are deeper. The woods are spotted with little hide-outs for children. Camps and forts made for all manner of play and imagination.

Perhaps the most notable location for the local children is the corner store. Marvin's Gas n' Guzzle is on the other side of the creek from the housing development and just down from the school on the main road. Literally on the corner. In addition to soda and candy the store also has a few arcade style video games and a pinball machine. Finally, past the store and across the road from the school is a park. While the park is not shown on any map it is a fairly typical park having a large grass covered area suitable for kite flying, picnics, cookouts, tag football, and a variety of other normal park activities. There are restrooms and a parking lot as well.

## Adventures

Hope Farm Reform Camp could be a setting for multiple adventures. These being for the same children or different children, as you like. What follows is only the first adventure, *The Fires of Fear*.

### The Fires of Fear

At the age of 8, Jonny Jr. was a mostly happy child. He had a normal life. He went to school. He played with other kids. He had a mother that loved him. He never knew his father but that was not a big deal for him. But something was changing in him, he was becoming aware of the world around him and the state it was in. What he saw frightened him.

Seeking comfort, he turned to Joe, his grandfather, and spoke of his fear. Nuclear war. Old Joe, a retired USMC Gunnery Sergeant, looked at the boy, his grandson, and said not to worry. Then he held up one hand and began to tick off the names of military bases in the area on each finger. There, on the eastern seaboard, were easily half a dozen or more in the area. Then he leaned in closer. In that moment, Jonny felt Joe's breath sliding over his face, and the weight of his hand as it came to rest on Jonny's shoulder, and the gravity of his gaze as he looked Jonny in the eye. He spoke, "Don't you worry about that boy. With all those bases around here we'll be what they call a *primary target*. They'll hit us with an air-burst nuke that'll take out everything for miles. We won't have to worry about anything after that." Jonny blinked, trying to process the information he had just been given. He asked if that would kill everyone. Joe nodded. The world changed.

### The Bait

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There were a rash of fires over the course of a few months, it was whispered to be arson. The community was shocked to find a young boy the cause. Some believed him disturbed in some way. Others, marked him a hoodlum. Lucky for him, Hope Farm was there to help him see the error of his ways. Only weeks after his incarceration at the Farm, young Jonny started another fire and fled the Farm. To spite a massive search, he has not been found or even sighted. Some of the adults fear he may have drown in the creek. The children know better, they see it in their dreams.

### The Hook

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The PC's will meet Jonny before he vanishes. The fire publicized with Jonny's disappearance is not the first since he came to the Farm. There were a few small fires, mostly trashcan fires, as well. Jonny did not get along well with the lifestyle of the Farm.

He has not been doing well for some time. Indeed, Jonny thinks every adult must know about nuclear war. How can they not? Yet, they all seem to go on with life, so why can't he? The counselor, Kathy, has been trying to get him to talk about what is bothering him but he is not sure about her yet, she smells funny. So he has not shared his fear with her.

Frog woke up screaming about fire, and there was one. The dumpster behind the mess hall was ablaze. Jonny was gone. The Farm's alarm sounded and soon, both police and firefighters where on site. The fire was contained and a search of the grounds turned up no sign of Jonny. At first light the search expanded into the surrounding woods. Still, nothing turned up.

All the adults forgot about Frog. His nightmare was the last thing on their mind. Of course, Frog is having a hard time thinking of anything else. In the nightmare, he was in the woods. There was fog and a strange sound (he will describe an air raid siren). After running in the dark and scary woods he saw Jonny and fire sprang up around Jonny, who ran and jumped into the creek. Then the water began to burn too and Jonny vanished beneath it. But that was just a dream.

## How it Happened

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John Paul Wilson Jr. (Jonny) is the only son of John Saul Wilson (JSW). In 1971, JSW returned home from Vietnam, he was not the same man as when he departed. Less than a year after the birth of his son, Jonny, he left his family claiming to be unable to handle civilian life. JSW joined the French Foreign Legion and while he still sends money to his family, the last anyone has heard of him was a letter from Kolwezi several years ago. While the absence of his father has had an effect on Jonny it was not until the past year that it has really been an issue, since the conversation with his grandfather.

Jonny knows his father went to war and he kind of understands that was the cause of many problems for his father. The recent conversation with his grandfather, Old Joe, put things into perspective for him. As he sees it, his father saw war and killed people. But unlike Old Joe, who also went to war, his father could not handle what he learned about nuclear war so he ran away. Jonny can understand that, after all, the knowledge has been a crushing weight for him. Even if his father failed to handle it, his grandfather has done it, so it must be possible. Jonny doesn't see how but he is trying.

The conversation with Old Joe took place almost a year ago and Jonny's world is very different. Now, age 9, Jonny is cursed with knowledge no child should have. Nuclear fire will soon envelop the world. He sees it, everyday & every night, he knows death is coming. The only solace he finds is watching the fire. Over the past winter he spent much of his free time, after dark, sitting in front of the gas heater, watching the fire burn. When winter ended he had to find other fires.



His dreams are filled with nightmare images of a blackened landscape, populated by radiation burned versions of everyone he loves. But that's not all, mutant cannibal versions of the people that scare him run rampant. Jonny is not at all surprised that, recently, the shadows at the foot of his bed have begun to whisper of how his dreams will soon be reality. He can feel it in his bones, the world will burn.

The creatures of Closetland love Jonny's fear. They have never seen a child so completely consumed by fear without their help. They want to spread this to other children. Jonny has been taken to Closetland in order to create the Apocalypse Fields. A place full of fire and bodies and cannibal mutants and people dying of radiation poisoning. Jonny's nightmare will be the new flesh of Closetland and a powerful source of fear for the local children.

So strong is the fear that the Apocalypse Fields will bleed into our world at times. This will happen out in the woods, when no adults are at hand. Jonny is in those fields, running and afraid. Chased by mutant cannibal versions of the adults that scare him. Other children can be pulled in too and that is the point. They will hear the air raid siren in the distance, smell putrid greasy smoke on the wind, and the woods will give way to the burning, ash-covered, rubble-strewn fields of Jonny's nightmare.



## The Resolution

I subscribe to the philosophy that the last page is written by the players. So, if they come up with a good resolution, go with it! It will always be more satisfying for them if they feel like the end was something they came up with. Whenever possible, let them own it.

That said, at the very least, Jonny needs to escape Closetland and the Apocalypse Fields. This will be a task in and of itself. Once out, he has to avoid being pulled back in. The key to that is his fear. So, to truly resolve things Jonny needs to face and overcome his fear. This will not be a simple matter as he has been struggling with it for months. Maybe the PC's can help him see hope or maybe he needs an adult. Whatever the case, his fear is what powers the Apocalypse Fields and without fear, it vanishes.

## **Other Adventure Ideas**

First and foremost, while Hope Farm Reform Camp is the focus of this setting it is not the only part of the setting. So, H. C. Barkercraft Primary School or the Crystal Creek Housing Development could be the focus for your game. In this way the PC's can be children in a more common suburb or primary school setting if that is what you wish. What follows is a collection of ideas that may spark an adventure idea for you.

### Games Without Frontiers

Children have forts in the woods. They play war. Invaders from Closetland are coming! Can the factions of children work together or will the Red Devils from Closetland take the day?

### Teeth, Not Just for Eating

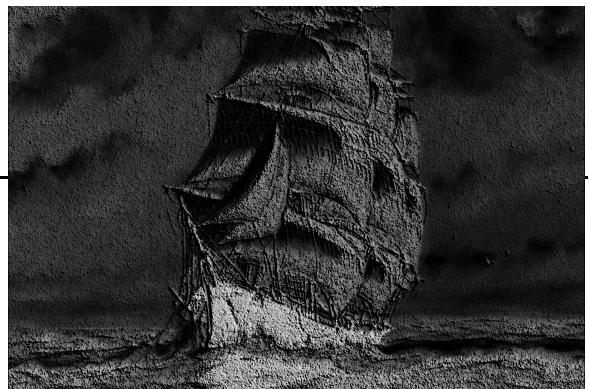
Something is coming for the tooth under your pillow and it's not leaving quarters behind. Local children begin acting strange after losing a tooth. It turns out they are missing more than an incisor! Long grey green clawed hands reaching for the tooth. Hunger not satisfied.

### Bark at the Moon

The woods at night are normally still and silent. The past few weeks have changed that and several children swear there is something out there. Neighborhood pets are responding as well. Some are even becoming mean and biting!

### Pirates of Crystal Creek

Are ghost pirates roaming Crystal Creek? Is there treasure? Will they really make kids walk the plank? All these questions and more can be answered by the children brave enough to investigate the "shipwreck" in the creek.



### The Game Mask

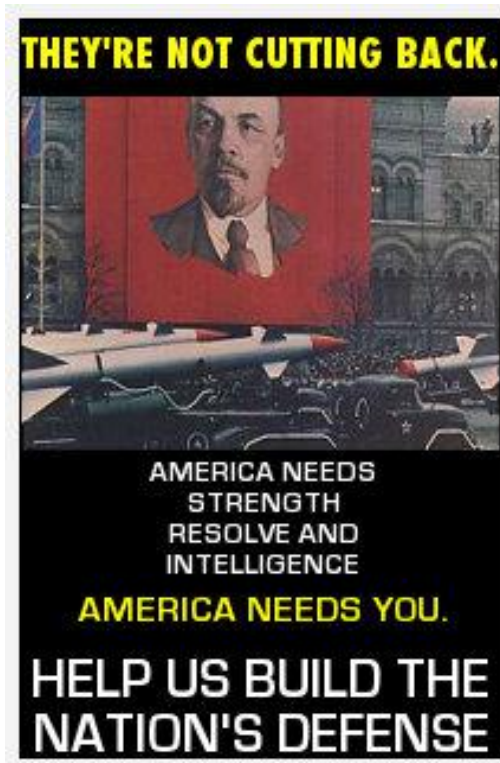
They say it's an African witchdoctor's mask! The Colonel brought it back from a big game hunt and now it's hanging in the Big House. Every kid that sees it gets a serious case of the "wiggins." Some are even starting to dream about it and the scary man that wears it.

## Posters

The Farm has a large number of posters decorating its walls.

Shown here are a few examples of what people would see. Some sound more innocent than others. A few are even more horrifying than these, using the image of mushroom clouds and nuclear explosions to get their point across.

Yet for all of them, the message is clear, fear, hate, war.







# Hope Farm Reform Camp





