



# SUMMER CAMP SPY GAMES

a mystery by Peter Klewall for the role-playing game

# TALES FROM THE LOOP

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*In 1984 the Cold War becomes even chillier as vital weapons research is stolen from the Swedish particle accelerator known as 'The Loop'. This research can be turned into a weapon that will forever change the world's power balance in favor of the Warsaw Pact.*

*It is to be smuggled out of the country by Soviet spies. What Soviet intelligence did not count on is that a summer camp is located near the extraction point, with bored and curious kids just waiting for something exciting to happen. The power balance of the world is at stake and the kids will play a deciding role in determining how it turns out.*

It's the summer of 1984. Instead of enjoying the vacation at home the kids have been sent to a summer camp, far away from their VHS players, action movies and other shenanigans. This will give their parents some peace of mind as the kids won't be left home alone during working hours. Perhaps the camp supervisors might even teach them to be better behaved, if all goes well.

It is almost the end of two weeks camping among mosquitoes and snoring kids, discovering good friends and canoe paddling, enjoying hot dogs grilled over an open fire and ghost stories told at night by flickering flames. On Sunday it will all come to an end. A theater show awaits (which only a handful of kids look forward to), and then parents arrive to pick the kids up and start the trip home. Some kids will see their family soon, but some will have to take the bus home by themselves to an empty home.

## INTRODUCTION

Welcome to **Summer Camp Spy Games**, a fan-created mystery set in the shadow of the Cold War for the role-playing game Tales from the Loop, by Free League!

You can set this mystery anywhere you like, but it makes the most historic sense to place it on the Swedish east coast and the maps are based on the region surrounding the town of Djurö in the Stockholm archipelago.

Some reference aides have been built into this text, where text is in **GREEN** it refers to game mechanics such as skill tests to overcome Trouble. Text in **RED** refers to something else in this mystery such as a place, a scene or a person. Text in **bold** should be put to a single player to answer, usually addressing how their character feels about the current situation. The next such section should be answered by another player, and so on, so that everyone gets an opportunity to be creative. Text sections in *italic* are for setting the scene or describing a mood. These are written to be read aloud, but you can just use them as inspiration of course.

Familiarize yourself with the places and read through the scenes to get a feeling for what happens in this mystery and then start playing. Print out and give the players their map of the region, so

they can orient themselves throughout the mystery. Also print out and separate the handouts in advance, so they are available for you to give to the players when needed.

## THE TRUTH OF THE MYSTERY

The Space Race between the USA and the Soviet Union escalates when rumors emerge that the US is researching something they call the Strategic Defense Initiative, a space-based defense system against intercontinental ballistic missiles, commonly called Star Wars. The introduction of SDI would change the established balance of mutually assured destruction (MAD) in NATO's favor.

The Soviet Union aren't about to be left behind and the theoretical research into a "supersonic rail-gun" seems very promising. The rail-gun functions like a miniature particle accelerator and Soviet spies have discovered that applied research regarding this has been completed, but then abandoned, at the Swedish Loop. After an audacious secret mission spies have managed to secure a hard-drive containing the blueprints and related research, and plan to smuggle this out of the country via submarine. A Soviet agent, Mikhail Koroljov, is at this very moment on his way to Sweden by submarine to pick up the package and will be landing near the kids' Summer Camp when the mystery starts.

## HOW THIS MYSTERY IS ORGANIZED

This mystery contains two major parts, firstly a description of the places that are expected to feature and secondly the scenes that may play out where the kids can affect what's happening.

On top of this are a few additional sections designed to flesh out the world and the mystery to give you, as Game Master, the tools needed to tell an entertaining story. It is quite likely that you'll still have to improvise a fair amount to handle the players' creativity, but don't let them get too side-tracked. Encourage them back into the story of the mystery if they seem to be following a path that won't advance the mystery, unless – of course – you want to expand the story on your own. Part of the design of this mystery is to keep it tight and moving fast, but as GM you obviously do as you feel best for your group.



## DISINTERESTED ADULTS

The kids may think that they can contact adults when they discover a dangerous Soviet spy on Swedish soil. Whatever they show – including the hard drive itself – adults will not believe them and won't take the matter seriously, not even the cops. They will think that kids are either playing "spy games" themselves, or are trying to prank them, or have been gullible enough to believe a prank by others at the camp.

## SUMMER CAMP DAYS

The kids are expected to be at or near the camp more or less all the time. They may be allowed to leave the camp site if they ask an adult during the morning or afternoon sessions, e.g. to swim in the bay on their own or ride bikes down to Djurö to buy the latest issue of Spider Man. This applies to a single occasion, otherwise they are expected to be with the others. They can also get away once by just leaving but make it clear to the players that this is a one-time transgression. After this, Gunnar will keep track of them and give them **TROUBLE** if they try to dodge again.

If they run away again, or if they just don't come back very regularly (to meals and bedtime), they will be hunted by all the rest of the supervisors, to the *great* delight of the other kids. In a worst-case scenario, if they aren't found quickly, the adults may even call the police. When they return to camp Gunnar Svedberg will keep an extra close eye on them and say things like "Make no mistake, your parents will hear about this."

Despite Gunnar the camp is supposed to be a safe place for the kids, a substitute of sorts for their usual hideout, where they can recover from the obtained **CONDITIONS**.

## MIKHAIL'S DAYS

The Soviet agent has a lot of free time and stays hidden as much as possible. He makes the hours tick past by boiling and drinking coffee, listening to shortwave radio, reading an issue of Pravda (from the middle of last week), chopping firewood, doing physical exercise with what is around **THE CABIN** and washing himself off in the bay (unless he discovers anyone else there at the time). He also takes an occasional jog – especially on Friday morning to check out the area of **THE DEAD DROP**, provided that he has received the coordinates.

The following is **MIKHAIL'S** planned schedule for his brief time in Sweden. On the day of arrival, Wednesday, he goes to **THE CABIN** and gets himself situated.

On Thursday he goes to Djurö on bicycle to buy diesel for the generator (he pays in cash) and, above all, to get hold of his **CONTACT** person. When this is done, he returns to **THE CABIN**.

On Friday morning he reconnoiters **THE DEAD DROP SPOT** where the **PACKAGE** is supposed to be handed over. He activates **THE MAGNETRINE DRONE**, programs it to keep an eye on the area and to report via radio at a specified frequency.

On the afternoon of the same day, at the time specified on the note, he goes back to the area to pick up **THE PACKAGE**. He then stays in **THE CABIN** the rest of the day.

On Saturday morning he goes to the first pick-up spot, where he was dropped off at the start of the mystery.

## How Mikhail handles problems

The kids have several opportunities to put a spanner in the works of **MIKHAIL'S** plans, who then needs to adapt. It is up to you to decide how he behaves and manages these situations, but below are some suggestions.

### Mission briefing or rendezvous coordinates are missing

He sends a radio message in coded Russian on a specific frequency which the Soviets are listening to. He gets a response an hour later where the mission statement is read aloud, again in coded Russian. The code is not advanced and **MIKHAIL** decrypts it in his head while listening.

### The radio is broken or jammed

If **MIKHAIL** needs to use the radio, to get the mission statement or the coordinates for example, he will make his way down to **THE MARINA** to acquire a new one in some way. If his need is simply to track the **THE MAGNETRINE DRONE**, then the table radio in the bedroom works superbly for it, but if it is also broken, stolen or otherwise unusable, he will acquire a new radio. However, it is quite possible that his plans will be delayed by such problems, but what consequences it will have for **MIKHAIL** is left up to you.

### The package is missing from the pickup spot

If the children have snagged **THE PACKAGE** before **MIKHAIL** could get there, then **THE MAGNETRINE DRONE** will discover them and quietly try to stalk them wherever they go. All the while it will send signals that **MIKHAIL**, in turn, can track through a portable radio with a map in hand, carrying his pistol in the holster under the left arm.

Should **MIKHAIL** find the kids before they get rid of the hard drive somehow, he will try to steal it back. If that doesn't seem possible – or if the kids seem interested in destroying it – he will confront them with the pistol in his hand and have **THE MAGNETRINE DRONE** fly around as a distraction.

### If the magnetron drone is missing or is sabotaged

**MIKHAIL** will know that something is up and will be more alert. He will be wary and better prepared, such as going to **THE DEAD DROP SPOT** very early to keep an eye out.

### The rubber raft is missing or destroyed

If the rubber boat has been sabotaged or hidden elsewhere, he goes down to **THE MARINA**, carrying only a blue Fjällräven backpack, to steal a boat and will instead meet the submarine at the secondary meeting point, according to **THE MISSION BRIEFING**.

### The kids get the gun

**MIKHAIL** will not be able to replace a lost gun during his stay in Sweden, but if he feels the need to arm himself he'll take the axe or one of the kitchen knives.

### Mikhail has become alerted to the kids

If **MIKHAIL** becomes aware of kids' involvement and believes that they risk causing problems then he'll keep an eye on them, stalk them to learn more about them (and perhaps frighten them to get them off his back) and eventually even threaten them to back off. For this to happen, though, it must have escalated quite a bit.



## THE PACKAGE

The mystery revolves around the **THE PACKAGE**; the Soviet agent's mission is to pick it up and bring home to the Soviet Union. It is a high-tech (for the 80s), lightly encrypted hard drive, containing the research results from the Loop concerning how a particle accelerator can be used as a weapon, a so-called "hypervelocity railgun".

**THE PACKAGE** is placed on **THE DEAD DROP SPOT** even before the mystery begins, or at least before kids get hold of the coordinates which are on the note **OLA** gives **MIKHAIL**.

The hard drive can be read by using the computer in the library or by building up a computer at **THE JUNKYARD** and then let it decrypt for a dramatically sufficient time. When this is done, the kids discover scientific text, in Swedish, with diagrams and drawings. If they succeed with an **INVESTIGATE** roll they discover the purpose of the research: a high-tech space defense weapon, that can be used to shoot down nuclear missiles.

## COORDINATES AND PLACES

During the mystery the kids will likely come across coordinates for **THE CABIN** and the **THE DEAD DROP SPOT** respectively. If they are not competent map readers (such as being members of the Boy or Girl Scouts), then there may be problems for them in finding the right places. In such cases, ask them to **COMPREHEND**, **CALCULATE** or – if they want to get help from an adult – **CONTACT** or **CHARM**, depending on how they approach the task. Failure will still lead them to the site, but at the risk of further or more difficult **TROUBLE** as they arrive there late.



## PLACES

This section describes locations that may feature several times during the mystery, while places that would normally feature only once are described in the relevant scene.

### The Camp

The camp itself consists of two barracks, one that functions as a dormitory, with two staff bedrooms, and the other as the dining hall and kitchen with three rooms for managers to sleep and have meetings in. Benny and Gunnar sleep in the same barracks as the kids and Gunnar especially can be **TROUBLE** for kids who want to go out on nocturnal adventures.

The camp also has a dozen or so ramshackle but functioning bikes and several canoes (with life jackets, of course), which kids and staff can use for activities a bit away from the actual camp.

Here are suggestions for events that can happen, to put some color on life at camp. Note that the camp should, however, be a safe environment, without any real bullying or humiliation, but this is ultimately up to you. The idea is that the camp acts as the kids' substitute hideout, but they are welcome to find their own real hideout near camp if they wish.

#### What is the best thing about being at camp?

#### Daily activities

- Race homemade boats constructed out of bark down a stream
- Dam up or divert the stream
- Barbeque hotdogs over an open fire
- Card games between kids, betting candy – some tough kid suggests playing for money instead, preferably quarters!
- Survival training, where you learn how to make a fire, find berries, build wind shelters
- Take a hike and learn how to use a map and compass.
- Swimming and paddling canoes in the bay
- Fishing in the sea
- A scavenger hunt or wide game collecting clues or tokens from around the woodlands.
- Build a tree hut or lookout post
- Bird spotting or animal tracking
- Make a theater play
- Water fight using buckets and cups
- Sack races
- Learn knots; build a camp gadget with rope
- Relay race carrying an egg on spoon in your mouth
- Write letters home
- Puzzles and crafts for rainy days

### Djurö town

This section describes the places in Djurö that are expected to be part of the mystery. In addition to these, GMs should assume there are other places expected to be found in a typical small town, such as a fast-food kiosk and a gas station.

Getting to Djurö from the camp takes about half an hour on bikes.

#### The Library

Apart from being a source of knowledge, there is also a reasonably modern computer here, for educational purposes. The librarian, Yvonne, isn't difficult to persuade if the kids want to use the computer, so long as they have a reasonable request such as "we want to learn how computers work".



#### Konsum Convenience Store

A quite ordinary neighborhood convenience store in a white one-plan building. Next door there are other small shops, such as a shoe store, a hairdresser or a small tobacco and magazine shop.



#### The Marina

A charming marina with a small restaurant and a Chandler shop, where all sorts of practical things for boat owners are sold – such as maps, compasses, dried food, rope, spare parts and other things. It is also possible to refuel motorboats here.



## The Junkyard

This fenced area contains everything from lawn mowers to old cars, such as Volvo Amazon and Saab 92, to discarded patrol robots, magnetron discs and service vehicles in large piles, forming a small maze. Near the entrance is a small office with a break room and kitchenette, but the junkyard is only sporadically manned during the summer – i.e. when you want to create a little extra **TROUBLE** for the kids.

Here they can find parts to build a working computer, to which they can connect and decrypt the **THE PACKAGE**. It is also possible to build anything small – and perhaps larger – with **TINKER**, if the kids want and if you think it fits the story.

Here they can also find Rut, a loner who lives in the junkyard during the summer. She can serve as a **CONTACT** for the kids if they need help, or just to add a bit of flavor to the mystery.



A patrol robot that has not been deactivated correctly is also here and is controlled by Rut. *"Come on, I'll show you something cool."* she will tell the kids if they befriend her. The robot can be programmed to obey the kids but cannot function autonomously apart from very simple commands.

## The Cabin

An older cottage in classic, but faded, red-and-white. Eye-catching large antennae are mounted on the roof, in stark contrast to the primitive house and surroundings. A small extension seems to serve as a storage room, which contains a small diesel generator and behind it, under a dark blanket and various clutter, a **MAGNETRINE DRONE** is hidden. The kids can use **COMPREHEND** to find out how it works and what it does, but see **SCENE 4** for more information, where **MIKHAIL** plans to use it.

Along one side of the house is a stack of expertly cut firewood and next to it a random pile of wood and a chopping block along with an axe leaning against it. At the entrance is an old, rusty bike with a basket (if **MIKHAIL** is at home) and at the back a drying rack, where – depending on when the kids get here – a wetsuit may be hanging to dry out (only until the morning after **MIKHAIL'S** arrival). A few dozen meters from **THE CABIN** stands an outhouse, which smells less bad than expected, but still enough to turn a teenage townie's stomach inside out.

**Why do you get goosebumps when you see this place?**



The inside of **THE CABIN** consists of two rooms and a small storeroom, with several rows of shelves along the entire wall (there is no refrigerator in **THE CABIN**). The larger room serves as a living room with a kitchenette in one corner and a couple of smaller cupboards (a bench and a wall cupboard) for plates, glasses and cutlery. The stove is wood-fueled and cast-iron and next to it stands a bucket of water since there is no running water in the house. A normal large kitchen table is in the middle of the room plus a kitchen settee (with a box seat which can be opened, containing several blankets) and two chairs opposite the settee. On the table there is a shortwave radio, a torn-off, handwritten note (see **SCENE 2**), a couple of maps of the area (a regular one and a sea chart), the **MISSION BRIEFING** that **MIKHAIL** brought with him, and the notes with the coordinates and the time stamp from **KONSUM** that **MIKHAIL** receives on the Thursday.

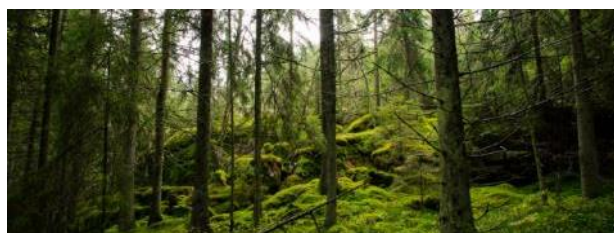
In one corner is a worn armchair with a small coffee table next to it.

The bedroom is a small, confined space containing a bed, a bedside table with a battery-operated Telefunken radio and an analog alarm clock, as well as a wardrobe (where an almost full box of ammunition is hidden under the clothing, see Clues in **SCENE 2**).

There is no electricity in the house, except that created by the generator which operates the shortwave radio via direct cable, that lies loosely on the floor from the wall to the kitchen table. Antenna cables go back the same way and up to the roof on the outside of the house (through the shed).

## The Dead Drop Spot

The coordinates 59° 20' 04.8"N, 18° 43' 36.9"E point to a mossy, tree-covered area where **THE PACKAGE** is located, and can be found on the note that **OLA** gives **MIKHAIL** in **KONSUM**. See **SCENE 3** for more information.



## SCENES

This section is the second large part of the mystery and it describes the scenes that the kids are expected to experience. It is quite possible, even probable, that the kids will find other things to do and other places to go to. In these cases you will need to improvise, but keep the story in mind and do not let them bog down following sidetracks that won't lead anywhere, unless you choose to expand the mystery.

### Introductory Everyday Scenes

Below are suggested places where introductory, everyday scenes can take place, so both players and kids can acquaint themselves with their surroundings before the mystery starts. For each location, a couple of suitable types are also suggested to help you determine which location is appropriate for which kids, but there are good reasons why the **POPULAR KID** gets their introductory scene in **KONSUM**. Aim to introduce **THE JUNKYARD**, **LIBRARY** and **KONSUM** as these are important or at least useful locations during the mystery. All of these are only suggestions, of course, but it's a good idea to give players a bit of knowledge of their surroundings, since the mystery is set in an environment that is new to both players and their kids. Present one situation per kid and then let them play out the scene and help them a little along the way, so that they are introduced to the place in a good way.

See the location descriptions earlier in the mystery for more information about each place, but feel free to have any adults present comment on the latest rumors about submarine hunts in the Swedish archipelago.

#### The Djurö Library

The library is a chance for **COMPUTER GEEKS** and **BOOKWORMS** to find somewhere more like home and to escape the outdoors, with all that canoeing and endless amounts of mosquitoes.

Feel free to emphasize how the library is a source of knowledge and that there is a half-forgotten but modern computer there.

#### Group Activities at the Camp

The **JOCK**, the **WEIRDO**, the **HICK** and maybe even **POPULAR KIDS** can have different reasons to like, or at least experience, some group activities at camp.

#### Konsum Convenience Store in Djurö

Here the **TROUBLEMAKER**, the **ROCKER** and maybe the **JOCK** buy – or shoplift – candy while the staff eye them suspiciously. Parents who take their kids out to the camp might stop here to let them buy a bag of AkoChok – or why not some Banana Skids or Refreshers? Maybe the kids have simply got here on their own to stock up on sticky treats before the start of the mystery.

#### The Djurö Marina

The small marina is a perfect spot for popular kids to show off or to check out rich people – and maybe even spot a minor celebrity – while enjoying the nice weather.

If you use this location for an introductory scene, mention that in addition to a lot of boats also there is a restaurant and a chandler shop which sells sailing-related equipment, like maps.

It is located in the bay of Kyrkudden, in the southwest part of Djurö, and is referred to as **THE MARINA** on the map.

#### The Junkyard

The nearby junkyard is a perfect place for the **HICK** and the **TINKER** to do something fun when they can get away from the boring camp. And among all the clutter there is a surprise or two! Make sure Rut is introduced and, if they seem to get along well with her, that she shows the patrol robot to them.

### Everyday Scenes during the Mystery

Remind the players that their kids need to return to camp regularly (basically after each scene below, except between **SCENE 1** and **2**), for food and sleep and to participate in activities, and to avoid arousing suspicion from Gunnar Svedberg (the camp manager) about what they are doing.

Once they are back, give each kid a quick scene individually (and let them decide if they want to bring other kids into it), so that everyone gets their chance to improvise and determine what happens. These scenes should be about what they do when they are back at camp. Perhaps a non-player kid asks them where they were and what they've been doing, since they were probably away for a while at a time.





## Scene 1: A Sub!

*It's afternoon, Wednesday July 11th. It's sunny and warm, with barely any wind to speak of. Lazy waves lap against the rock you relax on. Not even the shrieking seagulls can disturb your peace. You have taken off from the camp for a while – with or without permission – to catch some sun and swim and avoid yet another bark boat race. **Kid 1** skips stones by the water's edge. It is quiet and peaceful. **Kid 2** looks up just when **Kid 1** throws a mean stone, skipping at least 8 times, and turns to the rest of you, "Did you see it? Did you see?!" But **Kid 2** does not celebrate, their gaze is focused on the water further out. One hand points that way; "Look! Check it out!!" The rest of you lift your heads, squint in the sunshine and try to see what **Kid 2** is pointing to. You just see a foam swirling in the water and... moving? Suddenly you see what it is: a periscope. A submarine's periscope! You have heard your parents and other adults talk about the submarine hunts in recent years. You realize in this very moment that it has all been real. This must be a Soviet submarine.*

### Why is this the coolest thing that's ever happened to you?

The kids are on the outside of a small peninsula and they all see a periscope in the water. It is moving towards the outer tip of the cape and soon disappears around it.

The kids probably make their way to the interior side of the peninsula, which takes a few minutes, and once there they can see a small submarine sink beneath the surface of the water and head out to sea again, as well as a rubber boat with a figure in a wetsuit rowing towards the rocky slope on the other side of the bay. Once there, **MIKHAIL** hides the rubber boat under some branches and sticks in the forest so it's not visible from the kids' side anymore. He then makes his way up to **THE CABIN** without realizing that he has left behind **THE MISSION BRIEFING**. Hopefully the kids will investigate and make their way around, which also takes perhaps ten minutes.

**MIKHAIL** has memorized where **THE CABIN** is located and even when and where he is going to meet his contact, so **THE MISSION BRIEFING** retrieval is mainly important so as not to leave incriminating evidence behind, and to remind himself of the secondary pick-up point. **MIKHAIL** has subconsciously anticipated not having to use it but is unsure of strange Swedish names. He will therefore make a trip to the raft to see if he dropped it on the way and will become suspicious if he can't find it. He will fear that someone else has gotten hold of it.

### How do you feel about involving yourself with something a Russian spy is up to?

#### Trouble: Find clues

Successful **INVESTIGATE** lets the kids find the waterproofed **MISSION BRIEFING** accidentally dropped under the rubber raft when it was stowed, as well as fresh tracks leading to **THE CABIN**.

Failure means they find the raft and the **MISSION BRIEFING**, but can't track where **MIKHAIL** has gone, and instead need to interpret the coordinates in the **MISSION BRIEFING** to find **THE CABIN**.

#### Clues

##### THE MISSION BRIEFING

A typewritten sheet of glassine paper (like kitchen greaseproof paper) found under the rubber boat. It is written in Russian, but the words **KONSUM** and Tallkobben are in Swedish in different parts of the document along with four sets of figures. Give the players **HANDOUT 1**.

### How do you feel about holding evidence of Soviet spy activities in your hand?

The English translation of the **MISSION BRIEFING** is as follows.

Arrive station S-1-7, 59°20'55.2"N, 18°44'02.9"E.

Meet contact at Konsum, Thursday 1430

Code phrase Where can I find chicken ravioli? (Swedish)

Answer phrase We're expecting a delivery next week (Swedish)

First pick-up spot, same as drop-off, Saturday 0800

Second pick-up spot, south of Tallkobben, Saturday 1500

The coordinates lead to **THE CABIN**.

The kids probably can't read Cyrillic (but reward them if anyone has Eastern European ancestry). They can, however, get the note translated at the **LIBRARY** (successful **COMPREHEND**) or by asking the librarian **YVONNE** (successful **CHARM**) or **MAARJA** for help (successful **CONTACT**). "Are you playing at Spies, kids?"

The maps at camp won't have any coordinates on them, but Benny can still help find the right position with a successful roll of **CONTACT** or **CHARM**.

In addition, there are maps both at the **LIBRARY** and at the shop in the **MARINA** where coordinates are shown and where help can be obtained to find the exact position. Adults are pleased that kids are interested in map reading and will be happy to help, but a **CONTACT** or **CHARM** can be required in any case. The important thing here is that there are many ways for the kids to interpret the note and remember that the coordinates do not need to be translated, only interpreted.

If the kids have managed to interpret **THE MISSION BRIEFING** they will also be familiar with both the primary and secondary pick-up points and can act on that in **SCENE 6**.

## Scene 2: The Cabin

*You hike up the slope through the coniferous forest, over yellowing grass and dry twigs. Small birds play among the trees and a frightened hare flees away from you. In the shade of the trees you get a little respite from the sun's relentless heat, but instead you need to swat mosquitoes from your exposed arms, legs and necks.*

Read the following out loud if **MIKHAIL** is at home, otherwise continue with the next paragraph: *As you approach the top of the slope, you can glimpse thin smoke and hear a sound through the trees, a rhythmic and mechanical rumbling.*

*Suddenly the pines part and you come to a small glade with an old cabin with faded red paint and black tin roof. In front of the porch is a covered well, and a few meters out into the woods, to the right of the cabin, you glimpse an outhouse. On the left at the same distance, a drying rack.*

Further describe the cabin to the players based on the image below and see the additional description under **PLACES**. Note that if it is the same afternoon that the agent came here, a wetsuit hangs and dries on the rack.

This scene describes what the kids can find in **THE CABIN** at the beginning of the mystery. Later, more clues can be found here, but it is described in such cases in those scenes. Note that the generator in the shed is running and rumbling if **MIKHAIL** is here, and the kids can hear it from between the trees as they approach. This can be a good clue in the future if they want to sneak up on him. When not running it is silent and quiet around the cabin, with only birds singing among the trees.

Read the following when any of the kids enters **THE CABIN**: *You enter gently onto a creaking floor. A rich smell of wood greets*

*you – ingrained and old – as if the place is abandoned for long periods of time. You see two doors along one wall and in the middle of the big room is a kitchen table with a transistor radio on it as well as some pieces of paper. Next to it is a kitchen settee with a box seat. In a corner one old, worn armchair sits and along one wall are cupboards, a washbasin and a simple wood-fired, cast-iron stove with a woodpile next to it.*

**Describe how hideous the armchair is.**

Feel free to cause **TROUBLE** if they enter the house. For example, **MIKHAIL** unexpectedly returns – maybe just to fetch something he forgot or to lay down and rest. **Why do you panic when you are about to get caught?** Let the kids try to **SNEAK** or **MOVE** to get out without being found. Make it a little difficult for them, especially if he remains in the house. Do the kids have a sentry, who can warn them about **MIKHAIL** approaching, or do they discover him only when he is just outside the house? Where are they hiding in such case? Some suggestions are inside the kitchen settee, behind the armchair in the corner, inside the storage room, under the bed, inside the closet, in the shed outside, in the outhouse and under the house itself.

If the kids sneak away to investigate **THE CABIN** at night then note that **MIKHAIL** has locked the door and sleeps easily. An equally challenging problem can be to get out of their barracks without Gunnar Svedberg noticing anything. Do not use **TROUBLE** too much here, but let the players role-play their way out of the barracks, for example, and save the rolls for when they reach **THE CABIN**.

Note that **MIKHAIL** is very meticulous and if the kids leave any traces of themselves behind then he'll be on his guard and harder to outsmart and surprise in the future. Did they lock the door when they left after they lockpicked it? Is anything moved?



## Trouble: Find Clues

Let the kids roll for **INVESTIGATE** to find, and then **COMPREHEND**, all clues found in and around **THE CABIN**, as detailed below. Divide clues between those that are found inside the house and the ones in the shed (i.e. **THE MAGNETRINE DRONE**), so that they are answered as separate questions. Let the drone be the last of the clues the kids can find, but don't let it get absurd. Kids that specifically look through the junk in the shed will eventually find the drone (but might miss it if they just rummage through quickly). Should they all fail with their tests, let them still find the ammo box and the empty clips, as well as noticing that the maps covers the area around the camp.

## Clues

### TORN OFF HAND-WRITTEN NOTE

The note has the phrase AM1345 written on it, which is the radio frequency to listen to and control the **MAGNETRINE DRONE** with. Note that this connection is only made with a successful **COMPREHEND**, unless the players work it out themselves.

### AMMO BOX AND EMPTY CLIPS

These show that **MIKHAIL** is armed, meaning it'll be dangerous dealing with him in person, which results in a higher **DIFFICULTY** for **TROUBLE** involving dealing with him physically.

### THE MAGNETRINE DRONE

The drone is a magnetrine disk with some advanced electronics and a battery mounted on top of it, as described in **THE CABIN**. It is possible to build a jammer using scrap at **THE JUNKYARD**, so long as the kids know which frequency they are disrupting.

Unless the kids speak fluent Russian it can only be **RE-PROGRAMMED** with an electricity supply, a computer and an appropriate linking cable (all of which can be found in **THE JUNKYARD**). However, the drone is heavy and difficult to transport there. The kids need to succeed with **FORCE** test to get it there,



but this is **VERY DIFFICULT** and they only get one try each, though everyone can try or help others doing it. It is also possible to sabotage it with **FORCE** or **TINKER**, or just hide it somewhere else with **SNEAK**. Note that the use of **FORCE** means obvious sabotage of the drone, while **TINKER** only make it clear when it is to be used. In any case, it becomes unusable, but obvious sabotage puts **MIKHAIL** on guard. He is, however, not skilled enough to repair a sabotaged drone.

## Scene 3: The Contact

Read aloud when the kids come to the town of Djurö: *Djurö is a sleepy, upper class town during the summer – colorful polo shirts, brown lug shoes and sparkling sunglasses are abundant in the blazing sun. But it's also the hub of simpler, everyday life for many local folk not so prosperous as the city dwellers who have now invaded their town. A large flock of seagulls make their voices heard over the marina, drawn here by the pungent smell of fish. Sail ropes and flags hanging loosely along masts.*

Read aloud when the kids enter **KONSUM**: *You come into an oasis of cold, a respite from the heat outside. The air conditioning is booming and rumbling through the store. The smell of fresh fruit and vegetables greets you, mixed with detergents from an unused cleaning bucket nearby. Further in you see neat rows of shelves and, to the right of you, two registers, but only one appears to be manned.*

If the kids go to Djurö ahead of time and look for **MIKHAIL** (and if they know what he looks like) they can see him in **THE MARINA**, walking around and watching boats and even sitting and looking out over the water with a newspaper he doesn't seem to read. Shortly after 2pm he buys diesel with a metal canister he brought himself and then heads up to **KONSUM**.

Once there, he places a few preserves and batteries in his basket, and then locates his contact by saying the code phrase to the staff he meets, until he gets to **OLA**, which should be on the second or third attempt. **How can you tell that the young store clerk seems nervous?** In doing so, the employee can be seen fishing something out of a trouser pocket and then dropping it into **MIKHAIL'S** basket, then they go their separate ways. **MIKHAIL** picks it up on his way to the register where he pays and rides his bike home again.

If the kids have interpreted the **MISSION BRIEFING** at this point, it's easy to perceive the exchange between **MIKHAIL** and **OLA**, provided that they do not get into the **TROUBLE** with other staff as they sneak around. The staff keep track of kids they do not recognize to make sure they do not steal anything or cause any mischief. The kids can then follow **MIKHAIL** home to **THE CABIN** without any real problems, but if he has been on his guard for some reason, the kids have to overcome **TROUBLE** not to be discovered again (in which case he'll definitely know what they look like), but they will find **THE CABIN** In any case if they do not already know where it is.

## Clues

### NOTE FROM KONSUM CONVENIENCE STORE

The note contains three sets of numbers and a word in Russian, meaning "tree", all hand-written.

59°20' 04.8" N

18°43' 36.9" E

1500

дерево

Give the players **HANDOUT 3** when they find this note.

The coordinates point to a location in a nearby forest, **THE DEAD DROP**, where there is a tree with holes wherein a plastic bag containing a hard drive is hidden. **MIKHAIL** doesn't know exactly where it is hidden either, so he'll also need to search for it.

As described in **MIKHAIL'S DAYS**, he checks the area for appropriate trees as early as Friday morning, but won't retrieve the package until the given time.

However, if he hasn't received the coordinates from the note in **KONSUM**, but via radio later, he will not have the time to reconnoiter the area. Instead, he only gets there on the scheduled time, along with **THE MAGNETRINE DRONE**, if it has not been sabotaged or hidden.



## Scene 4: Retrieving the Package

*The pine forest thickens. The soil is becoming drier, the yellow grass and the chapped moss crackles beneath your feet and the air is noticeably cooler. The lower temperature gives you goose bumps, which you quickly rub away, but that adds to an unpleasant feeling along with the smell of stale forest and the dead crunching sounds beneath your feet. Occasionally birds are chirping, but they sound lonely and far away. Surprisingly little light penetrates the trees' dense branches so it feels later than it really is, and it's not just the gloom that is unsettling. **How do you experience the oppressive feeling in the woods?***

This scene takes place on **THE DEAD DROP SPOT** and what happens here may vary depending on the kids' actions, although it assumes that they have somehow obtained the coordinates and interpreted them. However early the kids get there, **THE PACKAGE** has already been delivered.

**MIKHAIL** gets there at the allotted time to retrieve **THE PACKAGE**, either after receiving the coordinates from the **KONSUM** note or via radio. He will also have sent out the drone, if it is not missing nor has been sabotaged.

If they are early, or they have managed to delay **MIKHAIL**, they can find the package (see the section below labelled this) and make off with it. See the trouble **GET AWAY**, below, for more information about this. **Why is everything so real when you're holding the package in your hands?**

Should **MIKHAIL** get a hold of **THE PACKAGE**, he returns to **THE CABIN**, but otherwise he will do his utmost to regain it with the help of **THE MAGNETRINE DRONE** or by just tracking the kids from the area. See trouble **GET AWAY** below.

### The Magnetrine Drone

#### THE MAGNETRINE DRONE

The drone is voice-programmed by **MIKHAIL** to keep watch on **THE DEAD DROP** after he receives the coordinates, and if it discovers kids there it will follow at an appropriate distance and send pulses from its transmitter. These can be used by **MIKHAIL** to locate it. It can be **PROGRAMMED** by the kids, but for them it requires a computer, electricity and cable as per **SCENE 2** (see the clue **THE MAGNETRINE DRONE**) unless one of them speaks Russian. To achieve this, it also needs to be dragged to a suitable location and in the library would be very conspicuous.

The drone transmits its position, direction and speed (in robotic Russian) via the radio frequency given in the handwritten, torn-off note left beside the shortwave radio in **THE CABIN**.

### Trouble: Find the Package

The kids need to pass an **INVESTIGATE** test to find **THE PACKAGE**, but how this part of the scene is played out depends to some degree on when they get here. The kids should only be able to get to **THE**

**DEAD DROP SPOT** early if they manage to get the coordinates as early as the **KONSUM** store or if they coped with **TROUBLE** at **CAMP** to get away from other activities, so they can find and interpret the note after **MIKHAIL** returned to **THE CABIN**.

#### THE KIDS ARE IN PLACE EARLY

Should they manage to get there early and succeed at finding **THE PACKAGE**, they'll be able to grab it before **MIKHAIL** arrives. However, **THE MAGNETRINE DRONE** will be in place to track them, if it has not been sabotaged. See the next **TROUBLE** for how they can get away. If it is sabotaged, the kids escape without any problems from this scene, but **MIKHAIL** will still be able to track them and **SCENE 5** can be played.

If the roll to find the package fails, they will still find it, but **MIKHAIL** will arrive just then and see them take it. See next section for details on how they can get away.

#### THE KIDS ARRIVE AT SPECIFIED TIME

Succeeding on the test to find **THE PACKAGE** here will play out as if they failed the test in the previous section. They now need to cope with further **TROUBLE** to get away.

Failing the test, they see **MIKHAIL** pick up the package and make off with it, but they can of course follow him or just get to the **THE CABIN** and try to get it from there. When he returns to his cabin, he will hide the package in an appropriate, but indeterminate place, e.g. the closet, behind the preserves in the storage room or under the seat pillow of the armchair. This will cause **TROUBLE** for the kids, which can be solved by an **INVESTIGATE**, provided that **MIKHAIL** is not at home when they are looking around – but this is very unlikely. He will stay at home to guard the package, so use an **EXTENDED TROUBLE** to resolve the situation, such as by luring him out of the house or sneaking in at night and then finding the hiding place. If **THE MAGNETRINE DRONE** has not been sabotaged, it will now guard **THE CABIN**.



#### Trouble: Get away

Is the kids get here early, but failed to find **THE PACKAGE** quickly, or if they go at the specified time and succeeded at the test to find the **PACKAGE**, then they need to get away from there without **MIKHAIL** catching them (or rather the one who has **THE PACKAGE**) and thus get **THE PACKAGE** back. This can be solved in slightly different ways which is up to the kids' ingenuity but can, for example, use **SNEAK** to hide until he gets tired of looking for

them, **MOVE** to run away, **FORCE** to try to slow **MIKHAIL** enough that the one carrying the package gets away. The kids roll individually, but it doesn't have to be for the same skill and bonus effects from whatever they're rolling for can be used to help others succeed.

**MIKHAIL** has a couple of advantages, though. For one, he is a good tracker and he can use **THE MAGNETRINE DRONE**, if it's not sabotaged. This makes it **VERY DIFFICULT** to get away and if he has the drone, it will be **ALMOST IMPOSSIBLE**. However, the outcome is a little different depending on whether he has the drone or not. If he doesn't have it, and the kids fail to get away, he gets hold of **THE PACKAGE**. If he has the drone, and the kids fail, they will still have **THE PACKAGE**, but the **TROUBLE** in **SCENE 5** becomes more difficult. See that scene for more information.

If the kids are in place early and succeed with **INVESTIGATE**, or come at the specified time and fail with the roll, then this trouble doesn't need to be checked, but leads to other scenes automatically, as described above.

### Scene 5: Confrontation

*There is no text to read aloud here, because this scene can take place in different locations. That being said, describe to the players how the kids should be really stressed now, that they are being chased and that they are under real threat. What do you do, to not show how scared you really are?*

If the kids give the hard drive to any adult they will just put it somewhere obvious and completely unprotected. They will not believe that there is anything at all important about it, whatever the kids say. This presents an easy opportunity for **MIKHAIL** to take it back.

If the kids want to decrypt the hard drive themselves, at the **JUNKYARD** or at the **LIBRARY**, or for some reason if **MIKHAIL** thinks they have it (whether it is true or not), then have this scene as a final confrontation between **MIKHAIL** and the kids to determine who will have control over **THE PACKAGE**.

**MIKHAIL** is armed, but if the scene is set in the **LIBRARY** he'll be careful not to draw attention to himself unless absolutely necessary. He'd rather trigger the fire alarm to lure people out of the building, than threaten the kids with his gun. At **THE JUNKYARD**, however, he won't have any such inhibitions and will use his weapon to try to get back the package, which increases the level of difficulty **TROUBLE** by one step.

The kids' actions should determine how this plays out – remember that there is no right or wrong end here. Just make sure to give them a proper ending.

#### Trouble

In this scene, the kids hold the initiative and can choose an appropriate place, which means that you need to be flexible and

improvise what happens. As this is potentially a climax to the story, set the scene for the players and let them discuss how they want to play it out and then roll for an **EXTENDED TROUBLE**. If they came away from **SCENE 4** without **MIKHAIL** discovering them directly, this should be a **NORMAL THREAT LEVEL**, otherwise it should be **VERY DIFFICULT** and if they have accumulated several drawbacks and are on **THE JUNKYARD**, where **MIKHAIL** can use his weapon, set the **THREAT LEVEL** to **ALMOST IMPOSSIBLE**.

A failure here means that **MIKHAIL** obtains **THE PACKAGE** (if they successfully decrypted it, they will discover what it holds first), but it should not be the end of the mystery. Instead proceed to **SCENE 6**.

A successful roll means that they obtain the information on the hard-drive and somehow get away from **MIKHAIL** with **THE PACKAGE**. The Soviet agent must now return to the Soviet Union while thinking up a good excuse for his failure, probably omitting the fact that he was foiled by a bunch of kids.

### Scene 6: The Pick-Up

*No finished text here either, but the primary emotion you should convey to the players and their kids is desperation, that it is urgent and it's now or never – the last chance.*

Depending on whether the kids stole or sabotaged the inflatable boat or not, and provided that the **MIKHAIL** has **THE PACKAGE**, this scene will play out a little different. If the rubber boat is intact, **MIKHAIL** is to meet up with the submarine as planned at the first pick-up spot (where he was dropped off, just inside the bay estuary). If he cannot use the rubber boat, he will instead go down to **THE MARINA** in Djurö to steal a boat and get out to the secondary pick-up spot. The kids have this opportunity to try to regain the hard drive but make it clear to the players that once out on the open water, it is virtually impossible to stop **MIKHAIL** from reaching the submarine. Inventive players can possibly come up with a solution and let them try in that case. Remember that there is no fixed end to this mystery, but the important thing is that it feels believable, so let it all play out naturally and reward the players if they have good ideas.

If **MIKHAIL** doesn't have **THE PACKAGE** at this point, he will give up and leave for home in the most convenient way. There is no point in trying to prevent him from escaping because it will not lead to anything important, but if the kids want to try to stop him, you can of course let them play it out.

**Why does it feel like you can breathe again, now that the spy has gone home?**

### Trouble

One important aspect to consider here is that **MIKHAIL** doesn't want to attract attention to himself so long as he is not in a hurry. This gives the kids room to act, especially if they have made sure that he cannot use the inflatable boat.

Should he still flee using the rubber boat and the kids try to stop him, it should count as a **VERY DIFFICULT TROUBLE**. If he instead needs to go down to **THE MARINA**, it can either be a regular **TROUBLE** or a **NORMAL EXTENDED TROUBLE** to stop him, depending on how they go about doing this. Should the kids fail with this trouble, then **MIKHAIL** will get away.

### Scene 7: End Scene

Let the kids have a scene together where they can discuss what they have been through. Explain plainly to the players what they succeeded or failed to do and ask them to play out their kids' feelings about this.

### AFTERMATH

So what happens if **MIKHAIL** gets away with the package? This is left open for you to decide. Perhaps the Challenger disaster a year and a half later is not an accident, but the space shuttle is shot down by a new Soviet weapon? It's up to you! Sensitive military research has been leaked to the Russians, so the kids should get an unpleasant feeling about the future, even if the consequences are not noticeable for a very long time.

Regardless, let each kid have an end-scene at camp – for example when they are picked up by their parents – or when they get home again. Perhaps they pretend that nothing has happened, and that the world moves on or perhaps the staff are worried about kids who injured themselves. Encourage the players to be creative and connect the scene to the events of the mystery and what they learned from it.

### CHANGE

Ask the players to consider how their kids are changed by the events in and around camp. Some may have gained a new pride thanks to what they've done, a new problem because of what they have been subjected to, or a new iconic possession from something they found or built.

## CAST

The following people all have a role to play in the mystery and it can be expected that the kids will interact with them in some way. In addition to the antagonist, the Soviet spy **MIKHAIL**, there are the camp supervisors Benny, Gunilla, Gunnar and Maarja, the librarian Yvonne and the grocery store employee Ola are all detailed here.

After these, a short list of people is also found, which you can use if you need a quick non-player character, or just use as inspiration for your own creations.

### Benny Höglid

*What do you say, kids – you want to barbecue hotdogs over the campfire again?*



51-year-old supervisor at the summer camp. Incurable outdoor person, but with short patience. Believes that there are many ways to get injured in nature so discipline is needed, but is constantly concerned that the kids do not listen. Becomes dismissive rather than angry if they get into mischief or do not follow set rules. He's quick to point their flaws out, but never follows up with any real consequences as he is too afraid of conflict.

**What makes Benny so tiresome to listen to?**

#### Part in Mystery

Benny can assist with anything regarding outdoor life, survival and (perhaps what will interest the kids most) accurate map reading. Use **CONTACT**, or **CHARM** if the kids guess or already know that he can read the coordinates.

### Gunilla Björkman

*Come on, everyone together now! Oooooom...*



42-year-old supervisor in summer camp. An idealistic hippie who retains that laid-back philosophy of life, even though society has largely moved away from this. Always positive, a nature lover.

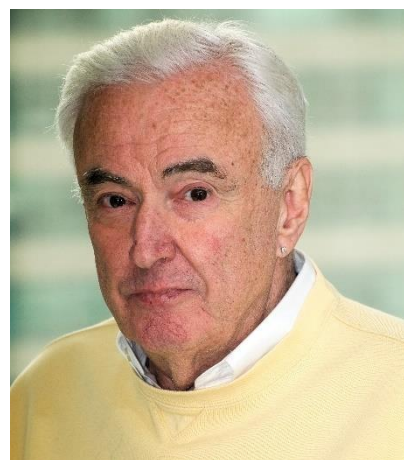
**What makes it obvious that Gunilla still thinks it's the 1970s?**

#### Part in Mystery

The heart counterpart to Mr Svedberg's brains of the camp, she doesn't have any special knowledge that is needed in this mystery but can be used by sly kids to avoid **TROUBLE** with Mr Svedberg if she can be **CHARMED**. Might also be used as a substitute adult Anchor while the kids are far from home, provided of course that they are prepared to open up to her too.

### Gunnar Svedberg

*Harumph. A child burnt doesn't fear fire, it just smells bad.*



He's the 59-year-old manager of the camp. Old-fashioned and traditional, who believes that the kids are only there because

their parents do not want to have troublemakers home alone and raised properly. Punctual and bureaucratic.

Gladly doles out punishments, but is undermined by the other supervisors, especially Gunilla. Mr Svedberg believes that late arrivals for dinner should not get any food, but the others make sure to sneak hot dogs to those affected when Gunnar is too busy with his books.

**Why do you tiptoe around Gunnar?**

### Part in Mystery

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Gunnar is not meant to help the kids, except in the case of a threat of physical violence, but may cause **TROUBLE** for them when they try to continue their investigation unhindered.

## Maarja Kuus

*Relax, Gunnar. If they're hurt, they'll learn to be more careful.*



Maarja is a 29-year-old counsellor at summer camp. She's Estonian by birth and speaks and reads Russian passably (although she prefers not to) but speaks flawless Swedish. Loves children, nature and group activities.

**Why is Maarja your favorite adult at camp?**

### Part in Mystery

---

She can be **CONTACTED** to translate Russian texts the kids come across.

## Mikhail Koroljov

*Thank you.* (followed by quick nod)



A 30 year old Spetsnaz (Special Forces) agent working under the Soviet GRU agency. Prudent and methodical. He has very limited Swedish but the few words he does know he can pronounce perfectly and cannot be distinguished from a native Swede. He has a wider vocabulary, but inferior pronunciation, with English.

He can be referred to as the frogman or the spy when you talk to players about him.

**What gives you the chills when you see Mikhail?**

### Motivation

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**MIKHAIL'S** motivation is purely professional – to leave the country with **THE PACKAGE** – and he's prepared to go a long way to achieve it, including using violence, though he prefers to operate without being noticed. He will reveal his presence if necessary to complete his mission.

## Ola Svensson

*Yeah, whadda you want?*



22-year-old lazy and bored **KONSUM**-employee. Secret Communist sympathizer. Lives alone in a tiny one-room apartment in Djurö.

**In what way does it look like he just woke up?**



## Part in Mystery

He is **MIKHAIL'S** contact and has a vital note containing, among other things, **THE DEAD DROP** coordinates. He has been told to hand it over to the person with the correct code phrase. He will not be fooled into giving it to kids. See **HANDOUT 3**.

Ola stores the note along with the code phrase in his jacket which hangs in the staff room at **KONSUM** up until a quarter of an hour before the appointment, when he realizes that he does not have it on him and fetches it. One option here is that he does not make this realization, and excuses himself while he goes to fetch it, leaving **MIKHAIL** to wait impatiently in the store. This gives the kids a chance to get ahold of the note directly (but it is of course possible to access the information in other ways later).

Ola got the note several days ago, by anonymous letter, but is not excessively cautious about how he handles it as he does not know anything else about the situation or what the content of the note is.

## Yvonne Hagström

*\*clears throat and raising a finger in warning\* Settle down, kids. What seems to be the problem?*



44-year old librarian at the small library in Djurö. Married, but childless, and living in a simple townhouse on the outskirts of Djurö. She deeply dislikes loud noises or unruly behavior in her library, but helpful to those who behave themselves. Loves cats.

**How is Yvonne dressed?**

## Part in Mystery

As the head of the library, Yvonne can help the kids that **CHARM** her to translate Russian by using a dictionary. She can also provide access to the computer, which can be used to decrypt the hard drive or reprogram **THE MAGNETRINE DRONE**. She can help with general knowledge, such as identifying map coordinates and knowing that AM1345 sounds like a radio frequency.

## Supporting cast

To complement the cast above these are some people you can fill out the mystery with, if you need someone else to pitch in to help, hinder or just put some color to the mystery for the kids. Use as you wish.

- Göran, 67-old retired government employee who likes to walk in nature and yearns for the annual autumn moose hunt.
- Henke, 15-year-old troublemaker and reluctant camp participant who sneaks away to smoke behind the barracks.
- Johan, 32-year-old, early retiree who sold his company and lives off the money. Pedantic boat owner.
- Klara, 25-year-old helpful store clerk at **THE MARINA**.
- Rut, 74-year old harmless, eccentric recluse who has a hiding place at **THE JUNKYARD** and knows the place inside out.
- Siw, 45-year old **KONSUM**-employee who dislikes kids sneaking around shoplifting – which *a//* kids do.

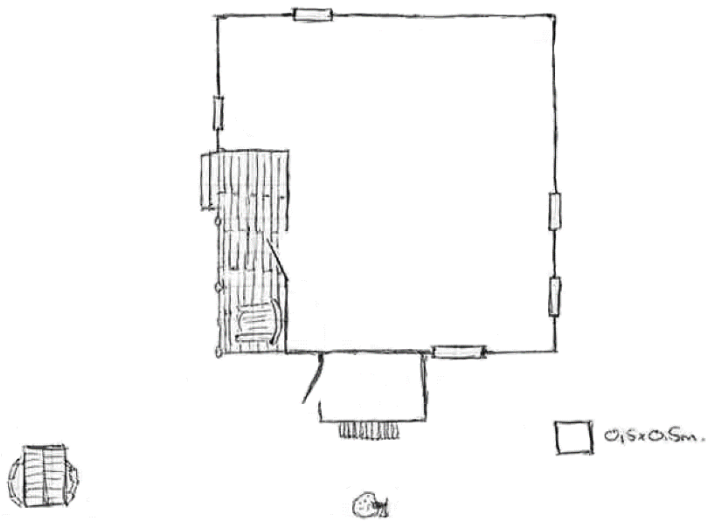
# GAME MASTER MAP



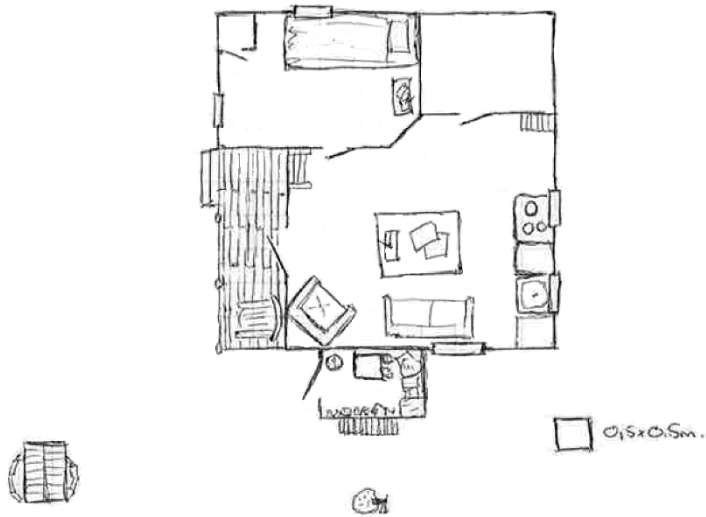
# PLAYER MAP



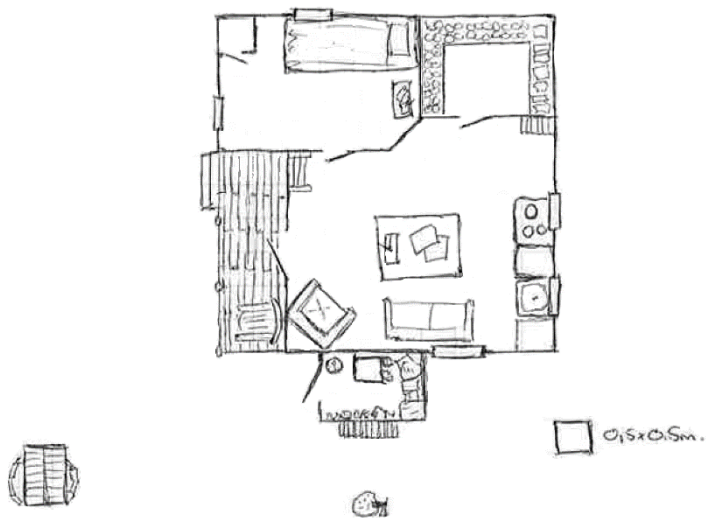
# CABIN MAPS



The cabin at first view



Looking through the windows



The inside of the cabin

## HANDOUTS

### #1 The mission briefing

Прибыть с-1-7 59°20'55.2"н 18 °44'02.9"Е

Встречайте контакт Konsum, четвертый звонок 1430

Код У вас есть куриные равиоли? (шведский)

ответитьМы ждем доставки на следующей неделе (шведский)

Первое место встречи совпадает с местом проведения, Суббота в 0800

второе место встречи к югу от Tallkobben, Суббота в 1500

### #2 Translated mission briefing

Arrive station S-1-7, 59°20'55.2"N 18 °44'02.9"E

Meet contact at Konsum, Thursday 1430 hours

Code phrase Do you have chicken ravioli? (Swedish)

Answer phrase We expect delivery next week. (Swedish)

First pick-up spot same as drop-off spot, Saturday 0800 hours

Second pick-up spot south of Tallkobben, Saturday 1500 hours

### #3 The Konsum note

59°20'04.8"н

18°43'36.9"Е

1500

Дерево

### #4 Translated Konsum note

59°20'04.8"N

18°43'36.9"E

1500

Tree