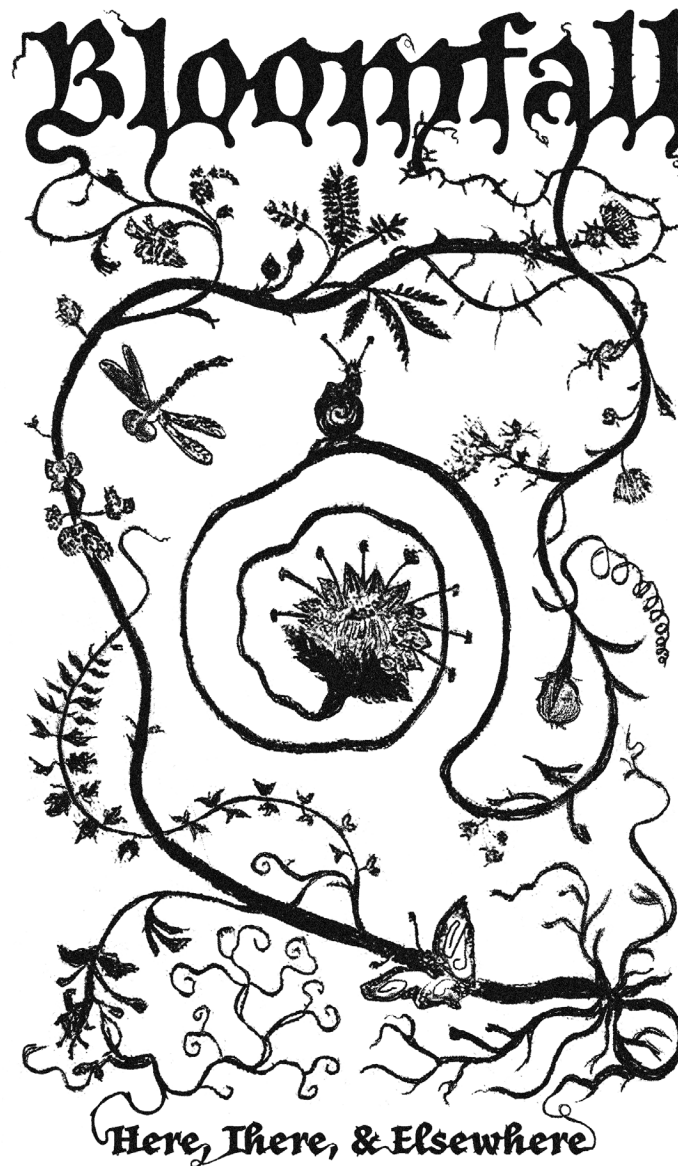


## Quick Start



## Credits

The idea of centering a game around combating plant blindness was inspired by a conversation between Sue Wessler, the LabX Team (Ann Merchant, Keri Stoeber, Joshua Gleason, Nawar Nemeh), and Sharang Biswas with input from Ari Novy.

Game Design and Writing is being conducted by Sharang Biswas, Yeonsoo Julian Kim, and Joshua Gleason.

Cover and Layouts by Joshua Gleason



## About

This is a quickstart version of BLOOMFALL, and doesn't include ALL the mechanics the game offers. You should also note that this game that might be different from what you're used to from a TTRPG in a two key ways:

- ✿ Its narrative structure is less open-ended, and should be thought of as an “interactive storybook”
- ✿ Players can engage in “solo excursions”: real world activities between sessions that enhance their experience of the game and affect the game's story. For this quickstart, players should pick characters, perform their solo excursion, and share the fruits of their excursion with the GM before playing the first adventure.

## Disclaimer

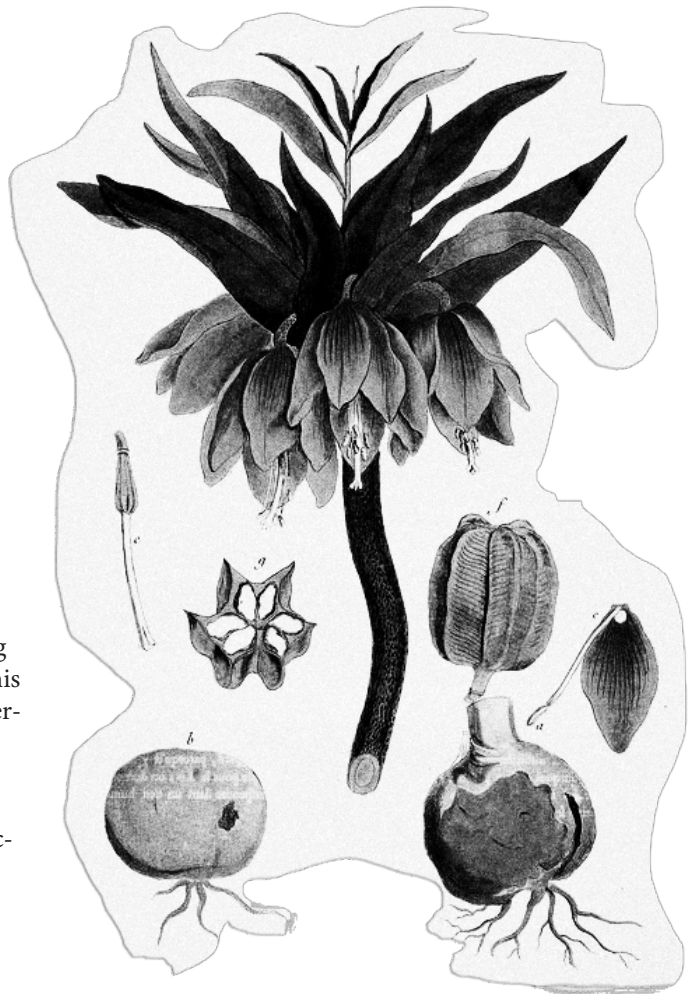
This game may inspire interest in plant life and natural environments. While we encourage educational exploration and appreciation of nature, it is important to do so responsibly. Please do not ingest or handle plants without proper knowledge, as some may be harmful if consumed or touched. Always respect local wildlife regulations and preserve the natural habitat.

## Legal

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All characters and events in this game are entirely fictional. Any resemblance to actual persons, living or dead, or actual events is purely coincidental. This game is a work of creative fiction designed for entertainment purposes only.

Open Domain art work included in this book was sourced and adapted in part from the digital collections of the New York Public Library.



*La Couronne Imperiale - Crown Imperial*



## Materials Needed

- ⊗ This quickstart booklet
- ⊗ A character sheet for each player (found at the end of this document)
- ⊗ One or more six-sided dice (d6)
- ⊗ Tokens or coins to act as Tilt Tokens
- ⊗ A notecard or other shareable, visible place to write down Story Seeds
- ⊗ Scrap paper and writing implements

# Welcome to Promethean Academy

*Bloomfall* is set during the Progressive Era (roughly 1911) at **Promethean Academy**, a mysterious boarding school that sits on the border of a magical and verdant realm called **the Elsewhere**. The academy is located on **Heartwood Island**, a little-populated barrier island off the coast of the Mid Atlantic. It is roughly inspired by locations such as Chincoteague Island and Assateague Island. While the rest of the United States deals with the repercussions of rapid industrialization, Promethean Academy remains tucked away in the heart of the natural world.

As soon as you arrived at the academy as underclassmen last week, it was clear to you that this is no ordinary school. For one, the teachers are called **Stewards** and all seem to have a deeply personal relationship with the natural world. You met the charismatic **Headmistress Sarrosa**, had class with **Steward Talbot**, the eccentric Art History teacher, and befriended the quiet **Nederick** and outgoing **Amrita**. You also butted heads with **Lachlan**, a taciturn underclassman who seems to resent having to be at the school at all.

While some classes are normal, others are focused on unusual topics such as plant communication and butterfly migration. Then there is the stark separation of upperclassmen and underclassmen. Not only do you share very few spaces on the island, the upperclassmen seem determined never to interact with new students at all. In fact, the only upperclassman you have spoken to at all is **Wilhelmina Wharton**, the disinherited heiress to the Wharton Oil fortune who claims to have turned her back on her family for their role in destroying the natural world. However, there is something all too charming and cunning about Wilhelmina, and you are beginning to suspect she might not be as genuine and kind as she pretends to be.

The strangest thing you have encountered by far, however, is the Elsewhere. Last week, each of you stumbled

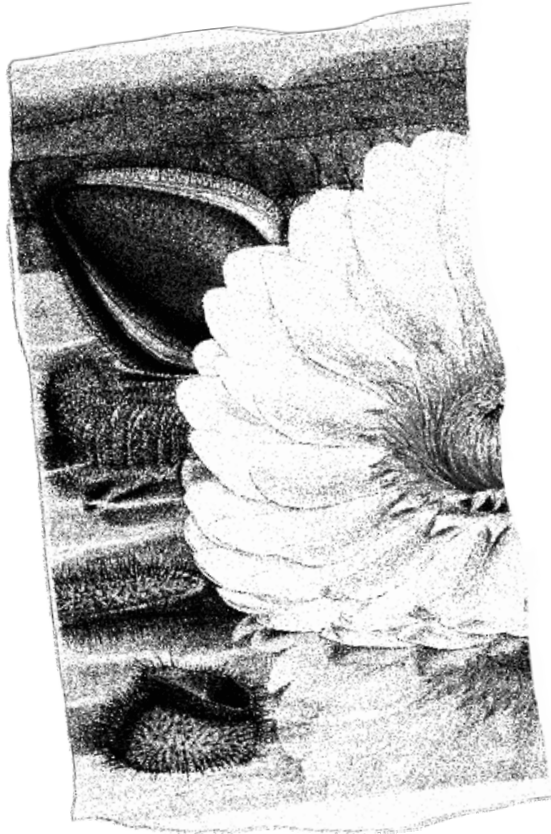


upon your own personal portals to this magical world, but have yet to learn much about it. It is the source of both great beauty and terrible danger, and home to ancient beings called the Rooted who resemble trees merged with humans. So far, **Autumn's Vice** is the only Rooted you have encountered, but he remains as mysterious as the first chill whisperings of summer's end.



## The Protagonists

In *Bloomfall*, players take on the roles of students aged 12-16 who are arriving at Promethean Academy for the first time. Though they may be of different ages, all Protagonists start out as first year underclassmen, as Promethean Academy does not abide by the rules of normal schools. The student body is made up of students from vastly different backgrounds, but they tend to have one thing in common: there is no place where they truly belong in the outside world.



Protagonists can have been anything in their pre-Promethean lives, including farmhands, heiresses, orphans, proteges, former child laborers in factories, runaways, and former city-dwellers. This background is reflected in the Protagonist's starting Gift. **Gifts are abilities, traits, magical items, or peculiar spells from the Elsewhere that give some sort of benefit to a protagonist or to the group.** In order to use a gift, you briefly answer a prompt and gain the associated benefit.

Additionally, each character starts with a **Story Seed**, a narrative element that players can incorporate into the game in order to earn Tilth Tokens which can be spent to influence dice rolls (more on this later).

When the Protagonists are invited to attend Promethean Academy, the invitation makes it clear that their first year is a trial run to determine whether they are a good match for the peculiar school. If the School Board evaluates them favorably, they will be allowed to progress to become an upperclassman the next year. If the evaluation is less favorable, they will be asked to leave and never return.

# How To Play

Sessions of Bloomfall play out like an interactive storybook. The GM acts as a storyteller, telling the other players about the world and the characters in it. The other players add details to the world, and determine the actions of their Protagonists. The ultimate structure or story of each adventure is set, and Protagonists flesh out the details.

A campaign of Bloomfall includes group sessions where the GM guides play and Solo Excursions in which each player explores the real world to find inspiration for their characters.



## Playing The Protagonists

In Bloomfall, the players' main priority is roleplaying their characters. However, they also have the ability to help shape the school, the island, and even the Elsewhere.

During the game, players should feel free to...

- ⊗ Control and express the thoughts and actions of their characters.
- ⊗ Invent classmates.
- ⊗ Invent relatively ordinary locations, such as an art supply closet, a dorm room, a classroom, or a grove.
- ⊗ Add details to the faculty and the three Antagonists.



Unless directed by the GM, players are not able to...

- ⊗ Describe a catastrophic event (a fire, a death, grievous injury, etc.).
- ⊗ Control other characters.
- ⊗ Invent unusual or special locations on the island
- ⊗ Invent magical items or characters.
- ⊗ Use any kind of magic.

## Player Gifts

Gifts are abilities, traits, magical items, or peculiar spells from the Elsewhere that give some sort of benefit to a protagonist or to the group. Gifts are noted on the associated player's character sheet.

To use a Gift, mark off a checkbox, briefly answer the associated prompt, and gain the benefit. If you feel you cannot answer a prompt in a way that feels true to the story, you do not gain the benefit. Once all checkboxes are marked, the Gift will no longer provide a mechanical benefit. Checkboxes can be marked in any order.

Most commonly, Gifts to add a +1 to a Challenge Roll. Players must declare the use of this sort of Gift before making the Challenge Roll (unlike Tilth Tokens, which can be used after the die result is known). Each Player can use one such Gift at a time, but multiple players use their Gifts for a single Challenge Roll, and the bonuses do accumulate.



## GMing the Game

While running a scene, the GM should feel free to use any literary terminology that will help them to guide the game and frame the unfolding narrative as a storybook. Some examples include saying “turning the page” when transitioning to a new scene, asking players what an illustration of a particular moment would look like, and openly referring to topics such as symbolism and foreshadowing.

It is ultimately up to the GM to decide when a player has used a Story Seed in a way that is meaningful and makes sense and reward it with a Tilth Token. If a Protagonist attempts something challenging that is not outlined in the adventure, feel free to refer to the General Challenge Roll Table at the start of the adventure.

## Group Sessions

Play is relatively straightforward: during sessions, players engage in the story as their characters with the GM asking them questions and guiding scenes. The players steer their Protagonists through the adventure while the GM describes the setting and other characters. The GM will also occasionally delegate aspects of worldbuilding to players. Adventures have a fairly constrained plot, divided into discrete scenes.

## Challenge Roles

At a few points during the adventure (typically 2-3 times), players may be asked to make a **Challenge Roll** to determine the outcome of an important and risky decision. To make a Challenge Roll, players roll a d6. The GM consults the table included in the adventure and narrates the result based on the die roll. Note that the table might contain more than 6 entries. Higher-numbered entries can be accessed using Tilth Tokens (see below)

## Tilth Tokens

**Tilth Tokens** are a resource granted to players by the GM, and they can be used by players to manipulate Challenge Rolls in their favor. Tilth Tokens are shared by the entire player group. The main way for players to earn them is by reincorporating something called **Story Seeds** into their storytelling. There are other ways to earn Tilth Tokens, such as through certain Challenge Roll results.

**Tilth Tokens do not carry over between adventures**, and the group starts each session with no Tilth Tokens. In addition to being used to change Challenge Roll results, occasionally the GM can require the players to spend a Tilth Token in order to accomplish something risky or difficult.

## Story Seeds

**Story Seeds** are motifs that players can incorporate into the story on a recurring basis. They can be anything from an item, like a porcelain doll, to an occurrence or behavior, like nervously whistling. Each Protagonist generates a new Story Seed every time they play through a Solo Excursion. Additionally, the GM can turn interesting elements inserted into the adventure by players into Story Seeds. Whenever a player meaningfully weaves a Story Seed into a scene, the GM awards a Tilth Token.

## Between Group Sessions: Solo Excursions

Between adventures, players undertake Solo Excursions on their own, engaging with real world activities to stimulate the creation of new in-world elements that then get added to the shared Compendium and may be used by the GM for later adventures. During these excursions, each player creates a new Story Seed to use in the upcoming adventure. They may also earn other rewards.

The ultimate purpose of Solo Excursions is for players to engage with plants and plant-life around them, in ways that meaningfully influence their characters and the game.

## Scars & Disruption

Scars and Disruption are two measures of negative outcomes.

### Scars

At certain points, protagonists might gain Scars, which represent mental, physical, social, or emotional harm. Players keep track of these on their character sheets.

Whenever a protagonist gains a Scar, write down its description.

Each Scar any protagonist has adds +1 to the GMs misfortune pool at the start of every adventure.

Protagonists can accumulate up to 4 Scars. If a protagonist with 4 Scars is asked to mark another Scar, the group marks a point of Disruption instead.

## Disruption

Disruption is an abstract measure of how much chaos the protagonists are causing or failing to prevent at school.

Whenever players are asked to mark a point of Disruption, they check a box and write down the cause of the disruption (eg: “we destroyed valuable art”, “the creature ran rampant and upset people”, “we enacted a rite that caused general confusion”).

While each individual point of Disruption has no major effect, accumulating them can have negative consequences. When you mark off a Disruption point that has a Twist, the players and GM collaborate to resolve the effects of the Twist.

Each Twist Also adds +1 to the GM’s Misfortune pool at the start of every adventure.

Certain effects in the game may allow protagonists to remove points of Disruption. Players work backwards from bottom, up. Any marks remove from a twist effectively “resolved” that twist: it is no longer in effect

Players may also have the opportunity to resolve twists on their own without removing Disruption points. In such a case, the Disruption point still counts: Do not remove a checkmark, but do resolve the twist.

See the play materials section for the Disruption tracking sheet.

## Misfortune

At the start of each adventure, the GM begins with a bank of Misfortune Points equal to the current Disruption + the total number of Scars accrued by all players.

Before a challenge roll, the GM can spend Misfortune Points one-for-one to add a negative modifier to the challenge roll. No more than 3 Misfortune points can be spent in such a way on a single roll.





## The Compendium

When the Protagonists first arrived at the school, they discovered a book detailing former students' encounters with the Elsewhere. Protagonists add information to it each session as their knowledge of the school, Heartwood Island, and the Elsewhere expands.



For players, the Compendium is represented by an actual booklet they add pages to as the game progresses. This booklet is used as a reference so players can remember what creatures, plants, and phenomena they have encountered, as well as any magic objects they have collected throughout their adventures. See the Player Materials section for a Compendium page template.

## Characters

The world of Bloomfall is populated by characters who all have their own unique relationships to the school, the island, and sometimes the Elsewhere. Here are some of the people the Protagonists will encounter in their adventure.

### The Three Antagonists

There are three Antagonists who cause problems at Promethean Academy and interfere in the Protagonists' adventures:

#### Wilhelmina Wharton

Wilhelmina Wharton is an upperclassman at Promethean Academy and a Wharton Oil Company heiress. She claims to have turned her back on her family due to their wanton destruction of nature all for the sake of their fortune. In reality, she has infiltrated the school as a spy on behalf of her family in hopes of winning their favor after having disgraced them.

**Starting Goal:** To discover a way for Wharton Oil Company to exploit the Elsewhere for its powerful magical resources. Doing so will earn her a place back in her family's good graces.

#### Lachlan

Lachlan is the creation of a watery entity called the Elder Spring within the Elsewhere. Though he appears fully human, Lachlan is merely the human embodiment of the Elder Spring's desire to protect the Elsewhere from humanity. Lachlan often resents his human form, thoughts, emotions, and limitations and wishes his parent, the Elder Spring, would have made him more like the Rooted. He resents all humans and believes that their selfishness will always win out over all else. The only exceptions are those humans who

have dedicated themselves fully to Promethean Academy's mission.

**Starting Goal:** To acquire irrefutable evidence that humanity is a lost cause and that the Elsewhere must be sealed off from the mortal realm until humankind is no more.

#### Autumn's Vice

Autumn's Vice is an ancient Rooted who has long resided in the part of the Elsewhere connected to Heartwood Island. He is driven first and foremost by curiosity and enjoys playing games with confused humans. Likewise, he is fascinated with how swiftly the mortal realm changes and evolves, as time moves at a snail's pace in the Elsewhere. Though Autumn's Vice is acutely aware of the dangers humanity poses to both their world and the Elsewhere, he sees vast potential in the mortal realm. If only it were not mortals who presided over it.

**Starting Goal:** To learn enough about mortals and their world to be able to successfully invade and claim it for the creatures of the Elsewhere.

### Side Characters

#### Headmistress Florence Sarrosa

Headmistress Sarrosa is the human face of Promethean Academy and a dedicated Steward. She was one of four students to graduate in her class, the others all having been banished to the Elsewhere after a mass attempted escape to the mainland. Since starting her position as headmistress over a decade ago, Sarrosa has made a point to choose students who truly have nowhere else

to go so there will be less temptation to leave Heartwood. Though she does not show it, she is fearful of the Elsewhere because she knows her fellow students are still out there somewhere and likely resent her for her loyalty to the Academy.

**Starting Goal:** To help as many students as possible graduate to become Stewards and to help banished students to survive their time in the Elsewhere even if it is against the School Board's will.

## Amrita

Amrita is an outgoing and ambitious student who is determined to experience life to the fullest even if that means breaking school rules every once in a while. She is as compassionate as she is mischievous, a combination that gets her into and out of trouble very quickly.

## Nederick

Nederick, or Ned, is a quiet student who is extremely observant and thoughtful. Though he has a nervous streak, if another person is in trouble he does his best

to help them even if it puts him at risk. However, he is not good about asking for help when he is the one who needs it.

## Steward Greg Talbot

Greg Talbot is the Art History teacher at Promethean. He is one of the more laid back faculty members and often lets students get away with mischief as long as he thinks it's character-building. Talbot employs some unusual teaching methods, such as teaching classes outdoors and giving long lectures on extremely specific topics such as the history of sourcing paintbrush materials.

## Nurse Henrietta Gibson

Henrietta Gibson is the nurse who works at the school's infirmary and cares for the school's medicinal plants. She is highly respected by the faculty and upperclassmen. She often makes medicine out of herbs, most of which are grown on the island but some which seem to be sourced from the Elsewhere.

# Setting & Lore

Bloomfall takes place during the American Progressive Era, a period named for the surge in activism centered largely on political and social issues such as poverty, racism, political corruption, conservation, women's suffrage, and child labor. The rapid industrialization and urbanization of the Gilded Age has utterly transformed the country, and many other nations are experiencing similar growing pains.

With cities expanding and nature steadily disappearing, much of humanity's relationship with the natural world has diminished. However, Promethean Academy, with its timeless character and isolation from the rest of the world, is an exception. The school is surrounded by nature on all sides with no paved roads, no electricity, and not even a single town to speak of.

## Promethean Academy

Promethean Academy sits on Heartwood Island, a vast but little-visited barrier island off the eastern coast of

the United States. Students from all around the world attend this boarding school surrounded by wilderness. Some have forsaken a metropolitan education for the more eccentric curriculum Promethean offers. Others never had anywhere else to go.

Though the school has a rich history that stretches back at least two centuries, nobody seems to know for certain when it was founded or by who. Some claim the school was originally built in Europe but was re-established on Heartwood Island after a great fire consumed it. Others insist the massive amount of marble used in the library was sourced from China and India, indicating a connection to Asia. Ruins reminiscent of ancient Egypt and even ancient Sumeria speak of an even deeper, stranger past.

Everyone has their own pet theory about the origins and nature of the school, but no living human knows the full truth. What is important is the school's mission: to take promising students and turn them into

Stewards who will dedicate their lives to protecting the natural world and the Elsewhere.

## The School Board

Though Headmistress Sarrosa calls the shots on a daily basis, it is the shadowy School Board that makes the big decisions and truly controls the school. Though the School Board would have students believe that they are a group of humans with vested interests in the academy, the truth is much stranger.

The School Board is both one entity and many. It is the facade for the spirit of the school itself. This spirit is a hivemind being of sorts that considers itself to be a servant of the Earth. It has had many names throughout its existence, but currently insists on being addressed as the School Board. It considers its purpose to be protecting the Earth from danger, and right now that means protecting it from humankind. It has deemed that the best way to do this is to create Stewards, humans who share its goal and are willing to do whatever it takes to keep their species from destroying the world.

For the purposes of this quickstart, the truth of the School Board is secret knowledge meant only for the GM.

## Underclassmen, Upperclassmen, and Failed Stewards

In Bloomfall, all player characters are underclassmen who have just arrived at the school for the first time. They start off knowing nothing of the Elsewhere, and faculty and upperclassmen alike are forbidden from telling them anything about magic or the Elsewhere. This is a measure that Headmistress Sarrosa put in place at the start of her time as Head of School. The rule is meant to protect underclassmen who either fail to show promise as a potential Steward or choose to leave the academy after their first year.

If a student fails to meet the School Board's standards, they are not allowed to remain at Promethean Academy. New students are given one year as a trial and are sent home if they are deemed a poor fit for the academy. If they do well at the academy and wish to continue their education there, they become upperclassmen. It is only then that they are officially taught about magic, the Elsewhere, and their future roles as Stewards.

## Heartwood Island

There are no towns or villages on Heartwood Island, but a ferry visits once a week to deliver necessities and any food items that the school can't grow themselves. Rumors on the mainland suggest that the island is cursed or bewitched, and they have good reason to believe so. Morton, the only town known to have ever been established on the island, was destroyed by flooding during a storm in the early 19th century. Hikers, birdwatchers, and people on fishing or recreational boat trips have been known to go missing in the island's wilderness, while others have stumbled out of the woods claiming they have no idea how they ended up there.

The strangest aspect of Heartwood Island, however, is that there is no record of it being on the eastern coast of North America until the late 18th century. The tribes with history in the region claim there was no such island during the time when they first inhabited the mainland. Additionally, there is no record or mention of the island in the accounts of early European settlers. The first official instance in which the island was documented seems to be the founding of Morton in the 1790s, at which point Promethean Academy was already long established there.

Heartwood Island is a barrier island, standing between the East Coast and the Atlantic Ocean. Attempts at measuring it have yielded vastly different results over the years, but it is generally accepted that it is somewhere between ten to twenty miles long. Heartwood Bay separates the island from the mainland, and just as with the size of the island, there is no consensus on the exact distance between the island and the mainland's shore. It is common wisdom, however, that swimming that length would be next to impossible.

## The Elsewhere

Just beneath the surface of reality as we know it, there resides a realm where every single thing, from the soil to the clouds, is imbued with magic. Though there are many names for this place, the students who first created the Compendium called it "The Elsewhere."

The Elsewhere is, as far as anyone who has contributed to the Compendium could tell, a vast expanse of nature that is flourishing under the influence of the ubiquitous magic there. Many animals and plants there bear

some resemblance to those that live in the ordinary world, while others would seem completely alien to visiting humans.

The Elsewhere is like a layer that rests on top of the ordinary world, usually just out of reach but never fully separate. Aside from magic, the primary difference between the ordinary world and the Elsewhere is that the latter has not been touched by rampant industrialization. There are no trains, electricity, vehicles, factories, or even horse-drawn carriages.

## The Rooted Ones

The Rooted are long-lived beings that have inhabited the Elsewhere for many thousands of years. They are part tree, part something else entirely. Though they appear and sound semi-human to human eyes and ears, they are far from it. Their bodies and spirits are intrinsically tied to the Elsewhere. When the Elsewhere thrives, so do they. When it is wounded or diseased, they too wither and grow weak.

# The Game

## Structures of Play

### Before the Game Session:

- ⊗ The GM reviews the adventure
- ⊗ Each player chooses a character from the pre-made character sheets
- ⊗ Each player does the Solo Excursion (first the Preamble, then the Amble)
- ⊗ Each player fills out a Compendium entry for the creature they created
- ⊗ The GM chooses one of those creatures to be featured in the adventure

### During the Game Session:

- ⊗ Review notes from Solo Excursions
- ⊗ Play through the adventure

These beings live in the Elsewhere but visit the ordinary world occasionally, both out of curiosity and in order to monitor the places near portals for potential threats.

## Promethean Academy

*While magic exists in the ordinary world, its influence is inconspicuous that the average person could easily deny its existence. This is in large part because the Elsewhere and its magic do not want to be detected by humans except for under special circumstances.*

## Solo Excursion

Solo Excursions are trips your protagonist takes into the Elsewhere alone. They are for you to play in your own time, between adventure sessions (though you should feel free to play with a friend, if that feels more comfortable). You will need to take notes, but you don't need to write long journal entries unless you'd like to (or are specifically asked to do so). Solo Excursions are divided into two parts, Preambles and Ambles. For the sake of the Quickstart, one of each is included.

Players should pick characters and then finish their solo excursions (both Preamble and Amble) before the game session.

First, follow the instructions for the Quickstart's provided Preamble. Preambles involve real-world activities you'll be doing. Each preamble will ask you to note 2-3 CHARACTERISTICS.

Then, follow the instructions for the provided Amble. These are story moments for your Protagonist. At some point, you will be asked to incorporate the CHARACTERISTICS from your Preamble into the narration.

## Creature Subtypes

There are three types of creatures that can be created as part of the Solo Excursions: Friendly, Helpless, and Menacing. This quickstart's adventure involves a MENACING creature. The other two types will be included in the full game.

## Menacing

MENACING creatures can pose a serious threat to people. They may be venomous, physically dangerous (perhaps thanks to teeth, claws, or strength), or produce strange, harmful, magical effects (perhaps it can turn living beings to stone, or perhaps it sheds fur that ignites when it gets too dry).

MENACING creatures need not be vicious or aggressive (though they might be). Perhaps they are inadvertently dangerous to humans. Or perhaps they only grow aggressive when they're frightened, startled, or cornered.

## Preamble: Visions of Glory

KEY ACTIVITY: Observation

Approach a plant (that's not simply grass). This could be anywhere: in your home, in your garden, outside on the sidewalk.

I. Observe three parts that you can see:

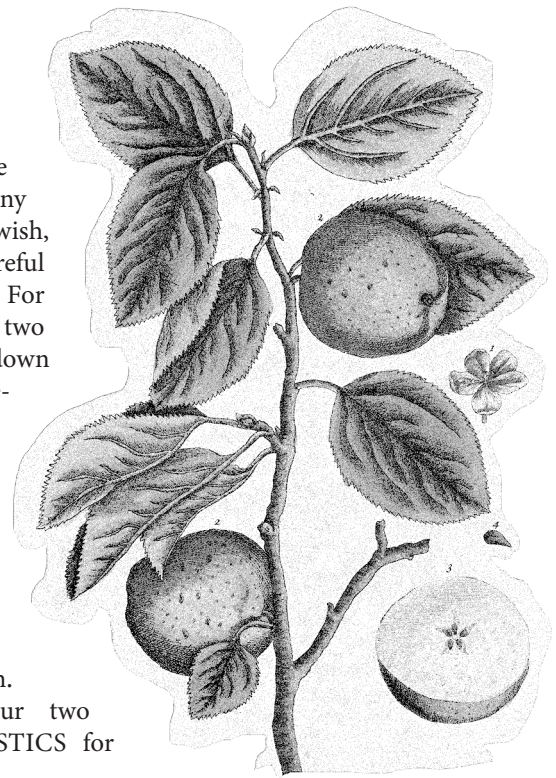
- ☼ Root
- ☼ Leaf
- ☼ Branch
- ☼ Stem
- ☼ Flower
- ☼ Fruit
- ☼ Some other part of the plant

II. For each part, note down three immediately obvious observational details.

III. Pick two of the parts. Observe them more closely (using any senses you wish, though be careful and respectful). For each of these two parts, write down three more details. Be more specific than earlier.

IV. Pick one detail from each of your two parts. Note them down.

These are your two CHARACTERISTICS for your Amble.



Malus Sativa - Apple Tree

## Amble: The Tattooed Grove

The Tattooed Grove is a cluster of tall trees with smooth trunks and leaves striped purple and orange. The undergrowth consists of patches of a pale, jade grass

Hanging from the tree branches are green vines laden with flowers. What are the flowers like? Do they have a scent? Are the petals tightly or loosely arranged?

On closer inspection, it's clear that the leaves are actually orange, with intricate purple designs "tattooed" onto them. Someone has meticulously crafted these images on each and every leaf.

1. Something beautiful, some memento of your life before Promethean Academy—you lost it near your portal.

Describe it. What makes it beautiful?

2. What were you doing near the portal? How did you lose your treasure?

3. You decided to step through your portal to continue the search. How did it feel different from the first time you stepped through?

4. You found yourself in the Tattooed Grove. Wild and beautiful, yet with a sense of danger, like the sharp thorns of a rose. The trees in particular, are intriguing. Who do you think creates these “tattoos”? For what purpose?

5. As you contemplate the trees, you’re surprised by the presence of a MENACING creature, something magical and strange. What was it doing before the two of you noticed each other?

What did it look like? Sound like? Smell like?

Use your CHARACTERISTICS to describe the creature

6. It regards you warily for a moment. That’s when you spot your lost treasure, right next to the creature. How do you try to obtain it without startling this new, potentially dangerous native of the Elsewhere?

7. Make a Challenge Roll to determine how your efforts went. You may not spend any Tilth Tokens.

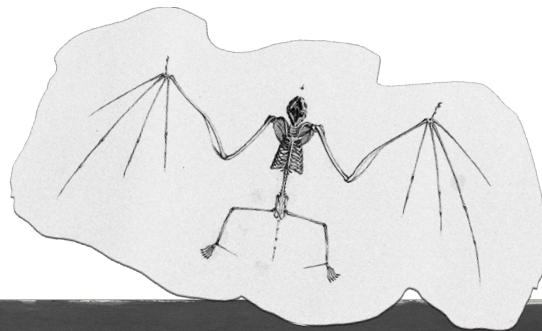
Table 1

Die Value	Effect
1-2	Terribly. You end up badly frightening the creature, it both hurts you and damages your treasure in its haste to get away. Add the treasure as a temporary, personal story seed for your next adventure, but note its damaged state. Gain a scar that reflects how it hurt you.
3-4	Well Enough. Your plan doesn’t fully work, but the creature soon grows bored and drifts away. You recover your treasure with just a little dirt as a marker of its adventures. Add it as a temporary, story seed.
5-6	Quite well. Your plan goes off flawlessly. Not only do you recover the treasure, you’re delighted to discover that its time in the Elsewhere has changed it in some weird way. Add it as a temporary story seed for your next adventure, and note it’s new, alien appearance. Also add “Explorer of the Elsewhere” as a temporary story seed.

### Aftermath

- ☼ Gain one Exploration Point.
- ☼ Fill out a Compendium entry for the MENACING creature.

### The Solo Excursion is now Complete.



The notion of tattooing plants isn’t necessarily alien or magical! Food- and Science-writer Nicola Twilley has noted how speciality Japanese farmers wrap apples in successive layers of paper bags in order to produce snow-white fruit, and then use adhesive stencils to ensure that sunlight only hits—and hence stimulates coloration of—certain parts of the fruit. Suzanne Freidberg writes about how farmers in the French village of Montreuil presented Teddy Roosevelt, King Leopold of Belgium, and Russian tsar with “fruit-photography” or apples with their own illustrious portraits “tattooed” on! These farmers sometimes used even more exotic materials to block sunlight, including snail slime!

# Quickstart Adventure: An Unexpected Visitor

*A fall adventure*

## GM Checklist

Make sure to do the following before running the adventure:

- ☞ Pick a MENACING creature from the Compendium. This will be the creature that is loose in the school, frightening students and escaping the Protagonists' grasp.
- ☞ Add +1 Misfortune to your pool to start off with.

If you want to be extra prepared for this adventure, here is a list of prompts you can answer and decisions you can make before the session:

- ☞ Chapter One: A prompt about the dining hall
- ☞ Chapter Two: A prompt about upperclassmen
- ☞ Chapter Three: Determine how the classmate gets injured
- ☞ Chapter Four: A prompt about strange items in the infirmary
- ☞ Chapter Four: Another compendium creature to mention in passing



*Iris Variegata - Hungarian Iris*

## Structures of Play

### Read to yourself

In this adventure, the Protagonists come face to face with a creature from the Elsewhere as it causes chaos across the school. Their encounter leads them into a confrontation with Irene Liang, a mysterious upperclassman, who warns them not to let any of the faculty know the truth about what they've seen. They must decide how to deal with the creature and who they can trust within the school.

**Featured Antagonists:** Wilhelmina (though all three are present)

**Featured Side Characters:** Irene Liang (introduced in this adventure), Steward Talbot, an underclassman friend of the players' choice, Nurse Gibson (introduced in this adventure)

**Featured Locations:** Bayberry Hall, the infirmary, the greenhouse

## General Challenge Roll Table

If you find you need to create a Challenge Roll for something that isn't covered in the text of this adventure, you can refer to the following table of results.

Table 2

Die Value	Result
1-2	The attempt fails. Choose a Protagonist to take a Scar and ask them to describe how they get it.
3-4	The attempt succeeds, but only barely. Ask a Protagonist to describe how they embarrass themselves a little during the attempt. Turn something from this incident into a Story Seed.
5-6	The attempt succeeds. Grant a Tilth Token and ask a Protagonist to describe the victory.

## Solo Excursion Review

Ask the players to choose a location for their Protagonists to review their recent findings from their Solo Excursions in secret. This will be the place where they always go to review their excursions and add new notes to the Compendium from now on.

Have the Protagonists take turns sharing their findings from their Solo Excursions. This should be done in-character. At the end, make sure that everyone shares their new Story Seeds and write them in a list for everyone to see.

## Adventure Introduction

### Read aloud

*In this adventure, our Protagonists' attempts to acclimate to Promethean Academy and Heartwood Island are interrupted by a visitation from the Elsewhere. A creature is loose in the school, and the longer it remains at large, the more students become suspicious about its nature and where it came from.*

*As our Protagonists are about to find out, the last thing they want is to have the truth about this creature and the Elsewhere coming to light.*

Have the Protagonists answer this prompt as a group:

- ⊗ What vestige of summer do you see leaving Heartwood Island? What memories or emotions does this conjure up?

## Prologue

### Read aloud:

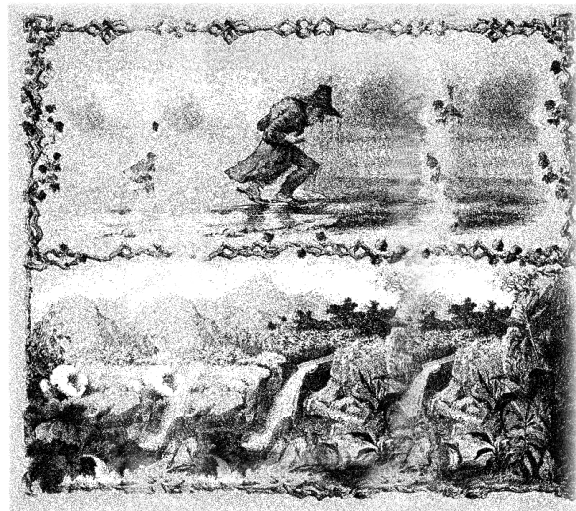
*Autumn announces its arrival as its winds knock branches laden with leaves that are not long for this world against darkened windows. In the distance, the sun begins its ascent, but its light does not yet pierce the trees to illuminate the school grounds. Somewhere near the shore, a flock of snow geese honks in celebration at finding especially tasty marsh grass roots. Only one person on campus hears the distant squawking. It is dawn on Saturday morning. Almost everyone is*

*still asleep. Almost. We turn the page.*

Tell the players which creature from the Compendium is loose in the school. Review its entry in the Compendium with them. Note that while the players are privy to this information, the Protagonists are still unaware.

Have the players take turns answering the following prompts. Choose a detail from one of the answers to become a Story Seed.

- ⊗ Which underclassman friend of yours is up at the crack of dawn? Where are they and what ordinary activity are they doing there? (Note: the side character cannot be an Antagonist)
- ⊗ What is the first, subtle sign that the creature is in that same location? Why doesn't this character notice?
- ⊗ The creature emerges. How does it startle your classmate? What gives away that it is upset, angry, or afraid?
- ⊗ What does your classmate do that ends up further agitating the creature? How does the creature respond?
- ⊗ What final image on the page are we left with as your classmate, the creature, or both flee the scene?





# Chapter One: A Gathering of New Friends

*Classes have not been what you expected. Steward Talbot, your Art History teacher, had you comparing artistic renderings of trees throughout the centuries, asking you for your opinions on which artists seemed to have the most reverence for them based on their depictions. Then there was that seminar on identifying and treating plant diseases and insect pests given by Nathaniel Joplin, who you assumed was solely the campus gardener. Not to mention that most of your classes have been held outside.*

*Even this dining hall does not seem like that of a normal school. What unusual autumnal offerings do you place on your plates before seating yourselves at a table?*

GM, answer the following prompt silently and use your answer to help set the scene:

☼ How is the area of the dining hall where the upperclassmen sit different from where the underclassmen sit? Is there any actual physical barrier between the two sections, or is it a purely psychological barrier?

Have the Protagonists answer this prompt as a group:

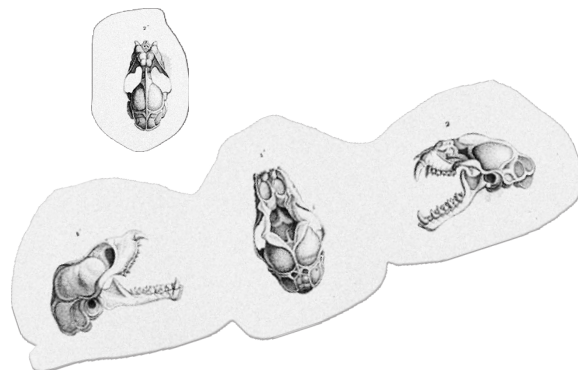
☼ As you finish your breakfast, your conversation turns to an awkward observation all of you have made. The upperclassmen seem to all constantly avoid the underclassmen like the plague. What are your theories as to why that might be?

Create a Story Seed from the players' answer if you feel inspired to.

Once everyone has had a chance to share their theories on the matter, have the side character from the prologue enter the dining hall, noticeably unsettled and upset. If the Protagonists do not invite the character to share what's wrong, the character approaches them and asks the following questions in some manner (adjust the wording to fit the character's voice as you see fit).

- ☼ Did you see an animal of some kind in the school this morning?
- ☼ Has anyone else mentioned seeing an animal?
- ☼ What kind of animal has [unusual feature that this creature has]?

End the chapter with **Lachlan** walking by and ridiculing this classmate for being frightened by what is most likely a common animal that is more scared of people than people should be of it. The side character marches off, stating their determination to find the animal and prove its existence.



## Chapter Two: A Mysterious Message

**Starting Location:** A player-determined location

### Read aloud

*Other students near you stare as your classmate leaves the dining hall, not so much as stopping to grab an apple for breakfast. There are too many eyes and ears focused on you here to have a real conversation about this just yet. You need to relocate.*

Ask the players to either choose a location as a private spot to discuss the situation at hand, or to choose to have the conversation while following their classmate. If following their classmate, they end up crossing through the central square.

Silently answer the following prompt and use your answer to help set the scene:

⊗ A group of upperclassmen that includes Wilhelmina watch as the Protagonists pass them by. What expressions are on their faces as they watch in silence? How is Wilhelmina's expression different from the others'?

Ask the Protagonists what they feel the need to discuss in semi-hushed voices as they move across campus. Partway through their conversation, have a folded paper glider (paper airplane) mysteriously appear and land in front of them. The paper reads:

*If you care about your classmates, make certain none of them find that creature or learn about the Elsewhere. Do not let anyone know what you know.*

After they have read the note, the paper disintegrates as though it were very old and brittle. It is difficult to tell whether it was truly fragile paper, or whether something magical is at work here. In the time it takes them to read the note, their classmate has disappeared off somewhere and cannot be found.

If the Protagonists decide to investigate the origins of this letter, they must make a Challenge Roll. Ask them to describe how they want to search for the sender and have one of the players make a Challenge Roll.

### GM Note

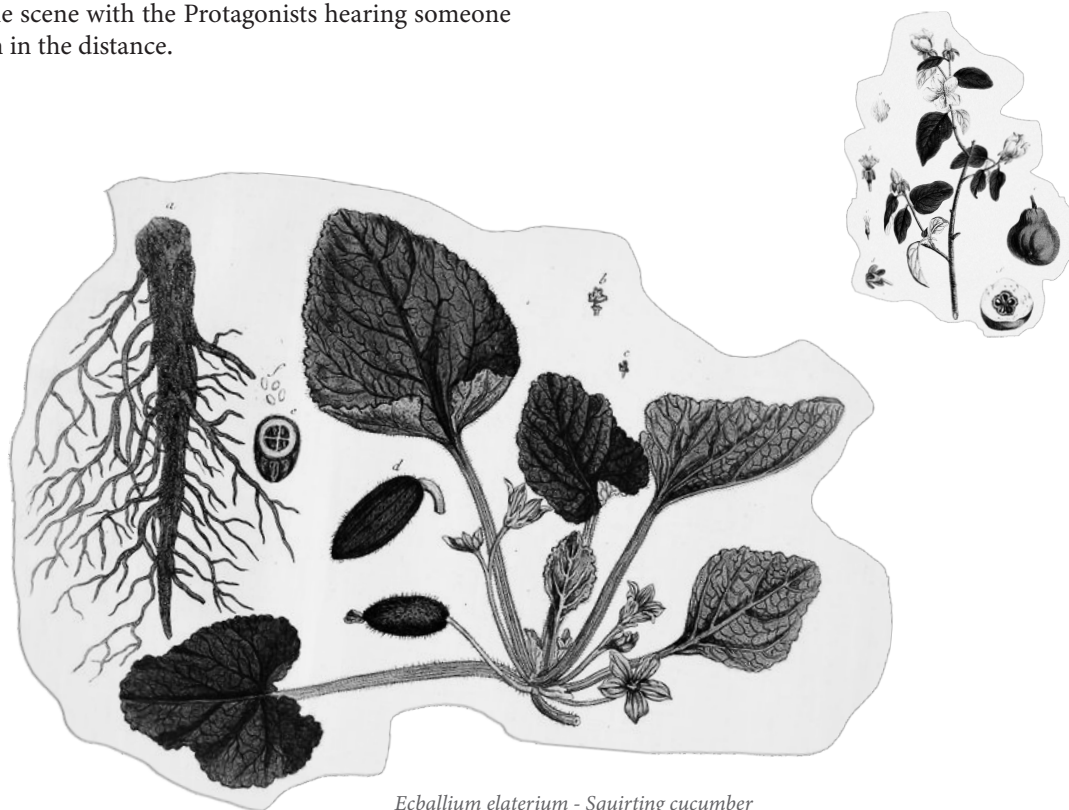
*The sender of the mysterious note is Irene Liang, a sixteen year old upperclassman who knows that the Protagonists have visited the Elsewhere. She does not want to get in trouble with the School Board for interacting with underclassmen, but she also does not want anyone to become stuck at the school against their will. Her goal is to warn the Protagonists about the dangers of their classmates learning about the Elsewhere without having to get directly involved. Irene is Chinese American, wears her hair in a fashionable coiffure, and sports a white blouse and high waisted blue skirt.*



Table 3

Die Value	Result
1	The investigation gets them in trouble with a faculty member. Describe the incident and give each Protagonist a Scar and add a point of Disruption tied to the confrontation.
2	The investigation disrupts another student's activities. That student unleashes their ire upon the Protagonists. Give each Protagonist a Scar.
3	The investigation wastes time and leads nowhere. Ask the Protagonists to describe how their moods have soured and give a Scar to the most frustrated one.
4	The investigation leads the Protagonists to catch a glimpse of Irene watching them from afar. They do not know who she is, however.
5	The investigation allows the Protagonists to catch up to Irene and ascertain her identity, but she acts as though she doesn't know what they are talking about and slips away again. Grant a Tilth Token. Add "Met Irene" to your list of Considerations.
6	The investigation allows the Protagonists to catch up to Irene and she admits to sending the note. She reveals a secret about the loose creature. Make up a new fact about the creature and add it to its Compendium entry. Grant two Tilth Tokens. Add "Met Irene" to your list of Considerations.

End the scene with the Protagonists hearing someone scream in the distance.



*Ecballium elaterium - Squirting cucumber*

*Pyrus Cydonia - Quince*

## Chapter Three: Absolute Mayhem (Montage)

### Read aloud

*It takes very little to send a school into chaos. As you have been planning and debating, our intruder from the Elsewhere has been weaving in and out of rooms and buildings, constantly dancing just on the edge of people's perception.*

Have the players take turns describing one piece of mayhem the creature causes at school. This can be damage inflicted on precious belongings, furniture destroyed, messes made, students startled, or any other non-lethal incident.

**Mark one Disruption point and label it "Creature Mayhem." Create a Story Seed from the montage if you feel inspired to.**

End the montage by describing how the classmate from the prologue gets injured while trying to chase down the creature.



## Chapter Four: A Trip to the Infirmary

**Starting Location: Outside Bayberry Hall to the Infirmary**

### Read aloud

*As you hurry to investigate the source of the commotion, you pass your classmate who leans on Steward Talbot as the two make their way across the square towards the infirmary.*

*"One of you, lend me a hand. Get on the other side," Steward Talbot instructs.*

Ask the Protagonists which of them volunteers to help support their classmate.

*The infirmary is situated in its own cottage which sits on the edge of Promethean's flower and herb gardens. Nurse Gibson stands outside, clipping yellow witch-hazel flowers and depositing them in her apron pockets. She sighs when she sees the lot of you coming her way.*

**Ask the players to note one physical detail about Nurse Gibson that reminds them of something on Heartwood Island.**

*"This way, then," she says, opening the red door to the cottage. "Let me have a look at you. What happened, exactly?"*

*"Said something about following around some strange animal," Steward Talbot tells her.*

*Talbot and Nurse Gibson exchange a meaningful, concerned glance, and say no more on the subject just now.*

Silently answer the following prompt and use your answer to help set the scene:

⊗ What odd healing implements does Nurse Gibson keep in her infirmary that you wouldn't expect to see in a normal infirmary?

Have Nurse Gibson usher the Protagonists inside as well in order to lend her a hand. Ask each Protagonist what simple task Gibson doles out to them in order to help their injured classmate, such as fetching bandages, medicine, and ice. **As they retrieve items, they might encounter some of Nurse Gibson's stranger tools and medicines (feel free to invent your own, slightly odd descriptions of these).** Point out that **Wilhelmina Wharton's file sits open on Nurse Gibson's desk.** As soon as Nurse Gibson is done caring for the student's acute injuries, she steps outside to have a private conversation with Steward Talbot.

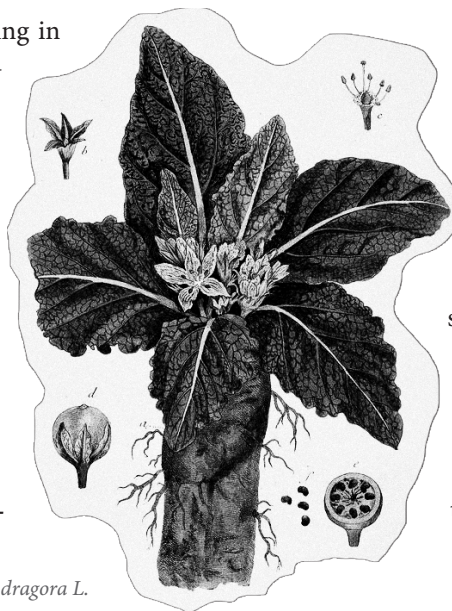
If the Protagonists don't start asking questions of their classmate, **have the classmate launch into an agitated description of their encounter.** This creature is unlike anything they have ever seen, and they seem entranced by its existence.

Meanwhile, Wilhelmina Wharton pokes her head out from behind the curtain surrounding a nearby bed, curious about this injured classmate's account. She has a damp cloth over her forehead for a migraine. She acts very skeptical of what the student saw and asks questions about if they were having a bad dream, or saw a rat, or if someone was playing a prank on them. **Unless the Protagonists intervene, she will continue to tease and rile up the injured student until they break down in tears.** If confronted about her behavior, she will put on a good show of pretending to be remorseful and claim she was only trying to cheer the student up by making light of things.

Create a Story Seed from something in this interaction if you feel inspired to.

Before the Protagonists leave, the injured classmate begs or demands that they locate the creature and confirm that it is real and not just some normal animal. They say the last time they saw it, it was heading towards the greenhouse. **Wilhelmina, seemingly cured of her migraine, hops out of bed and insists on accompanying the Protagonists to see if there is anything to this "silly speculation."**

*Atropa Mandragora L.*



## Optional Scenes

The Protagonists can play out the following scenes if they wish to do a little more digging in the infirmary. Point out that they can choose to eavesdrop on the adults outside or take a closer look at the file on Nurse Gibson's desk. If they choose to forego either option, create a new Story Seed out of something they come across in the infirmary.

### Eavesdropping on Talbot and Gibson

If one or more Protagonist would like to eavesdrop on Nurse Gibson and Steward Talbot's conversation, they must make a Challenge Roll. The two faculty members are standing in the garden, far enough from the window that no one can hear or see their faces from inside (so even a Protagonist who is able to read lips will need a better angle). They will need to step outside and hide in the garden in order to hear or see anything useful. On a 4-6, refer to the dialogue below the table.

Table 4

Die Value	Result
1	The eavesdropper(s) is caught immediately and given a stern scolding. Have the Protagonist(s) describe how they are caught and why it is obvious they were trying to eavesdrop. Give a Scar to anyone who tried to eavesdrop. Write down "Gibson suspicious" in the Considerations list.
2	The eavesdropper(s) is caught, but dodges real trouble with a lie. What excuse do they make up for why they were in the garden? Write down "Gibson suspicious" in the Considerations list.
3	The eavesdropper(s) are not caught, but they also do not witness anything useful. The conversation is done by the time they are in position.
4	The eavesdropper(s) witness an important part of the conversation but are nearly caught. Ask them to describe how they barely dodge detection.
5	The eavesdropper(s) witness an important part of the conversation but are slightly distracted due to hiding. Ask the Protagonist(s) why their hiding method is such a distraction. Turn something from the conversation into a new Story Seed. The eavesdropper(s) witness an important part of the conversation but are slightly distracted due to hiding. Ask the Protagonist(s) why their hiding method is such a distraction. Turn something from the conversation into a new Story Seed.
6	The eavesdropper(s) witness an important part of the conversation without being caught. Grant a Tilth Token and turn something from the conversation into a Story Seed.

If the Protagonist(s) manages to witness an important part of Gibson and Talbot's conversation, this is the witnessed exchange:

**Gibson:** It's a bit early in the year for this sort of thing, no?

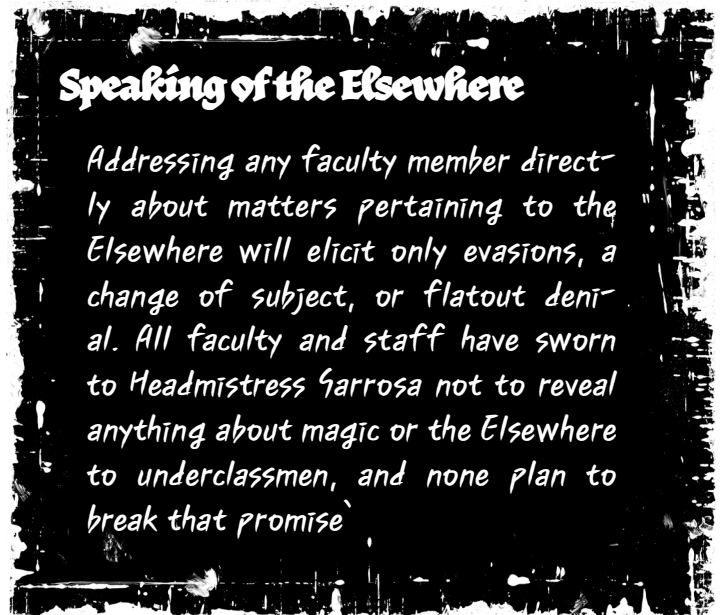
**Talbot:** The kid seems fixated on trying to hunt this thing down. Most students would've just let it go by now. Remember that incident with the [Another Compendium Creature]?

**Gibson:** By "hunt this thing down," you don't mean actually—

**Talbot:** No. I don't think so, at least. I think it's more about proving it's real. Think we ought to tell Sarrosa?

**Gibson:** She has enough on her mind as it is. Can't you try to track it down?

**Talbot:** I need to find the portal it came through first and make sure we don't get any other visitors. As you said, it's a bit early for this.



## Optional Scenes II

If any of the Protagonists choose to take a look at Wilhelmina's file while Nurse Gibson is gone, they need to make a Challenge Roll in order to not get caught. On a 4-6, the Protagonists read enough of the file to learn what is listed in the file notes below.

Table 5

Die Value	Result
1	The snooper knocks the papers all over the floor. Not only does Wilhelmina berate them, the mess is so bad that Nurse Gibson comes back before it can be cleaned up. Give each Protagonist a Scar. Write "Gibson suspicious" on the list of Considerations.
2	The snooper is too obvious about reading the file and Wilhelmina tattles on them when Nurse Gibson returns. Write "Gibson suspicious" on the list of Considerations and choose one Protagonist to take a Scar.
3	The snooper just can't find a good moment to take a closer look at the file. The opportunity is missed, but Wilhelmina doesn't suspect anything.
4	The snooper is able to read one interesting fact from Wilhelmina's file. Refer to the list below.
5	The snooper is able to read two interesting facts from Wilhelmina's file. Refer to the list below.
6	The snooper is able to read over the whole file while Wilhelmina is distracted. Have one of the Protagonists describe how they successfully distract her. Grant a Tilth Token and turn something from the file into a Story Seed.

On a 4, the Protagonists learn the following:

- ☼ Wilhelmina has a history of migraines that appear to be exacerbated by a lack of sleep. The migraines have been getting progressively worse over the years.

- ☼ Wilhelmina also has a history of strange cuts and bruises that she claims are due to minor accidents around Heartwood Island. Nurse Gibson finds this dubious but does not expand on any theories.

On a 5, the Protagonists also learn the following:

- ☼ Wilhelmina is moderately allergic to strawberries. It isn't life-threatening, but they give her unbearable hives.

On a 6, the Protagonists also learn the following:

- ☼ Wilhelmina once went missing for two days when she was an underclassman. She was found at the bottom of a small ravine where she claimed she fell and twisted her ankle. However, she also had signs of malnourishment and dehydration as though she had been gone for much longer than two days.



# Chapter Five: Capturing the Creature

## Starting Location: The greenhouse

### Read aloud:

*Wilhelmina follows close on your heels, unrelenting in her decision to accompany you on your pursuit. The greenhouse is not far, so there is no opportunity to lose her along the way. Despite her incessant chattering about all the rational things this “supposed creature” could be, there is an odd fire in her eyes as she marches down the path, dead leaves crunching beneath her boots.*

*“I just adore animals, and it would be a shame if there is one wandering the campus, scared and alone,” she says, but her tone is colder than the wind that tugs at your clothes and hair.*

*As soon as you approach the greenhouse, you spot a broken pane of glass, the fragments shimmering in the early afternoon sun. No one is in sight. Inside, nothing appears to be disturbed. The tomatoes and cucumbers burst with an almost unnatural ripeness, and even out-of-season strawberries glow with the redness of summer. The gardening tools all remain neatly arranged in their boxes and racks. It does, however, smell somewhat unusual in here.*

Choose a player to answer the following prompt:

What scent in the greenhouse seems out of place and why do you suspect the creature from the Elsewhere is responsible for it?

## The Wilhelmina Problem

Ask the players how they want to proceed with their investigation now that Wilhelmina is with them. If the Protagonists do not intervene in her search, she will find the creature, trap it in a burlap sack from the greenhouse, claim it is clearly a sickly animal commonly found on the island (choose an ordinary animal that most resembles the creature in question), and rush off to “find Nathaniel Joplin, who’s soooo good with the school’s animals!” . However, she in-

stead disappears somewhere in the school and if Nathaniel is asked he informs the Protagonists she never came to him. If this happens, treat the rest of the adventure as though the Protagonists failed their plan.

Feel free to emphasize to the players that Wilhelmina seems to be up to no good.

Getting rid of Wilhelmina, whether by trickery, confrontation, persuasion, or some other means, will cost the Protagonists unless they discovered Wilhelmina’s strawberry allergy in her file and decide to make use of that information now. Without the use of strawberries, however, the one Protagonist must either gain a Scar while the group enacts their plan to rid themselves of Wilhelmina’s presence, or spend a Tilt Token. If the Protagonists leave a particular impression on Wilhelmina during this ordeal, feel free to add a Consideration reflecting this to your list.

## Dealing with the Creature

Ask the players how they want to go about locating the creature, and what they want to do with it once they find it. In order to execute their plan, they must make a Challenge Roll.

Table 6

Die Value	Result
1	The plan fails and the creature injures both itself and the Protagonists as it lashes out in fear, severely damaging the greenhouse in the process. Give each Protagonist a Scar, mark a School Disruption point, and add “Distrusted by [creatures]” to your list of Considerations.
2	The plan fails and the creature lashes out in fear, injuring the Protagonists and severely damaging the greenhouse. Give each Protagonist a Scar and mark a School Disruption point.



Table 6 (Continued)

Die Value	Result
3	The plan fails and the creature lashes out in fear, injuring one of the Protagonists and severely damaging the greenhouse. Give that Protagonist a Scar and mark a School Disruption point.
4	The plan succeeds, but only after the creature lashes out in fear, injuring one of the Protagonists and severely damaging the greenhouse. Give that Protagonist a Scar and mark a School Disruption point.
5	The plan succeeds, but someone is hurt in the process. Give one of the Protagonists a Scar and ask them to describe how they get hurt.
6	The plan almost fails, but is saved at the last minute. Ask one of the Protagonists what item they find that helps save the plan. Turn that item into a Story Seed.
7	The plan succeeds and the Protagonists learn something new about the creature. Tell the players a new fact about the creature and add it to the Compendium. Grant a Tilth Token.
8	The plan succeeds and they isolate the creature without injury or incident. In fact, the creature is being rather cooperative. Grant a Tilth Token and let one Protagonist clear a Scar.



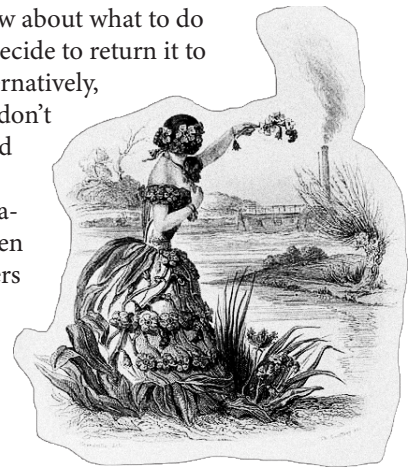
**If the plan failed**, have the Protagonists play out a scene in which the creature escapes and they have to make up an excuse about what happened to the greenhouse. If you have “Gibson suspicious” written in the list of Considerations, she reports her suspicions and the Protagonists are blamed for the incident. Give each of them an additional Scar and skip straight to the epilogue.

**If the plan succeeded**, the Protagonists must now decide what to do with the creature.

☼ **If they decide to return the creature to the Elsewhere**, they have the unsettling feeling that they are being watched while there. Play out a scene in which the Protagonists part with the creature, but Autumn’s Vice appears and warns them that it will only find another portal to return through. He leaves the group with these ominous words: “If you want something gone for good, death is your only viable tool.”

☼ **If they decide to hide it away within the school or on the island**, the creature acts frightened and struggles for freedom. Play out a scene in which the Protagonists try to calm the creature. Write down “[Creature] imprisoned] in your list of Considerations. Alternatively, allow them to change their minds and return it to the Elsewhere after all.

☼ **If they decide to leave the matter in the hands of faculty or upperclassmen**, they can secure the creature somewhere that they know it will be found. Play out a scene in which they spy from afar as faculty or an upperclassman finds the creature and has a brief conversation with someone else in the know about what to do with it. They will decide to return it to the Elsewhere. Alternatively, if the Protagonists don’t want to wait around to spy, they might overhear a conversation later on between two faculty members or upperclassmen who dealt with the situation.



# Chapter Six: Return to the Infirmary

## Starting Location: Outside the infirmary

### Read aloud:

*The halls of the main building are cold now that the sun has gone down, and the school grounds are even colder. Most students gather around the fireplaces in their dormitories while others remain in the dining hall, sipping on cider while deep in conversation. You, however, weave your way through the flower garden towards the infirmary where your classmate still rests.*

*You hear the flutter of paper before you see the little white glider float into your hands. You unfold the paper to find now-familiar handwriting.*

*“Do not tell your friend the truth about that creature. It is bad enough that you know of that place. Do not burden anyone else with that knowledge, and never reveal what you have had the misfortune of learning. Not to friends, not to Stewards, and especially not to Wilhelmina Wharton.”*

*You look around the garden, but there is no sign of the sender. A voice calls out your names from inside, however. It seems you have been spotted by your eager classmate.*

Once the Protagonists are inside, play out a scene in which their injured classmate interrogates them about if they found anything. The classmate is the only patient present, and Nurse Gibson is upstairs,



so they have a moment to speak in private. The Protagonists must choose whether to lie or tell the truth. If they lie, they must make a Challenge Roll (see the table below). If they tell the truth, write “[classmate] knows about the Elsewhere” in your list of Considerations. The classmate is extremely grateful to have been told the truth and no longer feels like they are losing their mind or being lied to by everyone.

Table 7

Die Value	Result
1	The classmate knows they are being lied to and declares that it is now their life’s purpose to makes sure everyone knows they can’t be trusted. Mark a Disruption point, write “Hated by [classmate]” in your list of Considerations, and give each Protagonist a Scar.
2	The classmate knows they are being lied to and takes it personally. They now consider the Protagonists as enemies. Write down “Hated by [classmate]” in your list of Considerations and give each Protagonist a Scar.
3	The classmate suspects they are being lied to and grows frustrated. Write down “[classmate] suspicious” in your list of Considerations and give each Protagonist a Scar.
4	The classmate says they believe the Protagonists, but they seem sorely disappointed. Give each Protagonist a Scar.
5	The classmate says they believe the Protagonists, but continues to question one of them in particular hoping for a different answer. Give that Protagonist a Scar.
6	The classmate says they believe the Protagonists and takes the update well overall, thanking them for checking it out on their behalf.

Table 7 (continued)

Die Value	Result
7	The classmate believes the lie and comes out of the conversation feeling relieved. Write “Friendly with [classmate]” in your list of Considerations.
8	The classmate believes the lie and actually seems to be in awe of the Protagonists. Write “Friendly with [classmate]” in your list of Considerations and let one Protagonist clear a Scar.

End the scene with Nurse Gibson shooing the Protagonists away so her patient can sleep once they’ve had a chance to converse for a while



## Epilogue

### Read aloud:

*We turn to the last page of our story. When the sun rises the following day, it does not bring the same residual summer warmth with it as it did the day before. Autumn’s foot is in the door, bringing shorter days and colder weather with it. The scent of cinnamon and nutmeg wafts over from the kitchens, beckoning students and faculty alike to breakfast.*

Have the players take turns answering one prompt each:

- ☼ Your classmate is released from the infirmary and comes to the dining hall for breakfast. How has their attitude towards you changed?
- ☼ You dreamt of the creature last night. Was it a comforting dream, or a disturbing one?
- ☼ You notice Wilhelmina stealthily do something surprisingly nasty to another student. What is it and how does she get away with it?

☼ You catch a glimpse of Lachlan observing your group from afar. He does not look away when you meet his gaze. How do you react?

☼ As someone opens the dining hall’s door to the outside, you notice a scent that immediately reminds you of Autumn’s Vice. What do you catch a quick glimpse of outside that makes you think

he might be watching you as well?



# Lilly

**Name:** Lilly Rosenthal

**Pronouns:** She/Her

**Look:**

Blonde hair that's perpetually messy and dirty

Loves making and swapping friendship bracelets, but only wears on at a time—a different one each day

Missing front teeth (after falling out of a tree a while back)

**Gateway to the Elsewhere:** A small bed of flowers behind the greenhouses. Stepping into the middle while singing a song takes her to the Elsewhere

**Personal Story Seeds:** Their friendship bracelets, reserved for those who she truly connects with.

***A Temporary Hermit***

When you were 7 years old, you ran away from home to live in a cave in the woods. It was only three days until you grew sick of it, but you'll never forget your adventure!

What challenging skills did you teach yourself in the woods? How does this **skill** help you now?

Gain +1 to your Challenge Roll

What was the worst night in the woods like? How does your **resilience** help you now?

Gain +1 to your Challenge Roll

What was the most innovative use of household supplies that you employed during your adventure? How does your **creativity** help you now?

Gain +1 to your Challenge Roll

**Scars:**

**Other Story Seeds:**

# Moss

**Name:** Moss Ladigitale

**Pronouns:** They/Them

**Look:**

Uses a cane engraved with their favorite lines of poetry (Including “With a ring at the end of his nose / His nose / His nose / With a ring at the end of his nose”)

Owns an array of brightly coloured neckerchiefs

Large ears

**Gateway to the Elsewhere:** A tiny bathroom in the basement of Hollyhock Dormitory. Touching each of the sinks and then walking into the mirror takes them to the Elsewhere

**Personal Story Seeds:** Their cane, which represents both the physical difficulties they face, and how they adapt to challenging circumstances.

## *A Royal Upbringing*

You were born a noble from a tiny European kingdom. Your early life was filled with servants, silks, and silver, before political unrest forced your family to flee.

What did you learn while on the run from anti-monarchists? How does this **skill** help you now?

Gain +1 to your Challenge Roll

What lies from a would-be kidnapper did you once unmask? How does this **vigilance** help you now?

Gain +1 to your Challenge Roll

How was your most odious tutor when you were little and what were they supposed to teach you? How does your **unconventional education** end up serving you now?

*Gain +1 to your Challenge Roll*

**Scars:**

**Other Story Seeds:**

# Neeraj

**Name:** Neeraj Sabziwala

**Pronouns:** He/him

**Look:**

Very dark skin with a prominent mole on his nose

Extremely close-cropped hair

Draws insect “tattoos” on his arms each day

**Gateway to the Elsewhere:** A secluded corner of the Library. Pulling out the book titles “The Lives of Promethean Academy’s Least Successful Graduates” takes him to the Elsewhere.

**Personal Story Seeds:** His “tattoos” of insects, which he started drawing after his grandmother introduced him to the beauty of the insect world.

***A Haunted Lineage***

Your great-great-grandmother was burned as a witch. Where you grew up, unkind rumors about your family still swirl.

What did you teach yourself to prove you were more than the family rumors? How does this **skill** help you now?

Gain +1 to your Challenge Roll

What ghost story connected to your family do you love to tell? How does your **eloquence** help you now?

Gain +1 to your Challenge Roll

On her deathbed, what were your grandma’s last words, which seemed to make no sense at the time? How does this **strange advice** help you now?

Gain +1 to your Challenge Roll

**Scars:**

**Other Story Seeds:**

# Cranberry

**Name:** Cranberry Jones

**Pronouns:** She/Her

**Look:**

Round-faced and plump

White hair (from birth)

Modifies and makes her own clothing

**Gateway to the Elsewhere:** A particular tree on the grounds. Touching a distinct set of knots in a specific pattern takes you to the Elsewhere

**Personal Story Seeds:** A hat made for her by her Uncle Kumquat, that she's been adding elements to over the years.

## *Circus Dreams*

You befriended the members of a traveling circus and even briefly dreamed of running away with them. Do echoes of those dreams still linger?

Which performer was your particular friend and what did they teach you? How does this **skill** help you now?

Gain +1 to your Challenge Roll

You were once given the rare opportunity to open a show. How did you charm the audience? How does this **showmanship** help you now?

Gain +1 to your Challenge Roll

How did you hurt yourself when practicing some acrobatic skills? How does this **athleticism** help you now?

Gain +1 to your Challenge Roll

**Scars:**

**Other Story Seeds:**

# River

**Name:** River Han

**Pronouns:** He/Him

**Look:**

Extremely lanky and gangly

Honey-coloured eyes

Very formal clothing

**Gateway to the Elsewhere:** A hidden private dining room. Sitting at the head of the table and saying “Wait-er! The next course, please!” takes you to the Elsewhere.

**Personal Story Seeds:** A book of Japanese and Korean poetry, translated by his grandfather.

*The Twins Effect*

You grew up with an identical twin. Sometimes rivals, sometimes best friends, you two will always share a bond. They do not attend Promethean Academy

What did you learn to purposefully differentiate yourself from them? How does this **skill** help you now?

*Gain +1 to your Challenge Roll*

Describe a time you pulled off mischief together. How does this **guile** you’ve cultivated help you now?

*Gain +1 to your Challenge Roll*

What was the biggest fight the two of you ever had? How did you make up? How does this **compassion** help you now?

*Gain +1 to your Challenge Roll*

**Scars:**

**Other Story Seeds:**



# Disruption Tracking Sheet

*Use this sheet to keep track of Disruption Points.*



**TWIST: An unlocked location is now inaccessible. +1 Misfortune**



**TWIST: An NPC is ill, distraught, or injured. They have to spend the rest of the season in the infirmary. +1 Misfortune**

## Compendium Entry I

*Use this sheet to detail the creatures created from each Solo Excursion.*

Name: \_\_\_\_\_

Subtype (Choose 1): Friendly / Helpless / Menacing

Physical Appearance:

Encounter Notes:

## Compendium Entry II

*Use this sheet to detail the creatures created from each Solo Excursion.*

Name: \_\_\_\_\_

Subtype (Choose 1): Friendly / Helpless / Menacing

Physical Appearance:

Encounter Notes:

## Compendium Entry III

*Use this sheet to detail the creatures created from each Solo Excursion.*

Name: \_\_\_\_\_

Subtype (Choose 1): Friendly / Helpless / Menacing

Physical Appearance:

Encounter Notes:

## Compendium Entry IV

*Use this sheet to detail the creatures created from each Golo Excursion.*

Name: \_\_\_\_\_

Subtype (Choose 1): Friendly / Helpless / Menacing

Physical Appearance:

Encounter Notes:

## Compendium Entry V

*Use this sheet to detail the creatures created from each Golo Excursion.*

Name: \_\_\_\_\_

Subtype (Choose 1): Friendly / Helpless / Menacing

Physical Appearance:

Encounter Notes:

## Compendium Entry VI

*Use this sheet to detail the creatures created from each Golo Excursion.*

Name: \_\_\_\_\_

Subtype (Choose 1): Friendly / Helpless / Menacing

Physical Appearance:

Encounter Notes: