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Academy Retzor:

Teaching Social Skills Through Computers

by

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Introduction

The intent of "Academy Retzor" was to study the use of the computer as a supplemental aid for teaching life skills to children. My goal was to teach them conflict resolution and substance abuse resistance. There is very little literature on the subject of designing educational games in general, and a complete lack of games pertaining to teaching social skills to children. I particularly focused on drug and alcohol abuse awareness, and non-violent conflict resolution. The few pieces of software I have found that deal with these issues are either compilations of video clips of teens telling their stories, or stilted scenarios. In the latter, the student gets to choose the appropriate answer, but there really is not control for them or excitement.

There are programs such as D.A.R.E. and LionsQuest, which teach children to stay away from drugs, but a computer game would have an advantage over these. Compared to a police officer who comes to the classroom once a week, or a seminar that lasts for a few days, this game would be available to them any time they wanted to play it. At an age when pre-adolescents are becoming more concerned with the opinions of their peers than adults, playing an action/adventure game with their friends might have more impact on them than listening to a grownup.

Computers are uniquely suited to this type of education for several reasons: Players face no risk of embarrassment if they make a wrong choice, because computers are non-judgmental. More importantly, the children are able to test their decisions without being faced with real dangers. They will also see immediate consequences for their actions, which does not always happen in real life. The game's interactivity allows them to absorb more information as active learners. The act of responding to information helps move it from short-term memory to long-term memory, integrating it into their general knowledge base. A computer program can also easily accommodate several different learning styles, which is important because some children learn better either through seeing, hearing, or doing.

"Academy Retzor" is a prototype of an action/adventure role-playing game for 10-12 year-olds. I chose the age range after consulting with a substance abuse prevention counselor at the Parkridge Mental Health Center in Rochester, NY. Ten to twelve is the age

when children generally start to be influenced more heavily by peer pressure. They also begin to develop the ability to deal with hypothetical situations, and explore the possible consequences of their actions — according to Piaget's Theory of Cognitive Development. [1] This connection between cause and effect is very important. I believe that the more they practice making tough choices in difficult situations through the use of role-play, the more prepared they will be if ever faced with the actual situations. An added benefit of the game is that children's self-esteem will rise as they begin to "win" by making the right choices, giving them the self-confidence they need to respond to difficult situations.

The game is a mix of problem-solving and eye-hand coordination tests. According to the minimal literature that exists on the connection between gender and computer game preferences, boys generally like the arcade-style games, while girls are more attracted to exploration and problem solving. In order to appeal to both genders, there will be several arcade-style games embedded in "Academy Retzor." Children may have to use a garbage can to catch falling litter, or a tray to catch food in a cafeteria food fight. They may have to dodge bottles of "Drammvitz" or vials of "Halucinogs" at a party. The number of items they catch, or the number of times they are not successful in dodging something, will determine the Life Points they gain or lose.

In the game children will role-play a preadolescent alien, a Mzurflik, faced with temptations and difficult decisions. The player is informed that he or she has been chosen as a contender for one of a limited number of slots in the prestigious Academy Retzor. In order to enter the academy, the child must find and decode a special message and return it to the Council of Elders. Each letter of the message is on a separate scroll hidden some-where on the planet, as is the "Ancient Cipher" they will need to decode the message. This task serves as the vehicle to move the kids around the planet in order for them to be "tested."

The testing consists of a variety of scenarios dealing either with illegal substances, violence, or community. The children may encounter a vial of drugs, a bottle of alcohol or a weapon and have to decide what do about it. They then may choose to pick it up, give it to another Mzurflik, report it to a responsible adult, or ignore it. They may also encounter other Mzurfliks in a variety of situations: arguing with each other, arguing with the player,

[1] Guy R. Lefrancois, Psychology for Teaching, 5th ed., (Belmont, CA: Wadsworth Publishing Company, 1985), 229.

trying to rob the player, trying to tempt the player into using illegal substances, etc. In all of these cases they can choose to leave/ignore the situation, take something from the other Mzurflik, attack, discuss the situation, or contact a responsible adult. They will gain or lose points depending on their response to these situations. I decided not to provide the children with a list of prepackaged answers from which they must chose. Instead, just as in real life, for each situation they could speak, attack, leave/ignore, pick up an object, hand an object to someone else, or contact a responsible adult. My aim was to teach the child to think about all their available options, and choose the best one for each scenario. Feedback is provided through their communications unit at the end of the scenario. An "emissary" tells them whether their choice was good or bad, and what they might have done better.

Depending on which response they choose, the players gain or lose a certain number of Life Points. They can also gain or lose Probability Points in the Drammvitz (alcohol), Halucinogs(drugs), Violence, and Community categories. The difficulty level and the type of scenario they encounter is tied to their Probability Points. They are more likely to encounter scenarios in the categories in which they have higher Probability Points. The higher the points, the higher the level of difficulty for the scenario. Again, I have tried to mimic real life. The more bad decisions a child makes about drugs, alcohol or violence, the more likely they are to encounter problems with one or several of these. I have given them incentive to make good decisions, because they need a successively higher number of Life Points to pick up each scroll. They can not win unless they stay away from drugs and alcohol, learn non-violent conflict resolution, stay in school, and do community service work.

I have also planted helpful hints throughout the game. Some describe the dangers of "Halucinogs" and "Drammvitz." Others give ideas for avoiding them. There are suggestions for dealing with conflict, and constructive outlets for anger and stress. These can be found in the monitor in the counselor's office at the school, and on each of the "holo-boards" in the classrooms. They appear randomly, and the players receive points for clicking on the boards to read them. For example, reading a "Halucinog" message would lower their probability points for encountering a scenario involving "Halucinogs," plus increase their life points.

To encourage children to play the game more than once, strengthening the lesson through repetition, a new message and hiding places are randomly selected at the start of each game. The scenarios themselves occur randomly and are designed so that the child to must evaluate each situation, according to visual and aural clues. In designing the environment, I chose the places that kids are most likely to spend time and are familiar with. I made the assumption that all children have a home community, they all go to school, and most junior high students enjoy going to the mall. Therefore, in designing the planet environment, I included these three elements. I could have included both the school and the mall within the home community, accessible simply by walking through a doorway, but opted instead to allow them to teleport between these areas. This would appeal to science fiction fans and hopefully add to the sense of adventure. It also gives the feeling of a larger environment, because they actually have to transport themselves to each area.

The environment which the players explore is three-dimensional, to give them a sense of really being there. They can wander through rooms, and down streets, seeing them from a first person viewpoint and being able to turn completely around to see where they came from. It was created with a limited palette, of bright, unusual color combinations designed to attract junior high kids. I use combinations of teal, purple, blue and gold, with touches of red and gray. I tried to strike a balance between the familiar and unusual in the architecture and objects, adding a fair number of metallic and glossy textures to make it feel high tech. My plan was to give them a sense of being in an alien environment without needing a lot of exposition or a large learning curve in order for them to find their way around and figure out how things work.

There are some limitations to this project. Many of the schools in poorer districts, which are more likely to have "at risk" children, do not have many computers. The ones they do have are not likely to have a high-end CPU or large hard drive. In order to accomodate as many students as possible, it should be designed for up to four students to play at a time. I originally decided that the size of the game would have to be kept small. To help accomplish this, I would be using only 8-bit (256 color), simplified graphics. Sound would be used sparingly, only where it would be most effective. Video, if used at all, will be used even more sparingly. The game would also be limited in that it can not possibly cover every

situation that arrises, and there is no human being involved who could discuss instances not covered in the game. This is why I consider it to be a supplemental aid, to be used in conjunction with curriculum provided by programs such as D.A.R.E. and Lionsquest.

In designing this project, I am hoping that the outcome to be a game that children want to play and will enjoy. I also expect them to take the information that they've learned and apply it to other areas of their lives. I hope to accomplish this by applying principles of behavioral, cognitive and perceptual psychology to the design of this application, as well as generally accepted interface design principles to help communicate the message as effectively as possible.

About Educational Software

In the past few years, there have been a number of articles written on the subject of using interactive media for education. They range from how to design good educational applications to how effective they are in general. Roger Shank, in "Active Learning Through Multimedia," supports educational software because it can give kids individual attention, allows them to fail without the fear of embarrassment, and makes them active learners rather than passive ones. He offers the following advice for creating educational multimedia. Good educational software should be interactive, ensuring that the students are doing instead of just watching. It should provide goals that children want to adopt and ask the learner to use information in a realistic situation. Immediate ten principles of educational software:

1) Learn by Doing.
2) What they learn should be related to real-life problems they're struggling with.
3) They should recall or construct a solution instead of picking it from a list.
4) The software should tell good stories.
5) They should be able to use the experience they acquire to respond to future problems.
6) The learner should be in control of the educational process.
7) The software should offer a safe place to fail. (Do not ridicule the learner.)
8) The student should be able to locate answers easily.
9) Good software allows the learner to make discoveries and demonstrate new abilities.
10) Learning should be fun.[2]

There has been some concern whether computers in the classroom would be an advantage or not. The majority of the articles I found citing it as a disadvantage appeared in the *Education Digest*. Among them, Larry Cuban writes of his fears that the teacher-student relationship may corrode, along with the social climate of the classroom and the importance of collaborative work.[3] However, research done by ACOT (Apple Classrooms of Tomorrow) have proved just the opposite. *MacHome Journal's* article "Classrooms for Tomorrow in School and Home" reports that ACOT found that cooperation blossomed

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[2] Shank, Roger C., "Active Learning Through Multimedia," IEEE Multimedia (Spring 1994) 69 - 78.
[3] Cuban, Larry, "Computers Meet Classroom: Who Wins?"The Education Digest (March 1994) 50-53.

because kids love to help each other. Computers encouraged spontaneous learning much more than lecture-style classrooms.[4] Several articles list other advantages that computers have over traditional learning. A machine never gets tired and doesn't make judgments. The computer gives kids control over their learning. Many articles mention the benefits of making kids active, rather than passive learners.

One of the questions most often asked is "Do Kids Learn From Computer Games?" This is the title of an article in *Compute* magazine by Carole Ellison. She feels that kids learn from computer games for a variety of reasons. Learning is more effective when it's fun. The greater the adventure and challenge in the game, the more likely it will get the kids to think critically. Games that present kids with puzzles actually challenge them to think logically and to focus on relationships.[5] Educational Systems Design, a New York consulting firm, has found that interactive software can actually speed learning by 30% to 50% over conventional methods.[6] One teacher at least, has seen improvements in childrens' learning. Sylvia Leslie, who teaches 4th grade at the Ronald McNair School in southeastern Queens, uses computers to reinforce what children are learning in the traditional classroom. According to Leslie, some of her kids' test scores have jumped from the 70's to the 90's.

[4]Dawson, Jeff, "The Learning Revolution: Goals for the Year 2000," MacHome Journal (October,1994) 20 - 23.
[5]Ellison, Carole, "Do Kids Learn From Computer Games," Compute (December 1993) 3.
[6]Armstrong, Larry "The Learning Revolution: Technology is Reshaping Education - at Home and at School " Business Week (Feb 28, 1994) 82.
[7]Eng, Paul M. "High-Tech Teaching, Higher Test Scores" Business Week (Feb 28, 1994) 86.

The Psychology of Learning

In reviewing the literature about the psychology of learning and about interface design, I discovered that the two are strongly intertwined, with interface and screen design drawing on sound psychological principles. Why is psychology important to designing an effective interface? Behavioral psychology helps us to understand the principles of reinforcement. Developmental psychology is important in targeting an application to a specific age group. Cognitive psychology, also known as information processing, identifies the causal relationship between actions and outcomes. It also confirms why immediate feedback is so important.Perceptual psychology helps us understand the principles of screen design. What follows is a very brief overview of some of these basic psychological principles.

First we'll look at **behavioral psychology**, founded by J.B. Watson. Much of what now seems common sense among educators,was theorized and tested by behavioral psychologists. Watson reduced psychology to the study of observable behaviors. He was influenced by Pavlov's model of classical conditioning. (Pavlov would ring a bell every time he fed the dogs. Later he stopped giving them food and just rang the bell. This caused the dogs to involuntarily salivate, because they were used to being fed when the bell rang.) Edward L Thorndike developed the theory of connectionism in 1949. In his opinion, learning occurred when bonds (connections) were formed between stimulus and response. To learn is to "stamp in" S-R (Stimulus-Response) bonds and to forget is to "stamp out" S-R bonds. Edwin Guthrie's theory of "One-Trial Learning" went a step further, stating that once a person responded to a stimulus in a certain way, they would always respond to the same stimulus in the same way. Since every event consists of many mini-stimuli, no event occurs exactly the same way twice. However, humans will often respond to similar stimuli in a similar manner.

B. F. Skinner's research with operant conditioning and the Skinner Box is very important to understanding the effects of positive and negative reinforcement. The Skinner Box was a controlled environment, typically with a lever, food tray and food release mechanism. Skinner discovered that reinforcing a response will increase its likelihood of happening again. He also explored "generalization" and "discrimination." "Generalization" is making

the same response for similar circumstances. "Discrimination" is refraining from making a response because the situation differs. In Skinner's reinforcement studies, he trained rats to jump, either for food or when shocked. Both groups of rats learned to jump, but those that jumped for food would eagerly approach the Skinner Box. The rats that had been shocked would try to avoid it. This is a very important lesson for choosing methods of reinforcement.

Cognitivism explores the organization of knowledge, information processing, and decision-making behavior. Information processing is one of the most important concepts to grasp in cognitivism. Human brains have three types of information storage: short-term sensory, short-term memory, and long-term memory. In order for information to move from short-term sensory to short-term memory, it must first be noticed. (An important fact to remember when designing your screens for your application). Then for information to move from short-term memory to long-term memory, it must be processed. This is where interactivity in computer tutorials can be very helpful. It allows the learner to process the information in order to retain it in long-term memory.

Cognitive psychology also provides us with information about methods for organizing materials we wish the learner to incorporate in their long-term memory. David Ausubel's theory of expository learning states that it is easier for us to incorporate meaningful material into our existing cognitive structures. Therefore the material should be organized in a meaningful manner before it is presented to the student. No new material should be presented until the student has the cognitive structure to handle it. Thus, they learn more quickly and have a higher level of understanding. Jerome Bruner, on the other hand, believed in discovery learning. His theory of categorization states that we have a need to simplify our environment by finding commonalities and forming coding systems (hierarchical arrangements of concepts). For example, cats and dogs are both animals. With discovery learning, students are more responsible for their own learning and form their own coding systems to remembers things. Learning and perceiving are information processing activities that allow the learners to move data from short-term to long-term memory. Educators can then help them exercise their new abilities, while recognizing their limits.

Robert Gagne refers to the outcomes of learning as intellectual skills. He describes seven intellectual skills which are hierarchical, with higher-level types of learning depending

on the mastering of lower-level skills. In practical application, this means that the contents of an educational application should be organized so that the learner will first master the simpler skills and concepts needed for later learning. The goals of the learning software should be carefully analyzed to determine what types of skills they would involve. The instructional methods should then be devised based on the conditions required for those types of learning.

Gagne's 7 intellectual skills consist of Signal Learning, Stimulus-Response Learning, Chaining, Verbal Association, Discrimination Learning, Concept Learning, and Rule Learning. Skill I - Signal learning is the learning of involuntary behaviors through classical conditioning, such as with Pavlov's dogs. Skill II - Stimulus-Response (S-R) learning is the formation of a single bond between the stimulus and response, in which the response is precise and voluntary. Skinners' rats, which would jump when given food or shocked, are a good example. Skill III - Chaining involves forming S-R chains, such as used in complex motor skills like using a pencil. For chaining to occur, the learner must first acquire the individual S-R bonds before connecting them. The S-R bonds must be presented in contiguity and in sequence. Reinforcement and repetition are usually important to forming S-R chains. Skill IV - Verbal associations are merely the formation of verbal chains.

Skill V - Discrimination learning is the ability to differentiate among similar inputs due to the formation of related chains. It allows us to differentiate between objects and classes of objects, etc. In learning the difference between the letters "p" and "b," first the individual related chains must be present. In other words, the child must have been taught the letters "p" and "b" before they can be taught to differentiate between them. Then confirmation and repetition would be very important to acquiring the skill. Skill VI - Concept learning is similar to discrimination learning, but involves detecting similarities rather than differences. Concepts, or categories, are essential elements of our thought processes. According to Bruner (discovery Learning), concepts reduce the complexity of the environment, making it possible to generalize to make decisions and to behave appropriately.

Skill VII - Rule learning is the highest intellectual skill. Learners can not be presented with all the different instances to which they will need a response. When children are taught to add and subtract, they are not shown every single combination of numbers that they could ever be asked to perform those functions on. Instead, they are given a set of .

rules which they can then use on any set of numbers presented to them. Rules can be simply defined as the combination of two or more concepts. In order to facilitate the learning of rules, the students should be reminded of relevant concepts, the important relationships between those concepts should be highlighted.

The stages of childhood development were identified by Jean Piaget and are crucial information for those designing educational software for children. In the Sensorimotor stage (birth to 2), they have motor intelligence, but no language and no thought in the early stages. They are in the world of the here and now, only knowing what they see. They won't even look for a hidden object. The Preoperational stage (2 – 7) is a time of egocentric thought. It is divided into two periods. In the preconceptual period (2 – 4), children have incomplete, illogic concepts. They have more problem-solving ability as they enter the Intuitive period (4 – 7), but their solutions are more intuitive than logical. They being to think logically as they enter into Concrete Operations (7 – 11/12). They have the ability to conserve, can apply rules of logic to classes (relations and numbers), and their thinking is relatively decentered. Finally, they enter into Formal Operations (11 – 15), and can finally apply a formal set of rules and logic to hypothetical situations. They begin to understand "what if's" and consequences. As an instructor, it's important to understand these stages. Not every child will fall into the exact age cutoffs, but this helps to understand what abilities can normally be expected. Thus the educator can help them exercise their new abilities while recognizing their limits. Piaget's theory was especially important to my thesis project. I wanted to teach kids to deal with "what if's" and to be able to work out the possible future consequences of their actions. Therefore I targeted my game to ages at which children begin to enter Formal Operations. Althought the game is targeted to 10-12 year olds, which begins the year before Piaget's cut-off, I think it doesn't hurt to begin them a year early. There are some children who may be able to handle this type of thinking at age 10, and the others will benefit from being exposed to the concepts. At the very least they can make the connection that they should turn down illegal substances and not use violence to solve their problems.

Perceptual Psychology, also known as Gestalt (German for "configuration"), was developed by Fritz Perls of the Esalen Institute in the 1940's. It is the basis for the study of perceptual organization and is a major contributor to the principles of screen design.

Perception is a pattern selecting and pattern making function. Patterns and structures abound in the universe, from the sub-molecular level and up. The physiology of perception allows for both identification and discrimination, so these patterns and structures help us to identify, remember and classify different objects in our world. Perceptual organization is the structuring of elementary sensations such as points, lines and edges into the objects we "see."

The principals of perceptual organization include: figure/ground, isomorphic correspondence, closure, continuity. and similarity. The differentiation between figure and ground helps us to discern an image. The shape of a figure is defined by its relationship to the background. The surrounding field, which may include other figures, can effect how a figure is perceived. To make the figure stand out, there must be contrast between it and the ground. In the case of camouflage, which is purposely designed not to stand out, there is no contrast and we can not tell the difference between the figure and the ground.

Isomorphic correspondence is the relationship between the visual form and human experience. When we see a picture of an object, we will respond with feelings similar to those we have when viewing the real object. This is important in your choice of design elements. For example, in the United States, we might associate turkeys with Thanksgiving. People from other countries that do not have that tradition won't necessarily make the same association, so the graphic of a turkey would not translate as Thanksgiving to them. Another way in which isomorphic correspondence can effect your design decisions is in the type style you choose. If you want to evoke warm, comfortable feelings from your viewer, you will not use a typeface whose letters are designed to look sharp and pointy, evoking thorns. Certain flowery scripts might make people think of an invitation to a formal party or a wedding, because we are used to seeing them in that particular context.

Closure is the eye's desire to view complete, finished forms. Closed areas are more stable than unclosed, so we have a strong tendency to close gaps. If the learner were to see a circle that was not completely closed, the input from the eye will be interpreted by the viewer to form a closed circle. The designer often uses this tendency to their advantage, by positioning design elements to allow the viewer's eye to create another shape from them. **Continuity** is an important factor. When several lines overlap into one image, let's say a tic-tac-toe board, they are no longer physically individual lines. The tic-tac-toe board could

easily have been made by creating a square in the center and adding lines to its corners to form the rest of the board. However, our eye would still see it as four individual lines, two vertical and two horizontal, which have been overlapped. Similarity involves grouping by shape, color, size, direction, etc. Often the viewer will infer sets due to these similarities. Objects that are similar in size or shape, or placed near each other appear to belong together. Putting objects on same or similar backgrounds might also imply that they belong together. When I give presentations on interface design issues, my slides are divided into three categories: behavioral, cognitive and developmental psychology are grouped together, Gestalt is the second category, and screen design is the third. All of the slides within each category have the same color background, therefore the viewers will see them as belonging together, and will recognize the change in topic when the color changes.

How Psychology Applies to Interface Design

Psychology can be an important factor in navigation and structure. As mentioned in Ausubel's Theory of Expository Learning, the content should be organized to facilitate learning, because it's easier for a student to incorporate meaningful material. You may have noticed that this is in direct conflict to Bruner's theory of discovery learning, which states that the learners should form their own coding system. However, discovery and expository learning are not mutually exclusive. It's important to organize the material in a meaningful way, while also allowing some freedom of discovery and experimentation. In my thesis project I have combined both teaching methods. I have given the children the free reign to explore, with an underlying mission that provides motivation for their exploration. They randomly encounter temptations and learn by experience as they choose their response to the situations. However, I also provide them with clues, sprinkled about on the "holo-boards" in the classrooms and computer monitors in the principal's and counselor's offices. The clues, which provide children with methods for resolving conflict, handling stress and resisting substance abuse are organized for expository teaching.

The navigation and structure should be designed so that the learner can easily move around the software and find what they need. If the application is not well organized, the user can get lost or disoriented. Unless you provide them with some clues, they won't necessarily know which link leads where, and may not be able to get to the information they need. This will decrease their enjoyment of the process and will decrease their learning, as they become preoccupied with figuring out how to get around the program. Once they have changed screens or chapters a few times, navigation should become second nature to them. They will cease to think about how to get where they want to go and concentrate instead on absorbing the material. In the game that I've designed, part of the challenge is for the kids to find their way around a virtual world. Therefore the clues that they receive are the same visual clues you would see in your own environment. There is a door leading to each room they can enter, often with a label on it. When they are walking down a street or hall, they can go straight as long as there is nothing impeding their passage, just as in real life. They can also turn in 90° increments in any direction (N,S,E,W), to see what lies in

that direction. As they enter each section of the environment via the teleporter, the name of that section is visible over the doorway to the teleport center. Within each teleporter, they have a list of available area that lets them know the choices of places to go.

There are several ways to assist the learners in finding their way around. The first is to organize the materials in a logical manner. You can also provide them with "Road Signs," by consistently keeping the chapter title on the screen, and including subtitles. Depending on the size of each section, you may even consider numbering the screens so the learners will know their relative location with a section (4 of 8, 12 of 20, etc.). Always provide an overview or table of contents. If the chapter titles are not clearly indicative of their contents, then you may wish to include a brief explanation of what each section holds. For large, complex applications it's helpful to include a visual map of how the structure is laid out, hiliting each section the learner has visited. An index can also be helpful in allowing the learner to quickly look up a single piece of information. Since I chose to use a more pictorial format, as opposed to a book metaphor, most of these methods did not work for me. Instead, I put labels on doors in the school. The GSEC was basically one large room, so that didn't need much labeling, except for the teleport room. The "Zertz" community mainly consisted of homes, so did not need much labeling, but I did provide a label on the teleport building so that the users could find it more easily.

Zertz Teleport :
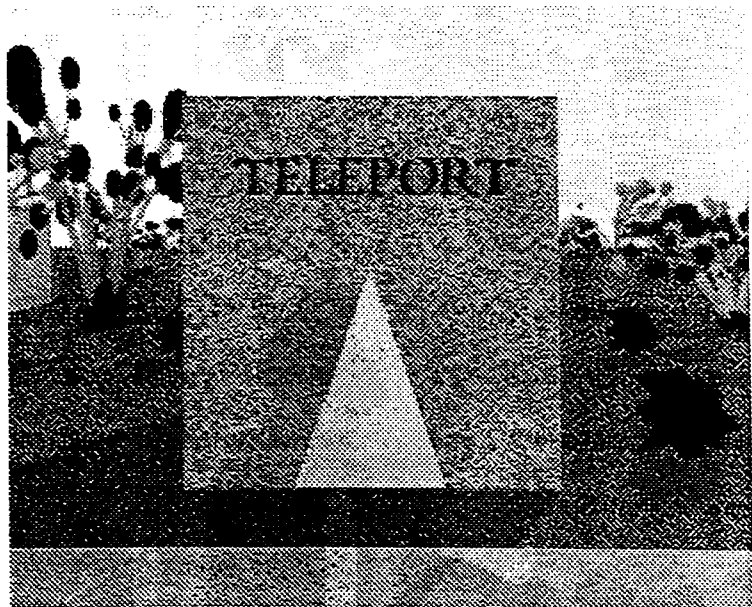
Ideally navigation and the use of buttons should be fairly intuitive, but it's not always possible. Therefore, every application should have online help. An application created on a Macintosh may be straightforward to a Mac user, but a DOS user may not be familiar with the Mac's rules of interaction. The learner may never have used a computer at all, or may be from a different culture so the icons that you thought were intuitive make no sense to them. Help doesn't have to be greatly detailed, but if the learner is confused about how to get around, they should have a place to go to look up what each button does. I made sure to include a help section explaining basic navigation and use of the teleporter. I also gave some tips for handling encounters with other Mzurfliks, and the use of the communications unit.

If the learner is finished for the day, needs a break, or has something they need to take care of, how do they leave the application? While there may be rare instances in which you don't want a learner to quit out of a sequence of screens or a test, for the most part they should be able to leave at any point, just as they would be able to close a book and put it down. When they start it up again, depending on the size of your application, you may want to allow them to go directly to the place they quit from, or at the very least make it easy for them to return there from the main menu. Along similar lines, the learner should always have the option to return and review materials. They may have forgotten some information and need a refresher, or perhaps something they just read or experienced gave them new insight into a previous section, so they want to go back and test their theory. In either case, they should always have this option. In my prototype, the user can currently quit out from anywhere, but I do not save their score and position in the game. This is a feature that needs to be added.

It's important to make the piece as interactive as possible in order to promote deep processing, that is moving information to long-term memory. After all, if the learner is just going to sit and flip through page after page of text, why not hand them a book. It would be easier on the eyes for large amounts of text, and it's hard to curl up in the hammock under your favorite tree with a 15-pound CPU on your lap, let alone trying to figure out where to put the monitor and mouse. The only reason to put your materials on disk (or CD), would be to give the learner something more than they could obtain just

from reading a book. Users should have as much control as possible. They like being able to move about at their own pace, and this can allow them to form their own coding systems, as recommended by Bruner.

One of the nice things about using a computer as a learning tool, is that you can allow the learners to work at their own pace and level, plus provide them with varied directions of learning. Give them content options, a choice of modes of control, and a range of activities. Different people will have different needs, both in what they want to get out of your program and how they learn. Some people learn better either through hearing, seeing, or doing. It's best to include all three teaching methods, in order to reach all these people. Also, by including a range of different activities, you will keep your learners' interests and help stimulate the movement of information to long-term memory. In my game, the children's main task is to find the pieces of a message and put them together. To accomplish that they have to explore their environment and experiment with various objects to find out what they do and what they might be hiding. There are also arcade games embedded within the main game, plus the encounters with other "Mzurfliks" offers a slightly different type of interaction. Instead of exploration or practicing eye-hand coordination, the children are asked to reason out a situation and choose the best response.

When designing the contents of an educational game, it helps to know the audience. Making use of their background and prior knowledge can facilitate learning. They will catch on much quicker if you use familiar examples or analogies with familiar situations. Because they've already formed S-R bonds about familiar situations, there is less new information for them to absorb. In "Academy Retzor" I created environments analogous to what children are already familiar with. There is a school, a mall, and the home community. The situations that the children encounter are familiar, too. The drugs may be called "halucinogs," the alcohol called "drammvitz, " and the weapons are an alien design, but children ages 10-12 are familiar with the concept of illegal substances and weapons.

To enhance the effectiveness of your application, it is important to provide immediate feedback, cognitive enhancers, and knowledge assessment. Immediate feedback develops a causal relationship between action and outcome and helps to create S-R bonds. When learners in my game are forced to respond to a situation, they are immediately given feed-

back, via their communiations unit. The "emissary" will explain to them what was good or bad about their decision and why. Cognitive enhancers are simply activities that give the students the opportunity to use what they've learned. By processing it, they then move it to long-term memory. On the planet Retzor, learners can pick up information about substance abuse resistance and conflict resolution from school "holo-boards" and monitors. They then have the opportunity to use this information when they encounter other aliens. The knowledge assessment serves a two-fold purpose. First, it motivates the learner by providing feedback on their overall progress. Secondly it allows the educator to determine whether or not that learner is ready to go on to the next level of difficulty. Let's relate this concept to arcade games, because we know that they are something that many kids enjoy and are motivated to spend a lot of time playing. The kids are constantly striving for a higher score, so they practice in order to increase their skill and their level of play. As they get higher scores in each level, the computer moves them on to a higher, more challenging level where they can earn more points. The more they play, the better their score gets. While they may not have learned anything about formal subjects such as engineering, mathematics, or English literature, they do come away with increased knowledge about that particular game, and improved eye-hand coordination. The same concepts of feedback, reinforcement and advancement that keep a child glued to a video game can be applied to the learning process. I don't have actual levels in my game, but the children must get an increasingly higher score to pick up each subsequent piece of the message. This helps provide them with the motivation to respond appropriately to the test scenarios. The scenarios themselves provide knowledge assessment through the number of points that are won or lost after the response is made.

Knowing about interactivity, feedback, reinforcement and knowledge assessment is important. The next issue is how to initially expose the learner to the new materials. How are you going to present your content? The main purpose behind creating a computer application is to allow interactivity and user control, so your text should be kept to a minimum. Graphics, sound, video, and activities can be very useful elements for providing details or reinforcing a point. Don't make text wordy. Use short sentences in a bullet format that just provide the main points you wish to make. Try to stay in the active voice to maintain interest, and use inclusive language for the same reason. (If you always refer to

the learners as "he," females will not be attracted to your application.) As mentioned previously, use familiar examples whenever possible. Last but not least, have several people proofread your text. If the learner finds typos in the text, they may begin to doubt the validity of your information in general. My prototype uses very little text to teach. The lessons it teaches come through experience. For the materials provided in the school, giving the children clues as to how to respond to the scenarios, I have chosen a bulleted list format, to keep the text as simple as possible.

Text From the Counselor's Computer Screen:

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RESOLVING CONFLICTS:

WHAT IS THE CONFLICT ABOUT?
WHAT DO YOU WANT OR NEED?
WHAT CAN YOU COMPROMISE ON?
IF YOU CAN'T FIND A GOOD COMPROMISE
        GET HELP FROM AN ADULT.
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Screen layout is a very important aspect in the design of interactive meda. The design of the screens serves several purposes. It focuses attention, maintains interest, promotes deep processing, promotes engagement, and facilitates navigation. The goals in screen design are consistency, clarity, and unity. No matter how slick and high tech it looks, if it doesn't help communicate the message it's worthless. If the user has to spend a lot of time trying to understand the application, they will become frustrated and not concentrate on its contents.

There are several areas in which consistency is important. To begin with, you should have a consistent level of discourse. Keep it short. Keep it simple. Use as few words as possible to get the message across. Placement of various elements needs to be considered carefully. Navigation buttons which appear on every screen should always be in the same position. Any differences will confuse the learner. It is also a little disconcerting to have buttons disappear. For example, if you use a left arrow button and a right arrow button to indicate that the user can go to the next or previous screen, do not remove one of those

buttons when you reach the last or first screen of a section. Instead, remove their function-ality for that screen and change them to be "grayed out." This may mean either lightening or darkening the button and lowering its contrast and color saturation. This indicates to the user that the button is no longer operational on this page. For clarity, in case the user still clicks on the button, you may choose to include an error sound or a message explaining why it is not functional on this particular screen and what their options are. In my situation I wanted the users to feel as if they were walking through a virtual environment that didn't really have beginnings or ends. There are very few situations in which any of the buttons are inactive. If they click on the button for the Ancient Cipher and have not found the Ancient Cipher yet, they will receive a message telling them that they do not have that object yet. The only buttons available in the Help section are the Quit and Help buttons, so in that case all other buttons are "grayed out."

The placement of other items from screen to screen is also important. Within each section it's helpful to place similar elements in the same place on each screen. You might decide to have the section title appear in the upper right corner, with a subtitle in the upper left corner. If you number your screens, the number might always be at the bottom center. Perhaps you will always put bulleted text on the left and graphics on the right. You may want to reserve one section for special instructions. That way if that space contains no text, the learner will know that there are no special instructions. Because my application is mainly pictorial, the placement of titles and subtitles was of no concern to me, except on my "help" screens. However, there were times when the user could speak with another Mzurflik and was given choices of what to say. These choices appeared in word balloons across the top of the screen. I was careful to keep the positioning of these word balloons consistent from encounter to encounter. Other areas in which consistency is important are the use of color, navigation, access structure, fonts, graphics, terminology, name of commands, the manner in which commands are used, and interaction behavior (i.e. when-ever the activate button in the teleporter is pressed, it should respond in the same manner.)

The remaining goals are clarity and unity. Keep it simple. Don't use big words when small ones will do. Don't overcrowd your screens. Keep charts, graphs, illustrations as clear and simple as possible. The most important issue is for the learner to understand what

you are trying to communicate. To achieve unity, the various pieces of the application should be designed to look and feel like they belong together.

Buttons should always have the same use, look and placement. They may change in color for different sections, but then keep the same shape and texture. Changing the size and shape, or position of your "Quit" or "Help" button in each screen or each section, will only serve to confuse the learner. Navigation buttons should be placed on the outer edges of the screen. Right or bottom edges are best. We read top to bottom and left to right, therefore the navigation buttons will generally catch our eye last, which is appropriate. Obviously they should be easy to spot, but when the user is trying to concentrate on your content, navigation buttons should not get in the way. They are merely a means for moving through the application and should become second nature so that we don't really notice that we're using them. My buttons are all located in the lower right portion of the screen. The buttons, along with the score are designed to look like a control panel which overlays the game, so the player does not have the feeling of changing from screen to screen. I do have one button that changes functionality from time to time, and that is the navigation button. While the learner is in an encounter, it changes to a "Leave/Ignore" button, to give them a visible reminder that this is a viable option. However, while the size and shape of the button remains the same, I change it from purple with small magenta and teal speckles to a solid teal, so that there is a strong visual cue that its functionality has changed.

Buttons which relate to specific objects on the screen should be placed next to the objects that they affect, to allow the user to make the visual connection between the button and the object. Sometimes brief instructions are also needed. The function of each button should be clear. If you use icons to identify their function, keep the graphics simple. I used a part of a magnifying glass, enlarging a section of text, to symbolize the "Ancient Cipher." I attempted to duplicate this style for the pouch icon, by showing only a portion of the pouch, but the identity of the image was not clear. I redesigned the icon to show the entire pouch.

Icon Design Variations:

Original Choices   Final Choices
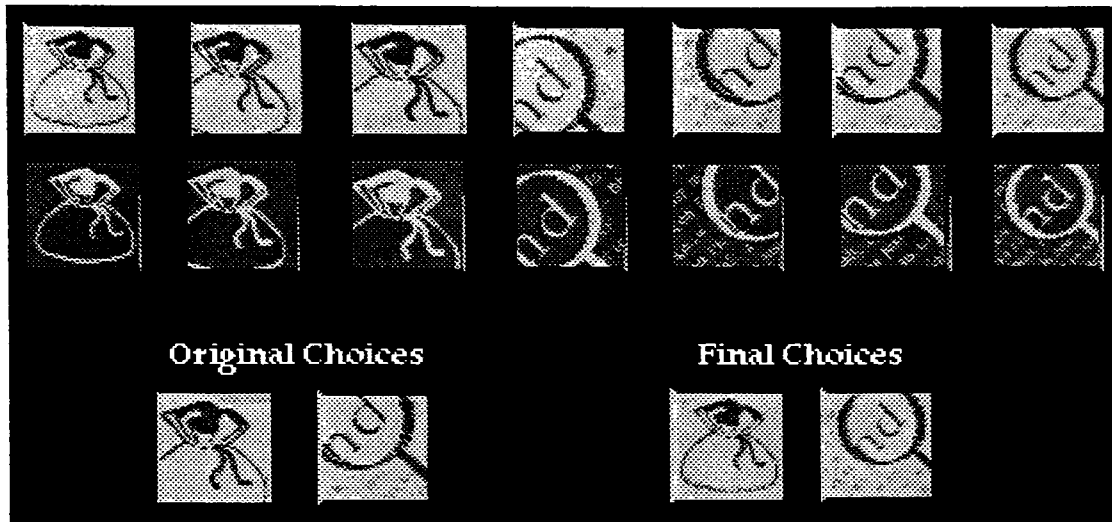
A button should always provide immediate feedback to the user. It may hilite or appear indented when it's clicked on, or you might add a simple sound. My navigation button appears to move like a track ball. The "help," "quit," "pouch," and "decoder" buttons all appear indented when pressed. (Hearing-impaired learners won't notice the sound, so visual, as well as aural feedback should be included.) If the function the button was designed to carry out takes some time, the user should be informed that something is happening behind the scenes. Perhaps the button has to do some complex calculations to draw a picture on the screen. When the button is pressed, display some text on the screen telling the user that those calculations are taking place and the picture will appear shortly. Depending on the length of the process, you might want to use some kind of indicator bar to show how much longer it will take. At the very beginning of my game, when the players press the "start" button, the game takes some time to determine the message and hide all of the scroll pieces, so a message is displayed on the screen explaining that the scrolls are being hidden.

If graphics are added to the project, they should be kept in the same style for unity. You may combine consistent styles within one project, but be careful how you do it. If you were creating a piece to teach chemistry, you might choose to use cartoon-style drawings to show someone conducting the experiments and what could go wrong. You might choose to use photographs to show what the different chemicals look like. This could be effective. What you don't want to do is

show the chemicals sometimes with cartoons and sometimes with photographs. This would create a much less unified piece. The final point about graphics should go without saying. They should always be pertinent to subject. You may have a perfectly wonderful picture of your dog Spot dressed up like Santa Claus. Including it in your Chemistry tutorial makes no sense.

I chose to use graphics as my main mode of communication, rather than merely as illustrative detail. Because I created the backgrounds with a 3-D modeler, it was easy to keep all of the renderings in the same style. To make animation of the creatures simple, I used a 2-D style for them. However, I remained consistent in that the backgrounds are always 3-D and the moving creatures are 2-D.

Type style can be very important, even in a project that's mainly pictorial. The appropriate font should always be chosen for the subject. For example, a modern machine looking font would not work well in an informational piece about Victorian flower arrangements. The type size should also be carefully selected. It should not be so big that it overpowers the screen nor so small that it can't be read. If you have to use a small font to fit everything on the screen, you may want to reconsider your design and either find a way to get your point across in less words, or use multiple screens. If it's hard to read, many learners won't read it. Generally, you should left justify your text. That is, the first letter of each line should be aligned with all the other lines. Left justification makes the reading of text simpler, because the eye always travels back to the same horizontal position from the end of the previous line. Justification (as opposed to "left justification"), or aligning the text on both the left and the right is not recommended. It is very difficult to do correctly, and if it is not done right it can leave "rivers" of blank space breaking up the page and making it more difficult to read. Avoid underlining. Visually it breaks up the page and makes your text more difficult to read. Bold text is best for emphasis. You should also have a minimal use of italics. They are hard to read and grammatically are meant for very specific purposes:

1) Introducing technical terms.
2) Titles of books and publications.
3) Characters, words and phrases cited as linguistic examples.
4) Specialized applications - statistical symbols; genera and species in biology.
5) Distinguishing types of materials - editorial comment in the text, 2 people in a dialog.

"Academy Retzor" did not use a lot of text, but I was careful to follow these guide-lines in the Help screens and in the few areas in which I did use text. The majority of the game was done using the Times font, because it's a very legible font that does not carry with it any particular associations (such as a flowery script might remind one of a wedding invitation.) Within Retzor environment, I chose "Caesar" as the font because the style feels reminiscent of carved text and of runes and seemed to fit well with the design and with the sense of being in an alien and somewhat mysterious world, as seen on the teleport building and the counselor's monitor.

Text on Classroom Holo-board:
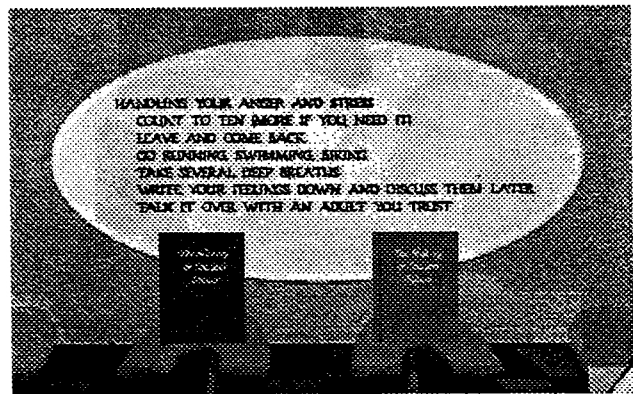
Text on Help Screen:
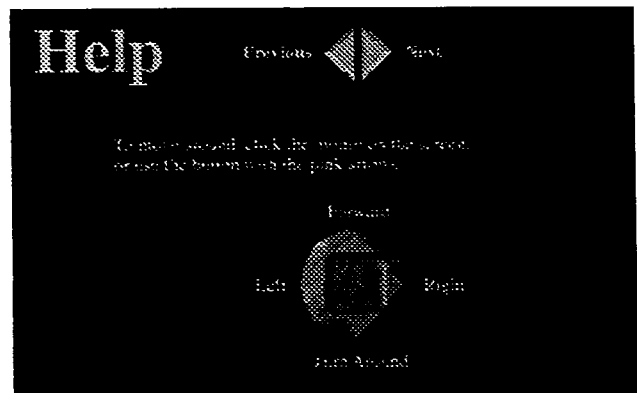
The use of color in text should be consistent. It should all be the same color within your main text body. Light text on a dark background is the easiest to read on a monitor. In a densely packed display, (which you should avoid to begin with) you might use color to

group related items. For example, if you were designing a display for a pizza delivery service, you may have all of the orders appear in the same color as they are entered. However, some orders may be larger and take longer. Once an order has gone out with a driver, its color will change. That way, you can make sure that the customers that called first get top priority and everyone gets their pizza. You may use blinking or flashing text occasionally as attention getters, but these are distracters, so be careful how you use them.

A good rule of thumb in the use of color in general is to keep the number of colors to a minimum. Again, this will depend on the interface. If the application is mainly pictorial, then you have to worry less about how much color you use. It is good to design your screens in monochrome first to ensure that you have good balance and contrast of lights and darks. Add your color next, making sure to test it in monochrome to make sure it still stands up. In general, there should be no more than four colors for the text and seven on the screen at one time. Too much color will make the screen appear busy and the learner will not know where to focus.

I kept my use of color in the "control panel" portion of my screen fairly simple. The section pertaining to scoring, getting help and leaving the game was designed mainly in shades of purple with blue buttons. To keep this area from getting too busy, the text on the purple background was a lighter shade of purple and the text on the blue buttons was a darker shade of blue. This area takes up a very small portion of the screen, but needs to get the most attention, because it provides the learners with feedback and knowledge assessment. The scores are displayed in green and red (green for the category in which high values are good, and red for the categories in which high values are bad.) The player's name is displayed in yellow to make it also stand out, because it changes if there are multiple people playing the game. The area that the learner is expected to use to play the game is on a gray metal background. As previously described, the communications, pouch and decoder buttons are teal, and the navigation "ball" is a purple with small teal and magenta specks for texture. Four magenta arrows indicate the four directions the ball can be moved in. The labels for the communications buttons are in magenta also, but they only appear when the cursor is over a button, so as not to make the screen appear overcrowded.

Sound can be a very nice addition to your program, to provide feedback to the learner, or call their attention to something. It's important not to "jazz up" a presentation, audio can't save inadequate content and design. Keep sound subtle and restrained. It should be used enhance the visuals, not overpower them. Make sure that the sound is not going to be repetitious and annoying. If you think a sound is cool and put it in a button that will be used a lot, try clicking on it 50 or 60 times in a row to see if it grates on your nerves. If you have a lot of sound, it's nice to give the user control over the volume and/or allow them to turn the sound off, especially if it's background music or sound effects. Not everyone has the same taste in music. Continual background sound can become annoying or could cause your piece to run much slower. If it's not a vital sound effect, let the user turn it off. Again, don't forget that some people are hearing impaired. If sound is used to confer a lot of information aurally, remember to offer alternatives for those people who won't be able to hear it. In my case, the sound was kept to a minimum and used mainly to add interest. It is always accompanied by visual feedback.

If video is included, it should be remembered that it eats up a lot of disk space, and takes a lot of memory to run well. Keep it as short as possible to meet your needs. It goes without saying that it should be germane to the topic. Transitions into and out of the video should be smooth. It shouldn't suddenly just appear on a blank screen. It can dissolve onto the screen and dissolve back off again. You can place a still picture in the same place as a video clip, which matches the clip's first frame, then allow the user to decide to play it or not. If it is not a short video, or it contains complex technical information, it is best to give the learner as much control as possible. Allow them to start and stop the video, rewinding it to sections that they'd like to repeat, even playing it frame by frame, if they're trying to see the details of a complex operation. There was no need for video in my application.

One thing all of the literature stresses is to remember the special needs of the audience. Different people learn better through different methods, either through seeing, hearing, reading, or doing. The best way to explain this is to use myself as an example. I am mainly a visual and kinesthetic learner, that is, I learn by seeing and doing. I fall asleep in straight lectures unless I take copious notes, and even then my retention is not great unless I study on those notes extensively. My recall is improved with visual aids, and even more

with interactivity. If I can watch how something is done, then repeat the actions myself, I can process that information and move it to my long-term memory. On the other hand, I have a friend who can sit through a lecture without taking notes and remember practically everything. So catering to different learning styles is important. Provide the information in a variety of formats and contexts. Let the learner see and hear what is going on, as well as read it. Then give them the opportunity to use that information, supplying immediate feedback. Reinforce it by letting them use the information again later. Test their knowledge to motivate them and give them, as well as you, an idea of where they need to work harder. Remember to learn about your audience. What background knowledge can you use? What familiar examples can you draw on? Do they have any impairments that would prevent them from getting the most out of your application? R.I.T. is the home of N.T.I.D., the National Technical Institute for the Deaf, and therefore has a large population of hearing impaired students. For this reason, we were especially attuned to designing for individual needs. I made sure that all vital audio feedback also had corresponding visual effect. For example, my buttons make a noise when clicked on, but they also appear indented to provide visual feedback.

Developing a Social Skills Curriculum

When I originally conceived of this project, I wanted to create something that would be beneficial to society, that would help children to become better people. Having had some contact with people who worked in drug and alcohol abuse prevention, I decided that those would be good topics. As I began researching existing computer games, to study interfaces, I realized that the majority of the existing market consists of violent games that teach the children to win by killing off their competition. With the uproar over violence in recent years, I've also been paying more attention to the content of television shows and movies. What I've noticed was that many of these also did not teach how to truly resolve conflict. The hero walked in with some heavy-duty firepower, blew away his/her opponent, and the problem was resolved. There was no attention given to the consequences of the violence. Therefore I decided to create a game that would not only teach children to stay away from drugs and alcohol, but teach them about conflict resolution and help them explore the consequence of their actions. The need for such an application is apparent in the following statistics:

From the National Council on Alcoholism and Drug Dependence Fact Sheets:
- Alcohol is responsible for half of all highway deaths — approximately 25,000/year.
- Alcohol related crashes are the leading cause for teen deaths — 6,441 in 1990.
- Half of all youth deaths due to drowning, fire, suicide and homicide are related to alcohol.
- By their senior year, 90% of high school students have tried alcohol.
- 35% of all wine coolers in the U.S. are sold to high school and junior high students.
- Students with GPA's of "D" and "F" drink three times as much as "A" students.
- The first use of alcohol typically begins around the age of 13.
- 35% of fourth graders have been pressured to drink alcohol. By sixth grade it's 49%.

From "About 'Stop the Violence'," America Online.
- Over 3 million crimes are reported each year in 85,000 public schools.

• Approximately 270,000 guns go to school every day.

From "Facts About Youth and Violence in the U.S.," America Online:
- More than 25,000 Americans are murdered each year.
- The rate of bullet and stable wounds in youth has increased 1,740% since 1986.
- 65% of all homicides and 55% of all fights and assaults at home involve drinking.

From "Problem of Youth Violence - Psychology's Message of Hope," America Online:
- 45% of 1st and 2nd graders in Washington D.C. have seen muggings. 31% have seen shootings. 39% have seen dead bodies.
- One 17 year-old girl in Washington D.C. has attended the funerals of 16 friends.

I actually began the legwork for this project last spring. Because I have no training in psychology or education, I knew that I needed to consult professionals in these fields to make this a successful game. I first talked to a Counselor, Carole Kohler, at the Parkridge Mental Health center. She suggested that I target the game toward 10-12 year-olds. In general, this is the age when they are first able to move beyond concrete thinking to begin exploring "what-if's." She's seen younger "at risk' children at the health center, but this would be the earliest age at which they would really reap the benefits of a game that taught them to explore the consequences of their actions. It was also an age at which they began to spend more time with their friends outside of school and away from home. Therefore, they might be subjected to more peer pressure. She sent me away with an armful of books and a long list of public service organizations.

To obtain information on substance abuse resistance, I contacted a former boss, Chuck Wexler. He'd worked under the "Drug Czar," William Bennett, during the Bush administration, and had been the Director of the Washington office of "Drugs Don't Work," frequently working with the Partnership for a Drug-free America. He referred me to the head of the Coalition for a Drug-free America. His office suggested that I contact D.A.R.E. (Drug Abuse Resistance Education), LionsQuest, C.H.E.F. (Comprehensive

Health Education Foundation), and a University of Arkansas professor, Kim Light (creator of "Refuse Ant" - a cartoon and board game). None of these organizations would send me a copy of their curriculum to review and the purchase price was several hundred dollars minimum. However, the local Sheriff's department was more than happy to let me review their D.A.R.E. literature at their office and also let me sit in on one of the D.A.R.E. classes (with permission of the school's principal). I arranged to sit in on the class taught by officer Tom Jameson at Brooks Hill School in Penfield, NY. This gave me a feel for the skills that D.A.R.E. taught and the techniques they used. They combine expository and discovery techniques to teach kids the dangers of alcohol, drugs and violence and techniques to avoid them. In the case of illegal substances, they are taught that while they have some responsibilities, they also have rights, especially the right to say "no" to an unreasonable request that is harmful to them. In conflict situations they are asked how they feel (or would feel in a situation) and why. Then they are given some suggestions for what they can do in that situation. They practice these techniques through role-playing. They are given hypothetical situations about drugs, alcohol and violence, then asked to come up with a list of choices and determine the possible risks and consequences involved in each response.

I also spoke with Bridget DeRollo, the Youth Program Director in Rochester for the National Council on Alcoholism and Drug Dependence. She was unable to send me any curriculum information but did send some statistical information on Alcohol and Drug abuse. Karen Pelc, of the IMPACT counseling center at R.I.T. provided me with brochures from A.A. and Al Anon, along with some suggested readings of books written by A.A. founders. She explained to me what the children need to successfully resist substance abuse. They need to know that they are not alone, and have resources to contact. They need the skills to ask for help and the skills to say "no." They need to learn how to handle their anger and stress and find outlets for doing this, such as art, sports, etc. They need to learn how to express their anger and pain in a healthy manner. They also need to know when to try to mediate a problem. They need to understand that there are times when they should not get directly involved, and should get outside help instead. She highly recommended a series of pamphlets called Scriptographic Booklets, with titles such as "What is Alcohol," "What are Drugs," and "About Teens & Drugs." These booklets describe to teens and young adults the

dangers of drugs and alcohol. They detail their emotional and physical effects, their dangers, reasons why people use them, when they are most likely to be tempted, and some methodologies for resisting substance abuse. They debunk some of the myths and drive home the consequences of alcohol abuse.

I discovered that there was a lot of material on drug and alcohol abuse, but not much about conflict resolution. The National Crime Prevention Council's "Taking a Stand Against Crime and Drugs" did contain several extremely useful sections, such as "Communities Working Together," "Caring for Where We Live and Work," "Taking a Stand Against Drugs," and "Taking a Stand Against Violence." I ended up contacting several groups hilited in their guide "Preventing Violence: Program Ideas and Examples." Ulric Johnson, the Program Director of the "Gang/Drug Prevention Program" in Mattapan, Massachussetts, sent me some promotional materials and gave me contact numbers for "Educators for Social Responsibility," "The National Association for Mediation," and a "Violence Prevention Program." He also suggested that I call to get a transcript of Bill Moyers' special on "Violence, Prevention and Mediation." Sgt. R.L. Drummond, with the Community Affairs Division of the Jacksonville, Florida's Sheriff's Office, spoke with me about his programs, methods, goals and successes. He mentioned that they used the "Violence Prevention for Youth" workbook by Deborah Prothow-Stith, M.D. Joan Duffell of the "Second Step: A Violence Prevention Curriculum" sent me a copy of her curriculum to review. I also contacted Colemen McCarthy of the Washington Post, a journalist who dedicates many of his columns to conflict resolution among youth. He offered to send me some of his columns and suggested that I contact the Peace Education Foundation and the NE Foundation for Children.

The materials I received gave me a good sense of what aspects of the topics should be covered and the methods that were used to teach them. Most of the materials combined several techniques. They gave lists of the dangers of certain behaviors and techniques to avoid those behaviors, plus helped children explore their feelings and appropriate ways of handling them. The National Crime Prevention Council's "Preventing Violence: Program Ideas and Examples" contains "Ten Things to Teach Kids," "Ten Things You Can Do," and "Ten Things You and Your Neighbors Can Do." These lists gave me some ideas both of

situations to put the children in and choices to give them: settling arguments with words instead of violence, not carrying weapons, avoiding alcohol and drugs, not going anywhere with someone the child doesn't know and trust, etc. I supplemented the materials I'd received from various organizations with books such as "What Do You Think? - A Kid's Guide to Dealing with Daily Dilemmas," "An Elephant in the Living Room," "Stick Up for Yourself! - Every Kid's Guide to Personal Power and Positive Self-Esteem," "The Kid's Guide to Service Projects," "Fighting Invisible Tigers - A Stress Management Guide for Teens," and "Choosing Non-Violence, " just to mention a few.

The books and curriculum I read stressed teaching the children to empathize with the other person or persons involved in the conflict. They offer some simple rules for learning to live in peace:

1) Treat others as you wish to be treated.

2) Accept and respect others both for their similarities as well as their differences.

3) Work together cooperatively.

4) Solve conflicts non-violently.

The books also offer techniques children can use for resolving conflict peacefully. They should look at the physical, verbal and situational cues to find out what the problem is the other person is feeling. How might they feel if they are in the other person's place? What would they want to happen if they were the other person? What are some possible resolutions to the problem and what are their consequences? Is there a "win-win" resolution?

They also need to learn to identify their own anger. First they must understand that they are angry, then recognize what may be causing it, and try to calm down. They are given some techniques, such as counting to 10 or taking deep breaths. Another option is to leave the situation and do something to relieve the stress (like take a walk, play a sport or talk to a counselor), then look at the problem later and brainstorm some solutions. The basic problem-solving guidelines are as follows:

1) Diffuse the anger.

2) Find the problem, making sure you have all the details - what is happening, what are the feelings on both sides, what do both sides need?

3) Brainstorm various solutions.

4) Look at the consequences of each choice - is it safe? is it fair? is it reasonable?

5) Pick a solution.

6) Reevaluate the situation.

Many of the materials described children in difficult situations, analyzing their responses to them. They also would set up scenarios in which children could role-play, with lists of appropriate responses. They might encounter a problem with illegal substances or weapons at home, at school, or out with their friends. The people involved could be friends, relatives, acquaintances, or strangers. Some of the situations could be very tempting because of what they appeared to offer in return, such as peer acceptance, monetary reward, a way to temporarily feel good about themselves, or a quick and apparently easy solution to a problem. It is important to prepare the children for all of these possibilities and give them the chance to practice their answers, and begin to see the possible consequences of their choices.

Developing the Game Concept

Once I felt that I had an adequate grasp of the subjects and teaching techniques, I created my own set of scenarios, based on the information I'd found in all of the materials I read. The children were offered alcohol or drugs by friends and strangers, for fun, as a dare, or to become part of the crowd. Sometimes they were offered incentives for trying it, which made taking the substance appear to be a good choice. I had them stumble across illegal substances, strangers or friends using illegal substances, an illegal drug "buy." They were offered money in exchange for selling drugs (in the game they were sometimes offered a coveted scroll piece.) I also placed them in conflict situation, in which they felt someone had done something bad to them, they had made a mistake, they simply disagreed, or they encountered other people in an argument. They were given several options for dealing with these situations. (See Appendix A).

When I had developed my own list of scenarios and responses, I needed them evaluated on several levels. Did they make sense? How realistic were they? Were children likely to encounter these situations? Were there responses, good or bad, that I did not think to include? What is the best thing for a child to do in a certain situation? What is the worst? In order to find this out, I sent out 50 questionnaires to teachers, principals, counselors, and psychologists. The surveys went to Bakersfield, CA., Rochester, NY, and LeRoy, NY to males and females of varying ages, ethnic groups and professionals. A total of eight were returned, some from each area.

After I decided I wanted the kids to be able to role-play real life situations, I had to decide how to present these scenarios. What neighborhoods would they take place in? What would the bad guys look like? What would the good guys look like? What kind of slang would they use? If I used "street language" whose would it be? How could I keep from stereotyping my characters? One option I had was to make it completely ethnically diverse. Business and authority figures would be mixes of Asians, Latinos, Blacks and Whites. The "gangs" would also be diverse. However, this may not match up with the player's experience of their own neighborhood. To the best of my knowledge, gangs don't tend to be that ethnically diverse. My concern was that my efforts to make it inclusive might not make it realistic.

Attempts to make it feel authentic to each player would take a incredible effort in order not to alienate anyone with stereotyping. Did I alternate the "bad guys" among white, black, Asian, Latino, etc.? Did I let the player choose? Does each group have it's own type of slang? Would I be able to use the language effectively, or would it sound contrived? I decided that the simplest way to deal with this issue without the risk of accidentally encouraging racism would be to skip humans altogether. I would create an artificial environment with non-human creatures.
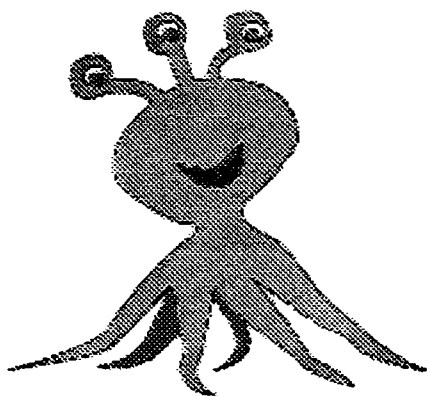
The greatest challenge was in designing a game that kids would consider "cool" and would want to play. A game about conflict resolution would not sound nearly as interesting to most kids as, say an intergalactic adventure. Being a science-fiction fan myself, I decided to let them role-play an alien teenager on another planet. (This also resolved my ethnicity conflicts.)

I had already decided that they would encounter scenarios in which they would lose or gain points based on the decisions they made. However, based on my own game-playing experience I figured they weren't going to be interested in just wandering around forever without a reason, waiting for something to happen to them. They needed some kind of goal to giving them a reason to go to specific areas. So I would gave them a special mission to accomplish as a catalyst for exploration. In the interest of reaching as wide an audience as possible, I did some research into gender differences and computer games. The minimal literature that exists indicates that girls tend to prefer games that involve puzzles and problem solving, whereas boys prefer arcade games. Therefore, to appeal to both genders, I made their mission include the solving of a puzzle. They would have to find a series of symbols and translate them into a message. This was based on games I remember enjoying in the fifth grade. At that time, the fad was to translate a message into a secret code, based on shapes. I used a similar concept and merely created my own codes.

Decoders:
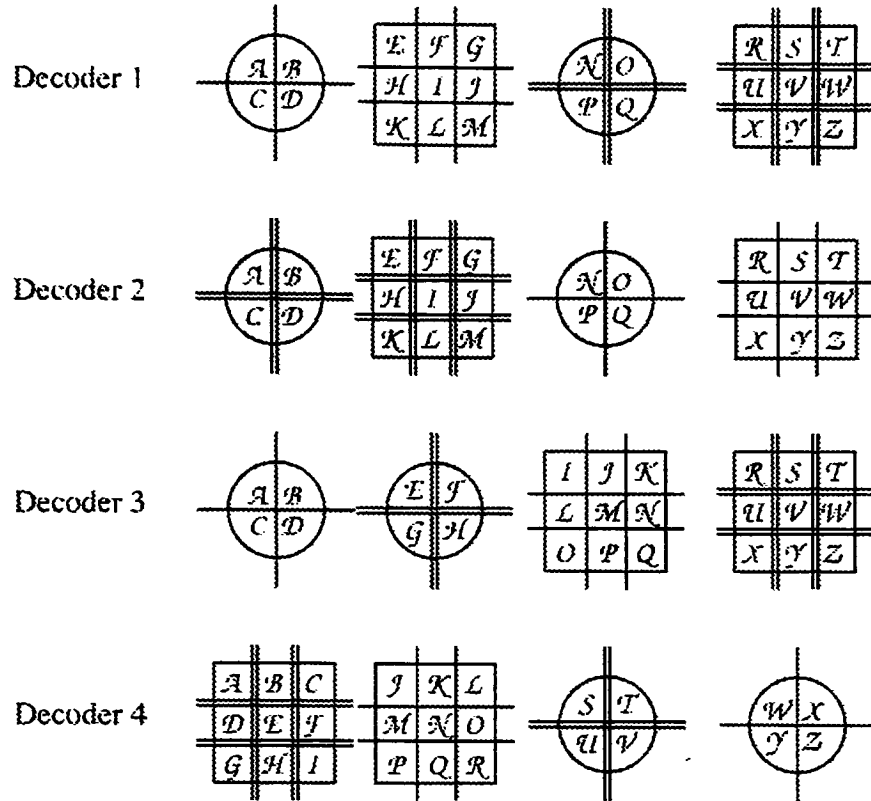
For each code the letter is represented by the shape of the lines surrounding it. For example, Decoder1 would represent the alphabet as follows: The next major issue was the
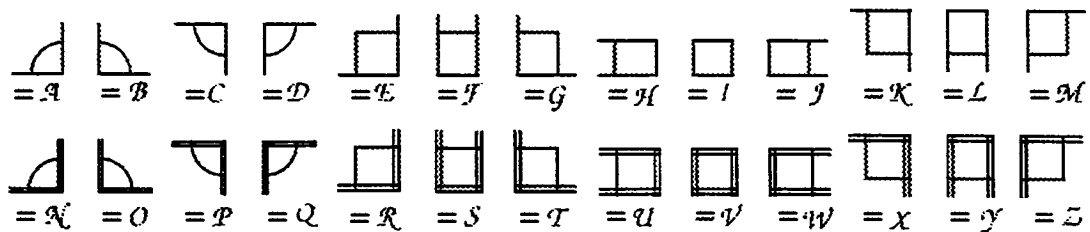
reward. Granted there is some intrinsic reward in being able to solve a puzzle or top your own high score, but I felt that I needed an ending to the game that made it feel more like a story. In fact I needed a beginning to explain why they had been asked to solve the puzzle. Originally I wanted to have them undertake a mission for the "Empress." However, I wanted to create more of a sense of community leadership than a dictatorship (even a

benevolent one), so I created the Council of Elders. There was still the matter of the reward. I didn't want to use the concept of material awards, so I decided that their prize would be the opportunity to take their place among the leadership of their community.

How would I combine all of these elements together into a game that felt coherent? I now had the main character's motivation. What would the environment look like? What physical elements did I need to add to make it feel real? How did I get the message across without being too dry or preachy? To help me do this I enrolled in the course "Script Writing for Animation." My final project in that class was a 30 minute screenplay in which the protagonist had to retrieve and translate certain ancient scrolls and return them to the Council of Elders in order to be considered for a spot in the a prestigious academy. While the heroine was attempting to accomplish this task, she was faced with a variety of tests and temptations, on which she was then evaluated. Writing the script helped me create the mood and setting for the game, as well as what elements I would need to include. (See Appendix G)

The Game Mechanism, Problems, and Solutions

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With the basic concept set, and a good sense of the look and feel of the game, I now had some other issues to consider. What platform would the game be on? What software would be used to create it? Did I need sound? Did I have file-size limitations? I decided on the Macintosh because it's available in many schools, plus it's the machine that I know best. I chose Macromedia Director as the software, because I would be doing a lot of animation, plus it would give me the option of eventually making this a cross-platform application. Based on my target audience and some features I wanted to build in, I created a list of parameters:

1) It would take < 4 MB of RAM

2) Compacted, it could fit on < 5 floppy disks

3) It would run at 256 colors for increased speed and decreased size

4) It would be modular, so new segments could always be produced to add to the game

5) One engine would drive the entire game and keep the score.

6) It would allow up to 4 players. This was especially important, considering that it would be used in schools, where the ratio of computers to kids is not 1 to 1.

7) They would be able to navigate by keyboard, Mouse, or Menu.

I eventually abandoned the size limitation, opting for a more complete game. It had been based on the fact that many schools don't have CD-ROM drives. I decided that I should be looking toward the future, when CD-ROM drives will be as common as internal hard drives are now.

Designing the Look and Feel of the Interface and Characters

For both the interface and the environment, I chose a color scheme I felt was a combination of high tech and "funky." I used fairly loud, unusual color combinations that I thought junior high kids would think were cool. I settled on a main color scheme of magenta, teal, purple and metallic gold for the environment. For the control panel, I used similar colors, but traded the gold for gray. I designed the interface first, trying to strike a balance between a familiar and innovative style. I divided it into two separate segments, and created a grid to ensure that it was visually organized. The top portion held the mechanics of the game – player name, score, "help" and "quit." These were fairly unobtrusive, on a solid black background. The name and score resembled LED displays, the quit and help were very basic buttons. All text except for the name and score was done in a lighter or darker shade of its background color, to avoid making the area too busy. The other segment consisted of tools that would be needed for game play. It was designed to have the look and feel of a control panel that might actually be used on planet Retzor (perhaps in a retzorian jet car). I used a triangular shape to give it more energy. The navigation device allowing them to move forward, backward, and rotate within their environment, was a track ball, embedded in a triangular plate of brushed metal. Above and below it were buttons to display the "Ancient Cipher" (decoder) and the contents of the players' pouch. On the left side of the plate, I added three triangular buttons that made up their "communications unit." The top button, labeled "Comm" allowed them to call out. The middle button, "Message," displayed the pieces of scroll which they found and deciphered (undeciphered scroll pieces remained in their pouch.) The bottom "Incoming" button was used to provide feedback to the learner.
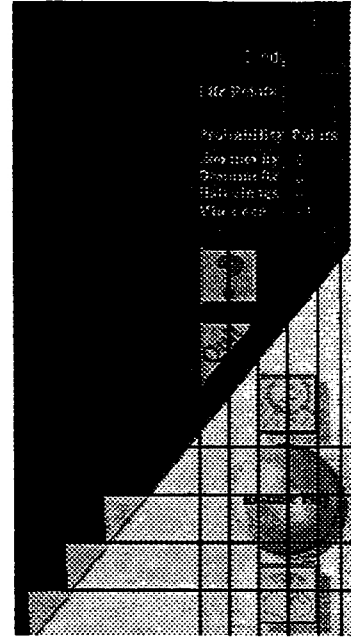
For planet Retzor, I wanted to create a futuristic, alien environment that was also somewhat familiar to them. If I made it too different, it would either require a lot of explanation, or they'd get frustrated trying to figure out objects that don't work like they do on earth. The trick

was to make it strange and unusual enough to keep their interest, while similar enough to lower their learning curve. For example, there were lockers in the school hall. They were just shaped differently then the common ,rectangular locker. The desks in the classrooms were circular in design. Oval "holo-boards" replace the blackboards, displaying glowing letters when clicked on.

Zyrklen

Life Points 11

Probability Points

Community 5
Drugawitz 5
Halucinogs 5
Violence 5
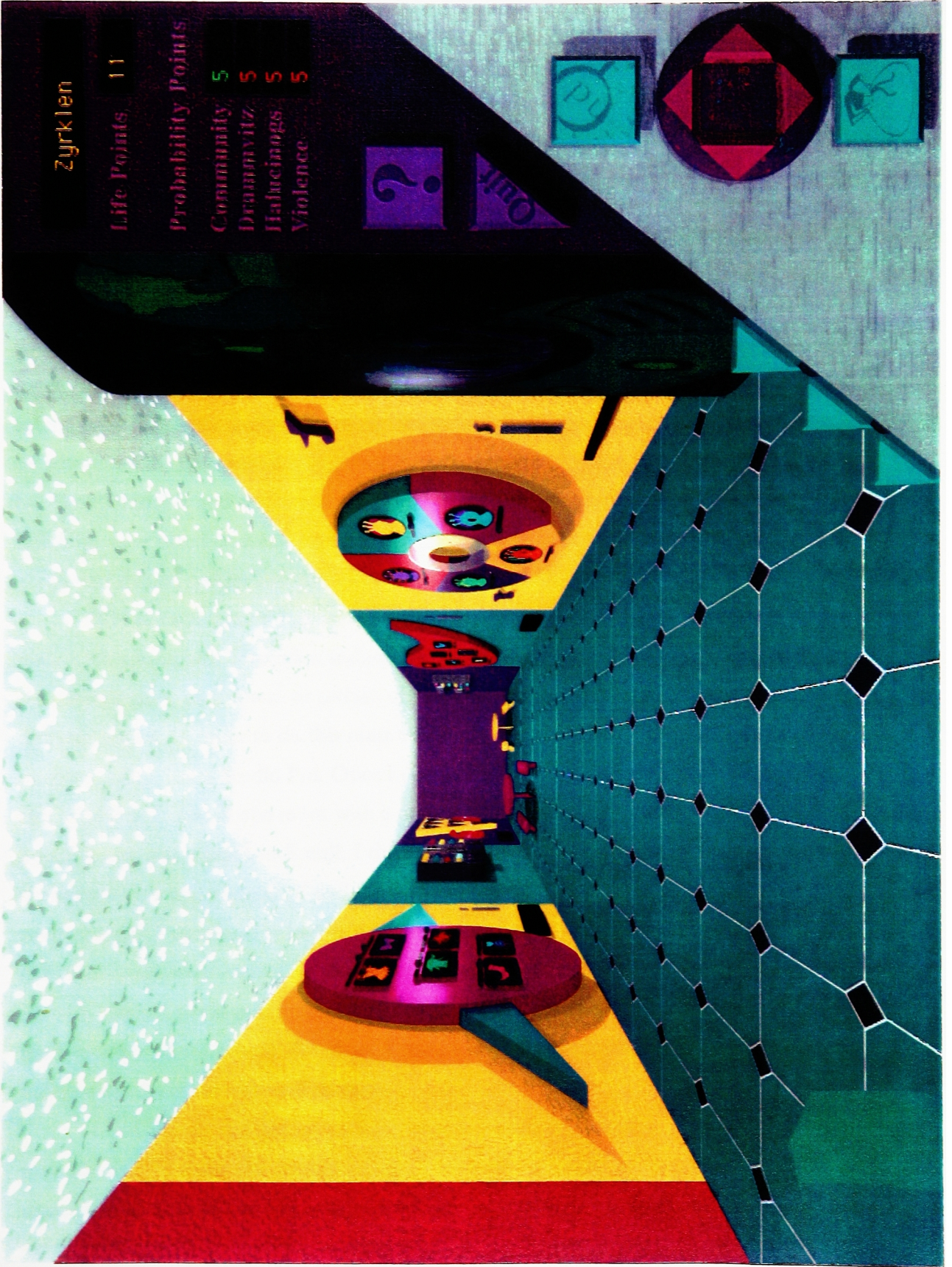
Building the Environment

There were three basic areas that the player could explore, the school, the mall (GSEC - Goods and Services Exchange Center), and the community (Zertz). I chose these three areas to represent basic environments most children are familiar with, and in which they might encounter temptations in real life. The school, like most, has classrooms, a library, a cafeteria, a playground, counselor's office and principal's office. The mall is filled with vending machines that provide clothing, toys, music and food. There are several tables for eating, and there is also a theater. The community has houses, streets, a playground, and several large municipal buildings. All are designed to be similar enough to known objects to be recognizable, and unusual enough to feel like a different planet. For example, some trees have gold branches and red spheres for leaves, and the bushes are magenta. The rooms and buildings were based on a standard rectangular shape, but the doors are modified to reflect a different shaped species and give a sense of "otherworldliness".

Within each section I decided on a minimum number of rooms, or sections to make each area appear somewhat realistic. If I wanted the players to feel as if they were in the environment, each room, or section of hall or street would have to be drawn from four different angles. In order to do this most efficiently and realistically, I used a 3-D modeling program called Strata Studio Pro. Once I decided on the dimensions of the rooms, doors and windows, I created one room with a door. I then placed four cameras in the center pointing out, one toward each wall. I then used copies of that room to create new rooms, changing colors and textures of walls, ceilings and floors. Depending on the textures and color changes, I occasionally had to modify the lighting to match that of other areas. The halls and streets were created by placing several rooms end to end, then removing the walls between them. I made two rooms with slightly different dimensions for the Principal and the Counselor of the school. For those, I had to change the camera locations and angles in order to get the entire side wall in view.

I had already decided on an 8-bit custom palette to maximize game speed and mini-mize file size. To make the original palette, I modeled the game interface first. I then added some buttons with colors that were not used in the interface, but that I might want in the

game. Once I rendered the model, I used Photoshop to reduce the resulting pict to 8-bit indexed color, choosing an adaptive palette. To make the colors of subsequent scenes fall within or close to the range of that custom palette, I used a set number of colors within the models. I accessed the apple color picker to record the HSL component reading of the texture colors for the buttons in the main interface. When I needed a new texture, I input one of these sets of readings, sometimes lightening or darkening it a little, and added the bump map.

I tried to render the 3D models in 8-bit color, but I did not have the option to choose a custom palette. Therefore, the colors were translated to the nearest match on the 8-bit system palette. This did not yield good results. When I then converted the resulting pict to my custom palette, the colors were even further off the original colors of the model. I discovered that I got my best results by rendering new pict files in 32-bit mode (millions of colors.) This gave me optimal color choices when I reduced the pict files to 8-bit in Photoshop with a custom palette.

Characters
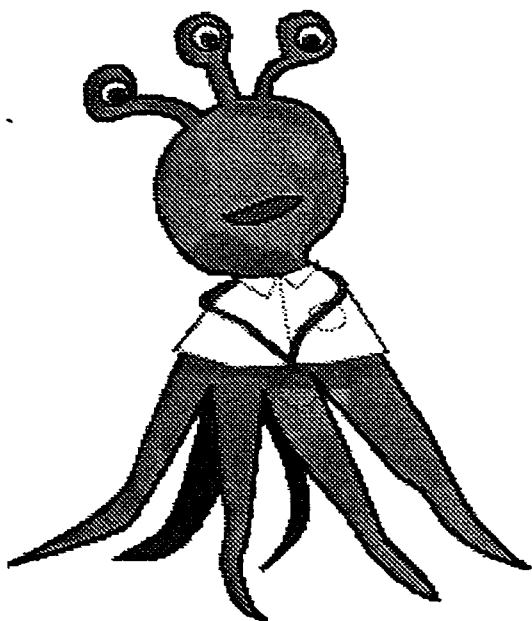
The characters used in the animation were brightly colored creatures with 8 tentacles and three eyes on stalks. I originally used the creature in an animation done earlier this year. I chose to reuse it because I thought it would be be cute enough to appeal to girls, with enough of a "slime" factor ("Tentacles...yech!") to appeal to boys. Admittedly I used stereotypes of what boys and girls might want, but I have based them on my memories of myself and my brother as children. Hopefully the combination will appeal to all children.

I also had to consider names for my creatures, my planet, and my academy. Originally I was concerned with copyright issues.How did I choose a name that wasn't protected? During a discussion with visiting developers from TOTO, I learned that a copyright concerns not just a name, but the specific usage of the name for a specific character. Therefore, my chances of accidentally violating someone else's copyright were slim. As for creating the names, I had no special secret. I just began tossing off names until I hit one I liked, trying to find unusual letter combinations. The ones I chose tended to have a lot of z's, t's, r's and y's: Zyrklen, Retzor, Mzurflik, Yadznyik, etc. I liked the name "Retzor" for the academy because it felt simple and direct, yet powerful.

Hiding the Scrolls

I wanted to make the game as versatile as possible, with a different message chosen each time it was played, along with different hiding places for the scrolls. The message portion was simple. First I filled a field with messages (1 per line), and then used the Random( ) function to determine which line of the field to use. That message was then dumped into a text field attached to the "Message" comm button and its color was set to black, so it would not be visible until the scroll pieces were found.

Determining which scrolls to use was more complicated, especially since I randomly picked one of four decoders for each game. I had created one symbol cast member for each letter of the alphabet and named them with "Scroll 1...Scroll 26." I then created one property list for each decoder, placing each letter in the position in the list which corresponded with its symbol number. The cast member "Scroll 1" acts as an "A" in Decoder1 and Decoder3, an "N" in Decoder2, and a "W" in Decoder4.

Decoder Property Lists:

on scroll_lists

  global Decoder1,Decoder2,Decoder3,Decoder4

  set Decoder1 =

["a","b","c","d","n","o","p","q","r","s","t","u","v","w","x","y","z","e","f","g","h","i","j","k","l","m"]

  set Decoder2 =

["n","o","p","q","a","b","c","d","e","f","g","h","i","j","k","l","m","r","s","t","u","v","w","x","y","z"]

  set Decoder3 =

["a","b","c","d","e","f","g","h","r","s","t","u","v","w","x","y","z","i","j","k","l","m","n","o","p","q"]

  set Decoder4 =

["w","x","y","z","s","t","u","v","a","b","c","d","e","f","g","h","i","j","k","l","m","n","o","p","q","r"]

end

Once the message was chosen, I checked each letter in the message and determined its appropriate symbol, according to the current decoder. I then added the name of that cast member to a holding field, if it was not already there. I ran into difficulties with this, because the letters in the property lists are case sensitive, and my messages use both lower and uppercase. Therefore, my "Choose_Scrolls" handler was not finding a match for the capital letters, and I could not find an easy way to translate them to lowercase for the purpose of the search. I resolved the problem by creating two identical message fields, one with mixed-case text and one all lowercase. Once I'd picked a random message, I could choose its lowercase counterpart from the corresponding field and use that to determine which symbol cast members I would need.

After I'd put the names of all the symbols I needed into the field "Chosen Scrolls" and added the decoder (they also had to find the "Ancient Cipher"), I could shuffle them and match them to the hiding places. I had created a field containing the names of places I would be able to hide the scrolls (using the "Hide_Scrolls" handler). The names consisted of the frame label and the channel the cast member would be in. The next item was the name of the castmember, followed by the channel again (ex: Street1w10,bush,10). I kept the original list of hiding places "Hiding List," in alphanumeric order, for easier editing. I then transferred the contents of "Hiding List" into a temporary field and shuffled it. I counted the number of lines in field "Chosen Scrolls" and transferred the same number of lines from the temporary, shuffled field into a new field called "Hiding Places." I added a "," after each line as the item delimiter and then added the corresponding scroll from the "Chosen Scrolls" field, as item 4. I now had a field in which each line looked something like this: "Street1w10,bush,10,scroll 3". Item 1("Street1w10") is the name of the hiding place. The channel number is part of the name, because there is often more than one hiding place on a screen. Item 2 ("bush") is the name of the cast member found in the specified channel. Item 3 (10) is the channel number. Item 4 ("scroll3") is the name of the hidden cast member.

Now if the player clicked on the bush in channel 10 of frame "Street1w", the cast-member in that channel would be made visible to display a scroll. If there is no scroll, the bush would just appear to rustle a little. The lockers would display the interior of an empty

locker, or the interior of the locker with a scroll. The vending machines had slightly differ-ently functionality. If a product button was selected, the item would appear in the product chute, unless a scroll was hidden in its place. In that case the scroll would appear. I had to add a small handler to determine that the user was clicking on the vending machine, and to find the right product cast member if there was no scroll hidden there. When the player clicked on a scroll castmember, the scroll would be moved from its hiding place to the player's pouch. This consisted of removing the line containing that hiding place from the field "Hiding Places" and adding the name of the symbol cast member to the "pocket contents" field. When the player clicked on the "pouch" button, they would go to a frame labeled "pocket." This frame contains invisible place holders for the scrolls. As the player entered their pouch, the EnterFrame handler for that frame counted the number of cast members in "pocket contents" and replaced the same number of place holders with those cast members, turning them visible in the process.

Once a scroll was in the pouch, the players could then attempt to decode it. To do this they must first select it by clicking on it. Its color would change to blue to indicate that it had been selected. Clicking on any other symbol would reset the one previously chosen. While a symbol is selected, the player can then enter a letter into an editable text field (if no symbol is selected, the player will be asked to do so.) When the player hits "return," the letter they input is checked against the property list for the appropriate decoder. If it matches the cast member they have selected, its name is removed from the "pocket contents" field, thereby removing it from the pocket. The "Fill_Council_Message" handler then finds all occurrences of that letter in the "Message" field and changes its color from black to white. When the player clicks on the "Message" comm button, the letters that have been decoded will be visible.

Navigation

Creating the navigation gave me some trouble in the beginning. I could place four picts in consecutive frames to create a 3D space or room. I could use a script that sent them to the next or last frame to move in a circular manner in a room, but how did I send them out a door? How did I keep track of which door was linked to which room? Not all rooms or sections had the same number of exits, which complicated matters further. I could program each door with a different label number and place invisible buttons at the end of each street or hall section. However, this would call for a large number of scripts and cast members, and would be very difficult to modify. I opted instead to use property lists.

I kept the environments organized according to room or section. Each section had 4 labeled frames containing the section name (i.e. Hall1, Street3, Class1) with a suffix which corresponded to points on the compass. "GSEC2n" would be the north view of the second section of the GSEC. (Please see Appendix C for Map). I then created one set of property lists, labeled for the compass points (N,S,E,W). I accessed the property lists to control the circular motion allowed within the sections, using the handlers: "Go_Next_Wall," "Go_Last_Wall," and "Go_Opp_Wall." When the player clicked the right side of the navigation button, or clicked on the right side of the scene, they moved clockwise to the next wall. Clicking to the left would movie the player counterclockwise. If a player clicked on the bottom of the navigation button, or the bottom of the screen, they would simply turn 180 degrees, to face the opposite wall. Each scene was then given its own property list, showing any connections to the north, east, south or west. If a player was at frame "GSEC2N", and clicked on the top of the navigation button or the top of the screen, the handler "Check_Next_Room" would check the "GSEC2" list to see if N had a value assigned to it. If it did, I would parse that new section name together with the property name to create a label, in this case "GSEC3N," and send the player to the frame with that label. "Check_Next_Room" would use the Random( ) function to determine whether the player would encounter a scenario — they had a 1 in 4 chance. If they did encounter the scenario, "Choose_Category" and "Pick_Level" would be called to determine which one it would be.

Navigation Property Lists:

on lists

  global gRoom,gWall,GSEC1,GSEC2,GSEC3,GSEC4,Teleport,N,S,E,W

  set GSEC1 = [Room: "GSEC1", N: "GSEC2", S: "", E:"", W:"", CP:0, DP:10,HP:0, VP:0]

  set GSEC2 = [Room: "GSEC2", N: "GSEC3", S: "GSEC1", E:"", W:"", CP:0, DP:10,HP:0, VP:0]

  set GSEC3 = [Room: "GSEC3", N: "GSEC4", S: "GSEC2", E:"", W:"", CP:0, DP:10,HP:0, VP:0]

  set GSEC4 = [Room: "GSEC4", N: "Teleport", S: "GSEC3", E:"", W:"", CP:0, DP:10,HP:0, VP:0]

  set Teleport = [Room: "Teleport", N: "", S: "GSEC4", E:"", W:"", CP:0, DP:10,HP:0, VP:0]

  set N = [NextWall: "E", LastWall: "W", OppWall: "S"]

  set E = [NextWall: "S", LastWall: "N", OppWall: "W"]

  set S = [NextWall: "W", LastWall: "E", OppWall: "N"]

  set W = [NextWall: "N", LastWall: "S", OppWall: "E"]

  set groom = "teleport"

  set gWall = "s"

end

How Would the Scenarios Work?

Once it was determined that a player would encounter a scenario, how would it be presented? I could have a text box appear describing the scenario, or I could combine a text box with a picture of what was happening. One of the benefits of using the computer was that the kids would feel more immersed in the situation if they saw what was going on. I decided that animating the scenarios would be much more interesting than merely describing them. Because some of the situations were difficult to explain with action alone, I had the characters in them speak, using word balloons. On occasion, to add essential detail that wouldn't sound right coming out of the mouth of a one of the other Mzurfliks, I added a thought bubble, coming from the player. For example, if I wanted to portray another child which was being abused, I would show it battered and bruised. However, the player would not assume abuse just by seeing bruising on one occasion, so I added a thought balloon indicating that they'd seen this a lot.
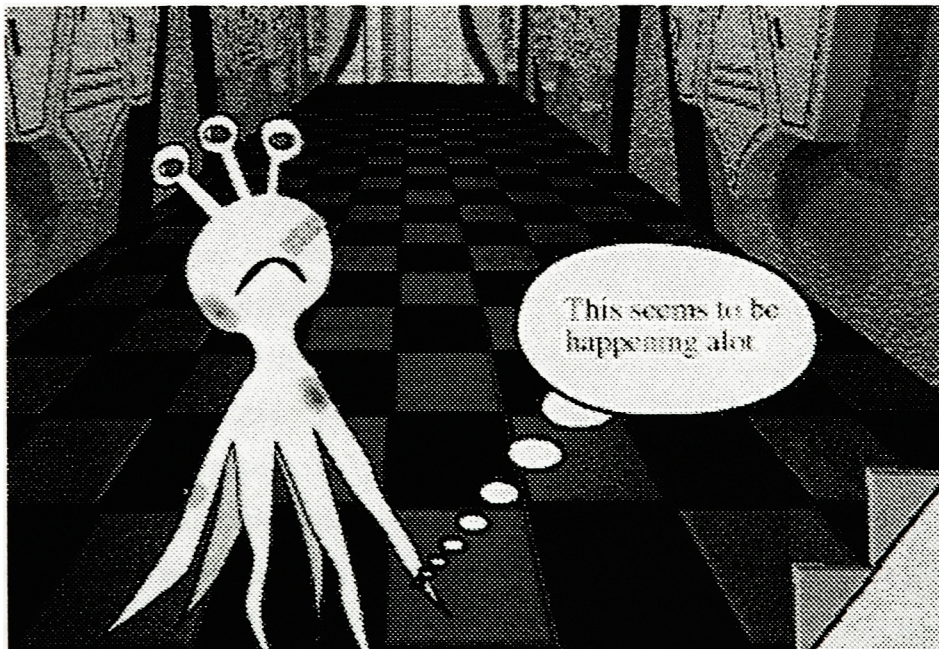
Random Scenarios

I didn't want the game to become predictable and stale, so I opted to make the scenarios appear randomly. Lines of text could be pulled randomly from a field, but animations were a different story. They normally existed in a set group of frames that the user could be sent to. However, how if the player could be anywhere in the alien environment at the time a particular scenario occurred, how could I make the animations work over the existing background? My first idea was to put all the cast members for the animations into a shared cast and bring them onto the stage when needed, using Lingo to replace invisible place holders with new cast members and make them move. In order to do this easily, I had to be able to control a film loop from Lingo, to use for my walk cycles. I discovered this could be done as long as I was cycling between two frames. It can not be done from the same frame. Once I had resolved that problem, I was ready to begin my animations. However, soon I realized how time consuming this would be, I abandoned the idea of controlling the animations from Lingo and opted for a simpler solution.

I decided instead to create the animations in a separate movies. There was one movie each for the Halucinogs, Drammvitz, Violence, and Community scenarios. I utilized a Shared Dir function to create a shared cast and keep the file sizes down by using the same cast members in several movies. Within each movie, the beginning of the animation for each separate scenario was marked with a different label name. The first letter of each label was also the name of the movie.

I created a property list to store the number of scenarios in each level of each category. To create the level name, I parsed together the category letter (C=Community, D=Drammvitz, H=Halucinogs, V=Violence) with a level number from 1 to 3 and a random scenario number within that level. I obtained the scenario number by using the Random() function on the number of scenarios within that particular category and level. For example, if my category was Community and my level was 1, my property list might tell me that I have 4 level 1 community scenarios. I used Random(4) to pick the scenario, and the resulting label looked like this: "C1.3." My "Pick_Level" handler would then send the player to label "C1.3" of movie "C."

Choosing the Category and Level

While the scenario or test that confronted a player at any point of the game was mostly random, I wanted it to have some relationship to their score. Along with their Life Points that went up and down at each test, the players had Probability Points for Community, Halucinogs, Drammvitz, and Violence. High points in Community were good, whereas high points in the other categories meant that the player did not respond to those tests well. I thought the player should have a greater chance of stumbling into a situation involving Halucinogs, Drammvitz or Violence, if they'd previously made a bad choice in one of those areas, just as would happen in real life.

In order to do this, I used the "Choose_Category" handler to calculate each probability score, using the absolute value, as a percentage of all four (Community, Halucinogs, Drammvitz, and Violence). Then I assigned each one a range between 1 and 100, based on its percentage of total probability points. I used the Random() function to pick a number between 1 and 100 to determine which category scenario the player would encounter. The higher the percentage of probability points, the greater chance the player would encounter a scenario in that category. Once the category was chosen, the level of difficulty was based on the probability score for that specific category. The higher the level of difficulty, the more Life Points the player could win or lose.

Making It Seamless

I could now get the player to the correct scenario, but I didn't want them to feel as if they'd gone someplace else. I wanted the scenario to appear to take place where they already were. This was actually pretty simple. In each animation I used a background place holder in channel 1. Before leaving the environment movie in which they were exploring (School, GSEC, or Zertz), I saved the name of the background cast member in a global variable. Once they got to a scenario movie, I switched the background place holder, which was in channel 1 with the background cast member from the previous movie. This almost worked, except for the brief flash of the black background place holder before the cast member was switched. I tried switching the cast member on the first frame and I tried swapping it in the StartMovie script. Neither of these options worked. I finally left a query in the Macromedia Director forum on America Online. Within a day I received my answer. I should use the "set the pict..." command rather than the "set the cast..." First I made sure that I had the same background place holder for all of my animations. Because it was stored in the Shared Cast, I was able to change its pict to that of the current background, before moving to the scenario movie. When I got to the scenario movie, there was no noticeable change to the player. This method was a little slower than using "set the cast...," but it definitely yielded better results.

Mechanism for players to make their choices

I now had to figure out how to record the player's response to the situation. How did they know what the choices were? How did they communicate the choice back to me? I came up with several options:

1) They could be given a text list of choices to click on.

2) They could click on objects to determine their choices.

3) They could click on icons to determine their choices.

Giving them a group of choices in a text list would be the easiest solution to program. However, when people are confronted with a situation in real life, they don't have a handy list of choices. They have to look at all their options and come up with the choices themselves.

In order to keep the learning more active and the experience as similar to real life as possible, I decided not to use the text list method. I could have them click on objects to communicate their choices, but how would I connect each choice with a specific object. How would they talk to the other aliens? How would they choose to ignore the situation? The simplest method that would still force them to come up with their own choices, would be to always have a series of icons present that would allow them to talk, attack, pick something up, contact someone else, or ignore the situation. I considered using this icon method, but too much of the screen would be given up to the interface, leaving a small portion for my environment and animation graphics. Rather than make the interface too busy, I decided to allow the players to click on objects to determine their choice.

First I made a list of all possible types of responses. I wrote ways of accomplishing each response. Once I weeded out the ones that were too complex, I assigned an object type to each option (weapon, controlled substance, communication device, etc.). I went through all the scenarios from my survey, and attached an object to each choice. I then made a list of the objects, divided according to their type/function. This allowed me to minimize the number of scripts needed to control the functionality of these objects. (Appendix D)

Some choices existed in every scenario. The player could always leave/ignore the situation, contact an adult, attack, or speak. Leaving or ignoring was simple. All they had to do, was move (by clicking the navigation button or clicking at the edges of the screen),

without clicking on the aliens or any object. To keep the users from accidentally leaving a scenario by clicking on a button too soon, I hid the cursor until the animation sequence was complete. In testing, I found that leaving was not an obvious option, so I changed the navigation button to a Leave/Ignore button in order to give the players a visible reminder that they could do this.

Contacting an adult was more complicated. It would be unrealistic to have an adult appear within each scenario, and considerably more complicated to have adults exist in certain locations and keep track of whether the player contacted them. Therefore, I gave the players a communications unit with a "Comm" button which allowed players to call 911, a teacher, friend, counselor, parent, or gang member ("Yoldo"). The last selection was a trick option, to show them that they couldn't win simply by calling in some muscle. Attacking the other aliens was simple. That could be accomplished just with a double-click. Speaking to other Mzurflicks was accomplished with a single click, but then I had to determine what they would say. Allowing them to type in their own words would involve some complex parsing, and more time that I had available. So I decided that it would be just as effective to give them choices of things to say, ranging from positive to negative. Originally I gave them a pop-down menu with the choices. This created difficulties. Due to their previous associations of pop-down menus, once they had seen this menu they considered it their list of choices for the scenario. They completely forgot that they had other choices they could make. To alleviate this problem, I switched from a Pop-up menu to a series of word balloons that could be clicked on. I removed the tails to differentiate these as choices, as opposed to the balloons that appeared during the animations as exposition. Those balloons have tails connecting them to a particular Mzurflik.

Scenario With Related Choices:
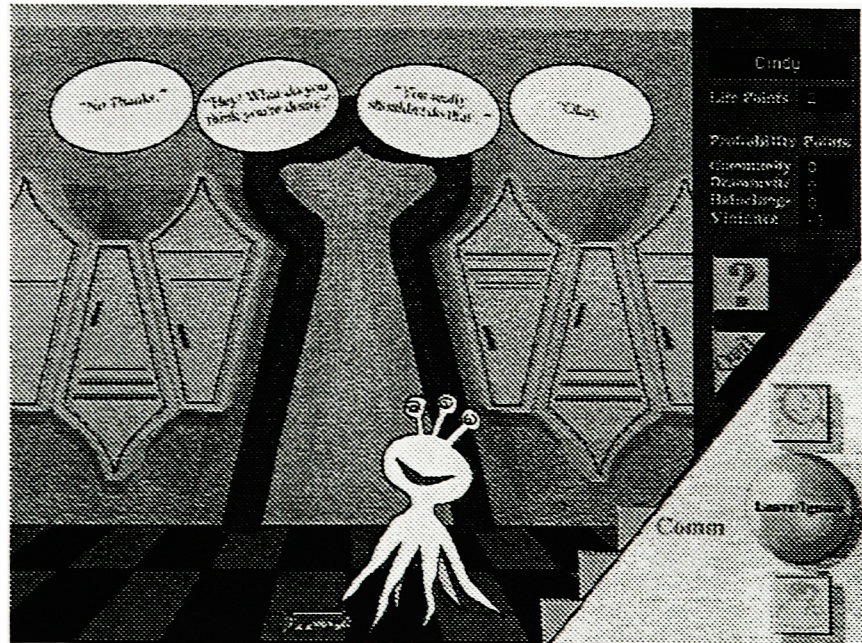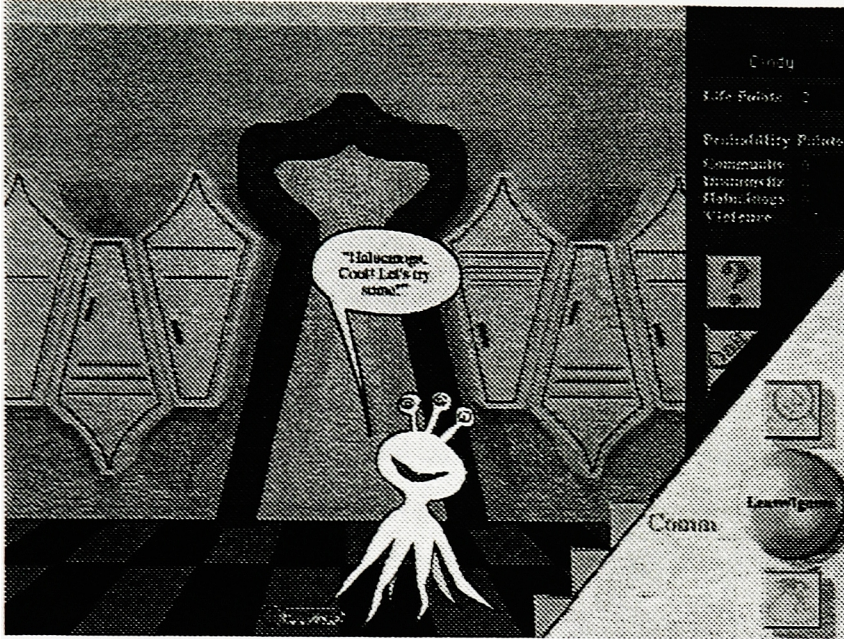
Aside from choices that were
constantly available, each scenario
brought its own unique choices with
it. There were knives, guns, drugs,
and alcohol that they could pick up,
even a wad of paper that they could
throw. These had different functions,
so they needed different scripts.
Rather than creating a separate script
for each object, I divided them up
into classes: weapons, illegal substances, and paper. Each class had its own functionality.
This way I could later add objects that acted the same, but looked different. For instance, I
could add different weapons, or other types of illegal substances
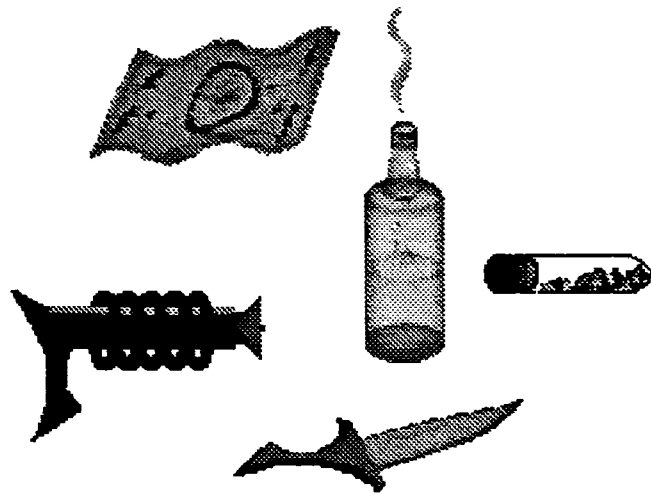
      In order to visually accomplish the picking up of objects, I had a transparent tentacle on each screen. The tentacle was designed to look as though it were coming from beyond the plane of the screen (i.e. it belonged to the player.) The registration point was set near the tip of the tentacle. When an object was clicked on, the tentacle was made visible and the object's location was simply reset to the location of the tentacle, as determined by the registration point. Its former location was recorded in a global variable in case the player chose to put it back. If the player gave it to a character on the screen, the cast member for that character was switched for a similar one with a tentacle in the air. The registration of this new cast member must be set near the tip of its tentacle also, so that the object's location could be switched to that point. The registration of each object also had to be set so that it didn't appear to be held in an awkward manner.

Score Keeping

Some objects have multiple functions, and some scenarios have multiple layers. The outcome could change depending on the direction the player chose. For example you could either talk to or attack a Mzurflik. I differentiated between the actions by having the player click once to talk and twice to attack. Weapons were a different issue. A player could pick up a weapon for various reasons. Once they picked it up, they could leave with it, give it to another Mzurflik, or use it to attack. Their score would be different depending on what they did with the weapon. Therefore, instead of calculating the score when an object was selected, I had to keep track of what object was in the player's hand. I recorded the item that they held in the global variable object. This gave them the opportunity to change their mind and put it down without being penalized. If they left with it in their hand, they were merely taking possession of the item. If they clicked on another Mzurflik, they were handing over the object. If they double-clicked on the Mzurflik, while holding a weapon, they attacked with the weapon. Holding anything else while double-clicking on a Mzurflik would still constitute an attack, but it would not be as serious.

Now that each object was assigned an action or set of actions, how would I assign it a point value? The choices were not worth the same points in each scenario. Calling 911 because someone is being attacked should not be worth the same point value as calling 911 to report litter on the ground (incidentally, players lost points for using 911 inappropriately).

I would have to assign a different value to each choice for each scenario. One way of doing this would be to create a database, which Director would have to be able to access to obtain these values. This was feasible, but it would require the purchase of compatible database software and the xobject that would allow the communication between the two, as well as some complex programming. This might be a good solution for an extensive database, but for my purposes it seemed to be overkill. Instead, each scenario was assigned a property list which contained a different value for each object. In some cases, such as the "comm" buttons I used nested property lists. (See Appendix E)

There was another small hitch in my score-keeping scheme. Originally my intent was to make the game playable by up to four people. I could easily keep track of individual

players' scores, but this would foster competition, rather than cooperation. Ideally, I'd like each players' actions to effect the other players. Adding this feature to the already complex scenario structure seemed to be a logistical nightmare. However, there turned out to be a very simple solution. In multi player games, I merely changed the player's name to the next player after each scenario. This made their scores cumulative. They would have to work together to find the scrolls, and because each one's response to a scenario effected the others' ability to finish the game, they would be encouraged to talk to each other through the scenarios and offer advice.

Closure

At the beginning of the game, I used an emissary of the "Council of Elders" for exposition. He met the players in front of the closed council doors and introduced himself. He explained to them their mission, giving them some vital information for playing the game, and teleports them to school.

To bring the game full circle, when all the scrolls had been found and decoded, the players were automatically sent to a teleporter, and given the message that they could now teleport to the "Council of Elders." This time when they arrived at the council chamber, the door is open and they can enter. They player is congratulated by the same emissary and handed a scroll. The scroll "magically" unrolls itself and enlarges to fill the screen. The message is "written" on it, by changing the color of one letter at a time. The council seal appears at the bottom of the scroll, along with the message accepting them into the academy.

Testing and Results

I put "Academy Retzor" through several tests with users of different ages. The first test was with Tristan Herring, age 12. At that point I didn't have my help or introduction screens active, so I talked him through the basics of using the program, telling him only what I planned to include in the introduction. I did two kinds of testing with him. First I just sat back and watched him explore. Then I asked him to perform specific tasks and watched the results. I asked him to talk aloud as he did this. Tristan liked having the option to click on the screen to navigate instead of just using the track ball. Clicking on the screen made more sense to him. He knew to try to click on the lockers and the blackboards. In fact, he tried to click on everything. When he found a scroll in a locker, he clicked on it just to see what it did. He liked the fact that the probability points went below zero. He thought that it would be great motivation to get the "bad" probability points, such as Drammvitz, as low as possible. Some things were not as intuitive as I'd expected. He didn't know how to decode the scroll symbols. He also had some trouble understanding what to do in the scenarios. He couldn't remember what all of the choices were. The first time, he clicked on one of the Mzurfliks and a menu popped up with choices of things to say to it. He interpreted that as his list of choices for the scenario, and after that always clicked on the creature and selected a menu item. However, he did understand the outcome of the scenario. The feedback telling him why the choice was good or bad was clear to him.

As a result of this testing session, I made several changes to my interface. Among other things, he helped me ferret out several bugs, because he tried to use the interface in ways I hadn't. So a fair amount of my time was spent correcting those bugs. I added instructions on the pouch screen, so the user would know how to guess the scroll. I also provided feedback when they clicked on the wrong letter. After watching him navigate I decided to add custom cursors, because it wasn't always obvious how far to the edge of the screen he had to click to move to another screen. Occasionally he clicked on the half-lockers at the edges of the screen, only to find himself turning to face another wall. Also, if he didn't click far enough out to the edge of the screen, he went straight instead of turning. Therefore, I decided to use different "pointing tentacle" cursors for turning left and right,

going straight, and turning around. I also put in question-mark cursors for possible hiding places, and a "grasping tentacle" cursor for objects that could be picked up.

These custom cursors also helped in the scenarios, where he'd had the some trouble, because they offered a visible reminder that objects could be picked up. I also made several other changes to the scenarios. Rather than a pop-up menu to speak to the aliens, I used word bubbles, so that it was obvious that this option was for speaking only. I hilited the "Comm" button as a visible reminder that they could always call a responsible adult. I also replaced the navigation button (in the scenarios only) with a "Leave/Ignore" button so that they could see that this was a choice. Tristan made a suggestion about making the villains look sinister, to help the players make their decisions, however I decided against doing that. In life, we can't always tell by appearances when to trust people. It's better not to teach children to rely on that. Instead they need to understand how to respond to different situations.

Next, the game was tested by my housemate Elouise, age 32. I didn't give her tasks to do, rather I just watched her play and listed to her talk aloud as she moved about. She didn't like the fact that the "Incoming" button opened automatically after a scenario. She wanted the option to click on it or ignore it. She wanted something to happen in the Principal's office, and to be able to read the books in the classrooms. In general, she wanted most things to react when clicked on, especially in the GSEC. There she wanted to be able to purchase things and see a movie. One thing that I did not expect was that she had trouble using my teleport. What had seemed intuitive to me, was obviously not to others.

As a result of this testing, I redesigned the teleport to have more visual clues for its operation. Rather than assuming that users would click to "step" on the platform, I changed it to look like a transparent tube with a visible door for entering it, and an "exit" handle for leaving it. I also put signs above each teleport room door, so the user would know where they'd just arrived. In the GSEC I now allowed the users to get things out of the vending machines (without being able to actually put them in their pockets), but decided that I'd reserve readable books for a future version. Elouise had mentioned that some scenarios were not clear, so I added word bubbles and dialogs to the animations to explain what was happening. I differentiated dialog balloons from choice balloons by removing the tails from the choices, so they didn't appear to be coming from the characters.

Next I ran a multiplayer test with Tristan and his friend Chris, age 12. Both really enjoyed the graphics, which they described as "cool." They liked the new teleport, but still didn't understand how to use it, so I added labels to the buttons. I found in general that Chris had a little more trouble getting around than Tristan did, so I would have to beef up my help some. They also didn't think it was obvious that the scroll was going into the pocket, so I sent them to the pocket as soon as they found the scroll. When they tried to take the gun from the robber, it ended up pointing at them, so I fixed it to point at the robber. They also offered many suggestions for added functionality. They wanted the music machine to spin when it played, they wanted to be able to go into the houses, and find scrolls in trees. They wanted to be able to put weapons, drugs, etc. into their pockets, and thought that they should find them hidden in lockers too. They got very excited about the possibility of a food fight in the GSEC. I'm considering adding that in as an arcade style game. The most gratifying part of the testing was to see them talking out possible solutions to the scenarios and helping each other so that their cumulative score would allow them to find more scrolls and complete the puzzle.

My final test was with Jim VerHague, Jr., age 16. I had asked him in as a consultant on my dialog to make sure that it wasn't outdated or stale. Although he was a junior in high school, I figured that the language was probably not that different from high school, since the younger kids love to imitate the older kids. I found that I was safe with old slang such as "cool" and "neat." Putting in really current terms would just make the game be dated in a few years. A pleasant surprise for me was that even after he'd been through the scenarios and done some basic testing, he wanted to continue to play to find all of the pieces of the puzzle, so apparently just having closure and solving a problem is motivation. I found the same to be true of both Tristan and Chris, so apparently boys do like puzzles and can be interested in something that's not an arcade game.

Conclusion

Working on this project taught me a lot. Aside from picking up new lingo skills, such as property lists, and parent script/child objects, I picked up a lot of knowledge that was very important to good interface design, and to communication. I had a much better understanding of my own learning habits, successes and failures after studying about the psychology of learning. I was also fascinated to see the research behind interface design principles. There are a lot of details to keep in mind about how to set up the interface and provide feedback and help. There are decisions to make about typestyle, graphics, color, size, and navigation.

This project was just a prototype. Therefore, there is much that I would still like to do with it. Many of these ideas came out of my testing. I want to make most things react when clicked on. On the playground, the users should be able to go into the playhouse, push the swings, and climb to the top of the slides. The books should eventually be readable, and the machines in the library should dispense "book CD's" that can be played on machines. Zertz is the least finished of the three areas, and definitely needs more to do. The houses should react when clicked on. Perhaps a dog would bark or a bell would ring. Some of them should allow the user to enter. The municipal buildings should also allow the user to enter. There are areas that I would like to automatically increase the users' probability of encountering a specific type of scenario. For example, walking down an dark alley should increase their chance of a violent encounter.

In the GSEC, I would like to allow the players to actually put money in the machines and buy things that they can put in their pockets. They will have to decide what to throw away when their pockets get full, so that they have room to pick up scrolls. I would like them to be able to use money for other reasons too. In the scenarios, one of their choices may be to offer money for drugs, or buy a gun. They also should be allowed to put the objects they pick up in their pockets, and should occasionally find them in a locker, or other hiding place and pick them up without necessarily being in a scenario. The consequences would come when they are found with them later. I think this would make the game more realistic and help the kids further practice making good decisions. Again along the lines of realism, several testers mentioned that it was disconcerting to have the aliens

just disappear after they made their choices. I would like to actually do a simple animation of the consequences of the choice. It may consist of the aliens just walking off the screen, or one of them could end up hurt. The player could even end up in the hospital or jail. An adult, such as a doctor, nurse, police officer or counselor would explain to them why they were there and what they should have done different. To get out they might have to read a pamphlet on substance abuse or violence and pass a simple quiz.

I would like to give the children more opportunity to test their knowledge by providing occasional quizzes, some voluntary and some not. Currently they get points for clicking on the "holo-boards" or the monitor in the counselor's office. However, there is no real motivation for them to actually read the information there. It may help them with the scenarios, but they can also figure out the answers pretty quickly through trial and error. Therefore, to give them motivation to read the boards, and also to allow them to process the information by acting on it, I would like to include "pop quizzes" in the school, and perhaps some tests that they can voluntarily take to improve their score. The hints that are currently offered in the "holo-boards" would also be offered in more areas of the game, in the form of wall monitors, posters, flyers, etc.

In general, I believe that the game was successful and that kids will enjoy playing it, but that there is much that can be added to it, to prolong their enjoyment and to capitalize this teaching opportunity. I discovered that the options in the scenarios were not as intuitive as I thought. I need to improve the help text and introduction, perhaps even giving new users a demonstration of how scenarios function. I plan to continue to do more testing, with larger numbers of kids, ages 9 -12, hopefully in some classroom situations. I would also like to have more evaluation by trained counselors. It is my hope that I will have created a useful teaching tool that may make a difference in some childrens' lives.

Appendix A

January 10, 1995

Dear Teacher/Counselor,

I would like to ask for your feedback on an new educational game for children. The attached survey contains a list of scenarios to be used in an interactive, action-adventure computer game designed to teach children to stay away from alcohol and drug abuse, to learn non-violent conflict resolution, and to get involved in community service. Each choice within a scenario will be assigned a point value. Occasionally, two choices may work together and the outcome of the scenario will depend on the order in which they are chosen. The children's computer alter-ego will be randomly placed within these scenarios throughout the course of the game. The outcome of the game will depend on the choices they make. Any feedback you can provide about the existing scenarios or suggestions for new scenarios would be very helpful.

This game is my thesis project for the Computer Graphics Design MFA program at the Rochester Institute of Technology. I have a strong background in computers and art, but have no experience in prevention work. In order to make this game as effective as possible, I need feedback from people who are currently working with Middle School children or children at risk.

On the first page of the survey, I have asked for some information about yourself, so that I may know the background and experience of the people answering this survey. I would like to hear from as diverse a group of people as possible: Principals, teachers, counselors, therapists, former addicts, former gang members, etc. Feel free to pass along this survey and/or my contact information to people that you think would be interested in providing feedback to this project.

Thank you very much for taking the time to complete this survey. Your help is greatly appreciated. **Please have the survey completed by February 10.**

Sincerely,
Cindy

If you have any questions, please contact:

Cindy Stilwill
45 Kingsboro Rd.
Rochester, NY 14619

716/328-4817

Background Information (answer only those questions that apply)

Name _____

Grades/age group worked with _____

Years of experience in teaching, counseling, prevention work _____

What types of schools(if any) have you worked in (please check all that apply):
_____ inner-city
_____ suburb
_____ rural

In your current school, have there been problems with the following (none, some, a lot):
_____ drugs
_____ alcohol
_____ gangs
_____ violence
_____ vandalism

Have you done prevention/intervention work in the following areas (please check all that apply):
_____ drugs
_____ alcohol
_____ gangs
_____ violence
_____ vandalism

Does your school have computers for the students? (yes/no)_____

If so, what type? (Macintosh/PC - include the model if you know it)_____

Do any of the computers have CD ROM drives? (yes/no)_____

Optional

Your ethnic background _____

Please include any other information about your experience and qualifications in preventive work that you feel might be helpful:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

If you are willing to be contacted for further feedback/suggestions/testing for this project, please write your phone number here: _____

Please rate the choices following each scenario.
Rate each choice from -10 to 10.
Rate only those scenarios about which you feel knowledgeable

If you have choices of your own that you would like to add, feel free to write them in, along with a rating number. Also feel free to add any comments you may have about a particular scenario (Is it realistic? Is the vocabulary appropriate to the age group? etc.)

Worst choice = – 10   *Neutral choice = 0*   *Best choice = + 10*

1. It's late at night a bunch of friends are bored. They want to...(graffiti, vandalism, etc.)
   ___ Suggest an alternative activity
   ___ Explore the consequences of these actions
   ___ Go along
   ___ Leave
   ___ Leave and tell a responsible adult

   ___ _____

   Comments:_____
   _____
   _____

2. You're listening to a conversation about a subject you don't know
   ___ Leave the group
   ___ Just listen
   ___ Ask questions about the subject
   ___ Try to pretend you do know it

   ___ _____

   Comments:_____
   _____
   _____

3. You've received a promotion/prize
   ___ Feel unworthy
   ___ Feel you should have done better (prize was 2nd place)
   ___ Congratulate yourself on a job well done

   ___ _____

   Comments:_____
   _____
   _____

4. You have to make a decision
   ___ You do what other people tell you to
   ___ You look for information and advice, then make your own decision
   ___ Don't think, just act

   ___ _____

   Comments:_____
   _____
   _____

5. You frequently see a friend come to school with bruises, fractures or burns (You suspect a beating by his/her parents)
   ___ You try to get the friend to go for help
   ___ You confront the parents
   ___ You tell a responsible adult
   ___ You ignore it

   ___ _____

   Comments:_____
   _____
   _____

6. You're involved in a group project/mission and others are fighting/making mistakes
   ___ Talk about it
   ___ Do something fun with the group to build unity
   ___ Don't get upset over obvious accidents
   ___ Take a break and come back to the task later

   ___ _____

   Comments:_____
   _____
   _____

7. Two of your friends are fighting
   ___ You take sides
   ___ You don't get involved
   ___ Ask them what happened and try to make peace
   ___ Get them to listen to one another
   ___ Get them to talk it over with an adult

   ___ _____

   Comments:_____
   _____
   _____

8. You have an argument with someone else
   ___ Express your feelings to that person (using "I" statements)
   ___ Scream
   ___ Hit/kick
   ___ Take a break (paint a picture, take a walk, pound clay)
   ___ Look at the other person's point of view
   ___ Compromise

   ___ _____

   Comments:_____
   _____
   _____

9. You've made a mistake/hurt someone
   ___ Admit that you were wrong/made the mistake
   ___ Run away
   ___ Blame someone else
   ___ Defend your actions
   ___ Apologize
   ___ Make amends

   ___ _____

   Comments:_____
   _____
   _____

10. You feel unsafe/have been threatened
   ___ Get a gun
   ___ Tell a trustworthy adult
   ___ Call 9-1-1
   ___ Leave the situation
   ___ Hide
   ___ (If it's an argument) Try to resolve the argument

   ___ _____

   Comments:_____
   _____
   _____

11. You witness a drug deal/theft
   ___ Ignore it
   ___ Confront those involved
   ___ Take the license plate number and report it later
   ___ Take a picture/video
   ___ Leave the area
   ___ Tell a responsible adult/police

   ___ _____

   Comments:_____
   _____
   _____

12. Someone/your friend has a gun at school
   ___ Try to take the gun away
   ___ Tell the friend to get rid of the gun
   ___ Tell an adult you trust
   ___ Ignore it
   ___ Ask to play with it

   ___ _____

   Comments:_____
   _____
   _____

13. Someone robs you (they are armed with a gun)
    ___ Give them what they ask for, then tell an adult you trust
    ___ Run
    ___ Fight Back
    ___ Yell for Help
    ___ Pretend you don't speak the language

    ___ _____

    Comments:_____
    _____
    _____

14. You need money and are offered the chance to deal drugs (It pays 10x your paper route)
    ___ Say "No thanks"
    ___ Do it
    ___ Turn it down and tell a responsible adult
    ___ Explain to that dealing drugs is bad

    ___ _____

    Comments:_____
    _____
    _____

15. A friend is being recruited by a gang and wants you to come to one of their parties
    ___ You go
    ___ You don't go
    ___ You pretend to be sick
    ___ You try to talk your friend out of being a gang member

    ___ _____

    Comments:_____
    _____
    _____

16. You're offered drugs/alcohol by a friend/parent/teacher
    ___ You try it to be polite/fit in
    ___ Take it and pour it down the toilet
    ___ Say "No thanks"
    ___ Turn it down and tell an adult you trust

    ___ _____

    Comments:_____
    _____
    _____

___

17. You catch a brother/sister/friend doing drugs/drinking alcohol/smoking
    ___ Tell an adult you trust
    ___ Join him/her
    ___ Yell at him/her
    ___ Calmly try to explain why they shouldn't be doing this
    ___ Ignore it

    ___ _____

    Comments:_____
    _____
    _____

18. A fellow student does something that bothers you/won't share
    ___ Call him/her names
    ___ Discuss the problem
    ___ Tell the teacher
    ___ Ignore it

    ___ _____

    Comments:_____
    _____
    _____

19. You meet someone from another culture wearing/eating something different
    ___ Make fun of him/her
    ___ Ignore him/her
    ___ Ask him/her about their culture

    ___ _____

    Comments:_____
    _____
    _____

20. You hear someone outside calling for help (parent's are home/not home)
    ___ Tell a responsible adult
    ___ Run out and try to help
    ___ Ignore it
    ___ Call 9-1-1
    ___ Look out the window to see the nature of the problem

    ___ _____

    Comments:_____
    _____
    _____

21. You hear someone being beaten in the house/apartment next door
    ___ Tell a responsible adult
    ___ Run out and try to help
    ___ Ignore it
    ___ Call 9-1-1

    ___ _____

    Comments:_____
    _____

22. You're late getting home and a know a shortcut through a dark alley
    ___ You take it
    ___ You go down a well lit, well traveled street which takes longer
    ___ _____

    Comments:_____
    _____
    _____

23. Your father/mother is hitting your mother/father
    ___ Tell them to stop
    ___ Call 9-1-1
    ___ Call a responsible adult
    ___ Leave the house and go to a safe adult
    ___ Hide in the bedroom closet
    ___ Call a domestic violence hot-line
    ___ Call a friend
    ___ _____

    Comments:_____
    _____
    _____

24. It's late at night a bunch of friends are bored. They want to...(graffiti, vandalism, etc.)
    ___ Suggest an alternative activity
    ___ Explore the consequences of these actions
    ___ Go along
    ___ Leave
    ___ Leave and tell a responsible adult
    ___ _____

    Comments:_____
    _____
    _____

25. A teacher asks the class to work quietly for an hour and you don't like the assignment
    ___ You tell the teacher he/she is stupid
    ___ You throw something at someone across the room
    ___ You become the class clown and make everyone laugh
    ___ You quietly sit there and do your homework
    ___ You continually go to the bathroom/sharpen your pencil to avoid the work
    ___ _____

    Comments:_____
    _____
    _____

26. You're having trouble doing the work in a class
    ___ You pay someone to do the assignments for you
    ___ You tell the teacher your dog ate it
    ___ You study with a friend
    ___ You ask the teacher for help
    ___ You ask your parents for help
    ___ You get a tutor
    ___ You cheat on the test

    ___ _____

    Comments:_____
    _____
    _____

27 You see a moving van outside of a neighbor's house. You did not know that the neighbor was moving, and you just saw your neighbor leave for work 1/2 hour ago.
    ___ Ignore it
    ___ Try to stop the men
    ___ Call the police
    ___ Tell a responsible adult
    ___ Write down the license plate number

    ___ _____

    Comments:_____
    _____
    _____

28. You're in a vehicle with older friends who are drinking a lot
    ___ Ignore it
    ___ Ask to be let out in a safe area (suggestions?), call a responsible adult
    ___ Ask to drive
    ___ Tell them to stop drinking

    ___ _____

    Comments:_____
    _____
    _____

29. You're offered a ride by someone you don't know/don't know well
    ___ You take the bus or walk
    ___ You take the ride

    ___ _____

    Comments:_____
    _____
    _____

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2					A	B	C	D	E	F	G	H
3	1.	It's late at night, a bunch of friends are bored. They want to		...(graffiti, vandalism, etc.)								
4			Suggest an alternative activity		10			10	10	6	8	8
5			Explore the consequences of these actions		6			10	8	5	5	10
6			Go along		-10			-10	-10	-10	-10	-10
7			Leave		0			-10	0	-8	9	5
8			Leave and tell a responsible adult		0			-7	9	10	10	7
9		SUGGESTIONS:										
10		B: What would you do?										
11		D: Add a street slang word to the example										
12												
13	2.	You're listening to a conversation about a subject you don't know										
14			Leave the group		10			-7	-10	-9	-10	-7
15			Just listen		-5			8	6	10	5	0
16			Ask questions about the subject		-3			10	10	9	10	10
17			Try to pretend you do know it		0			-7	-5	-10	-5	-10
18		SUGGESTIONS:										
19		G: 3 - Acknowledge you don't know the subject, but stay and listen.										
20												
21	3.	You've received a promotion/prize(2nd place)										
22			You feel unworthy		-10			-7	-10	-10	-10	-10
23			You feel you should have done better		0			1	0	-9	-1	-2
24			Congratulate yourself		10			10	10	10	10	7
25		SUGGESTIONS:										
26		B: How would you feel?										
27		D: Good grade?										
28		G: 5 - Accept the prize and say "Thanks"										
29		H: +10 - Proudly tell your friends about your accomplishment										

	A	B	C	D	E	F	G	H	I	J	K	L
30												
31	4. You have to make a decision											
32		You do what other people tell you to			0		7		-8	-5	-5	-5
33		You look for info. & advice; make your own decision			10		10		10	10	10	10
34		Don't think, just act			-5		-10		-10	-2	-2	-9
35		SUGGESTIONS:										
36		D: Kids confused. Need more information.										
37		G: 8 - Ask for help from someone you trust										
38												
39												
40	5. You frequently see a friend come to school with bruises, fractures or burns (You suspect a beating by his/her parents.)											
41		You try to get the friend to go for help			5		7		8	10	7	6
42		You confront the parents			-10		-10		-10	-10	-10	-10
43		You tell a responsible adult			10		8		10	9	10	10
44		You ignore it			0		-7		-9	-9	-8	0
45		SUGGESTIONS:										
46		B: Ask the friend about it.										
47		D: Though this was a good question.										
48												
49	6. You're involved in a group project and others are fighting/making mistakes.											
50		You talk about it			5		10		10	10		8
51		You do something fun with the group to build unity			0		10		9	9		6
52		You don't get upset over obvious accidents			0		6		0	8		0
53		Take a break and come back to the task later.			10		9		8	7		4
54		SUGGESTIONS:										
55		B: Choice 1 - Talk it over with them.										
56		G: Adult is responsible for control										
57												

	A	B	C	D	E	F	G	H	I	J	K	L
56												
57		7. Two of your friends are fighting										
58												
59		You take sides			-5		-7		-10	-10	-10	-10
60		You don't get involved			-5		8		8	7	10	0
61		Ask them what happened and try to make peace			5		5		9	8		6
62		Get them to listen to one another			5		8		9	9		6
63		Get them to talk it over with an adult			3		5		10	10		4
64		SUGGESTIONS:										
65		G: Kids should not be expected to be the peacemakers...the adults should do that.										
66												
67		8. You have an argument with someone else										
68		Express your feelings to that person with "I" statements			8		10		10	9	10	5
69		Scream			-10		-10		-9	-9	-9	-6
70		Hit or kick			-10		-10		-10	-10	-10	-10
71		Take a break (paint a picture, take a walk, pound clay)			5		8		8	10	8	2
72		Look at the other person's point of view			3		10		0	2	5	5
73		Compromise			0		10		6	8	7	7
74		SUGGESTIONS:										
75		D: Take a break - replace painting with watching TV (Few kids would relate)										
76												
77		9. You've made a mistake/hurt someone										
78		Admit that you were wrong/made the mistake			5		10		8	9	8	6
79		Run away			-5		-10		-10	-10	-10	-10
80		Blame someone else			-10		-10		-9	-9	-9	-10
81		Defend your actions			-10		10		5	5	-5	-6
82		Apologize			10		10		10	10	10	10
83		Make amends			0		10		9	8	9	6
84		SUGGESTIONS:										
85		B: Make up excuses										

	A	B	C	D	E	F	G	H	I	J	K	L
86												
87	10. You feel unsafe/have been threatened											
88		Get a gun			-10		-10		-10	-10	-10	-10
89		Tell a trustworthy adult			5		8		10	8	10	5
90		Call 9-1-1			0		8		6	9	9	1
91		Leave the situation			10		8		9	10	5	6
92		Hide			-5		-7		0	-8	-2	-2
93		(If it's an argument) Try to resolve the argument			-2		10		8	-9	3	8
94		SUGGESTIONS:										
95												
96	11. You witness a drug deal/theft											
97		Ignore It			0		-10		-8	-7	-5	0
98		Confront those involved			-10		-10		-10	-10	-10	-10
99		Take the license plate number and report it later			0		8		-7	-8	0	10
100		Take a picture/video			0		8		-6	-9	-1	6
101		Leave the area			10		8		9	10	5	0
102		Tell a responsible adult/police			5		9		10	9	10	7
103		SUGGESTIONS:										
104		B: A student your age did it.										
105		G: Young kids probably couldn't do # 3, but older ones could										
106												
107	12. Someone/your friend has a gun at school											
108		Try to take the gun away			-10		-10		-9	-9	-9	-10
109		Tell the friend to get rid of the gun			0		8		8	9	-2	4
110		Tell an adult you trust			8		8		10	10	10	10
111		Ignore it			-5		-10		-8	0	-5	-4
112		Ask to play with it			-10		-10		-10	-10	-10	-6
113		SUGGESTIONS:										
114		A: Get away from this person! (10)										

	A	B	C	D	E	F	G	H	I	J	K	L
115												
116	13.	Someone robs you (they are armed with a gun.)										
117		Give them what they ask for, then tell an adult you trust			8		9		10	10	10	10
118		Run			-5		8		-5	8	3	-8
119		Fight Back			-10		-10		-10	-10	-10	-10
120		Yell for Help			-10		9		-8	8	4	-8
121		Pretend you don't speak the language			-8		-8		0	-9	5	-8
122		SUGGESTIONS:										
123												
124	14.	You need money and are offered the chance to deal drugs (it pays 10x your paper route)										
125		Say "No thanks"			8		10		9	8	8	5
126		Do It			-8		-10		-10	-10	-10	-10
127		Turn it down and tell a responsible adult			5		8		10	10	10	10
128		Explain to the friend that dealing drugs is bad			-10		-7		-9	5	-5	4
129		SUGGESTIONS:										
130												
131	15.	A friend is being recruited by a gang and wants you to come to one of their parties										
132		You go			-10		-10		-10	-10	-10	-10
133		You don't go.			3		10		10	10	10	2
134		You pretend to be sick			8		5		0	0	1	0
135		You try to talk your friend out of being a gang member			3		8		9	5	2	10
136		SUGGESTIONS:										
137		B· You are curious.										
138												

	A	B	C	D	E	F	G	H	I	J	K	L
139												
140	18. You're offered drugs/alcohol by a friend/parent/teacher.											
141		You try it to be polite/fit in			-8		-10		-10	-10	-10	-10
142		Take it and pour it down the toilet			-5		-5		0	0	3	2
143		Say "no thanks."			5		10		9	9	8	7
144		Turn it down and tell an adult you trust			5		10		10	10	10	10
145		SUGGESTIONS:										
146		B: Destroy the drugs or alcohol when they aren't around.										
147												
148	17. You catch a brother/sister/friend doing drugs/drinking alcohol/smoking											
149		Tell an adult you trust			3		8		10	10	9	10
150		Join him/her			-5		-10		-10	-10	-10	-10
151		Yell at him/her			-10		-10		-8	-8	-8	2
152		Calmly try to explain why they shouldn't e doing this			8		-7		8	9	8	5
153		Ignore it			0		-7		0	-9	-7	0
154		SUGGESTIONS:										
155		B: Do something mean to get even.										
156												
157	18. A fellow student does something that bothers you/won't share											
158		Call him/her names			-8		-10		-10	-10	-10	-4
159		Discuss the problem			8		10		9	10	10	6
160		Tell the teacher			0		8		10	9	5	5
161		Ignore it			0		-7		0	8	2	0
162		SUGGESTIONS:										
163												
164												

	A	B	C	D	E	F	G	H	I	J	K	L
185												
186	19. You meet someone from another culture wearing/eating something different											
187		Make fun of him/her			-10		-10		-10	-10	-10	-7
188		Ignore him/her			0		5		0	-9	-5	0
189		As him/her about their culture			5		10		10	10	7	6
170		SUGGESTIONS:										
171												
172	20. You hear someone outside calling for help (parents are home/not home)											
173		Tell a responsible adult			5		10		10	8	8	4
174		Run out and try to help			5		8		-10	-10	-10	-10
175		Ignore It			0		-7		0	-9	-4	0
176		Call 9-1-1			5		8		9	9	10	10
177		Look out the window the see the nature of the problem			10		9		8	10	2	2
178		SUGGESTIONS:										
179												
180	21. You hear someone being beaten in the house/apartment next door											
181		Tell a responsible adult			10		8		10	9	10	6
182		Run out and try to help			-5		8		-10	-10	-10	4
183		Ignore It			0		-10		0	-9	-2	-6
184		Call 9-1-1			10		8		9	10	7	10
185		SUGGESTIONS:										
186												
187	22. You're late getting home and a know a shortcut through a dark alley											
188		You take It			-5		-10		-10	-10	-10	-6
189		You use a well lit, well traveled street (takes longer)			8		10		10	10	10	10
190		SUGGESTIONS:										
191		B: Ask someone to walk home with you.										
192												
193												

	A	B	C	D	E	F	G	H	I	J	K	L
194	23.	Your	father/mother is hitting your mother/father									
195		Tell them to stop			3		8		-10	4	-2	
196		Call 9-1-1			5		9		9	10	6	
197		Call a responsible adult			5		9		8	8	10	
198		Leave the house and go to a safe adult			3		9		10	9	4	
199		Hide in the bedroom closet			0		-8		2	5	5	
200		Call a domestic violence hot-line			3		9		7	7	3	
201		Call a friend			5		9		3	6	2	
202		Suggestions										
203		H: Choices are mostly unrealistic. Child is unlikely to report behavior to an outsider.										
204		unless it happens repeatedly and they are very concerned about parents' safety.										
205												
206	25.	A teacher asks the class to work quietly for an hour and you don't like the assignment										
207		You tell the teacher he/she is stupid			-5		-10		-10	-10	-10	-10
208		You throw something at someone across the room			-5		-10		-8	-9	-9	-4
209		You become the class clown and make everyone laugh			-5		-10		-7	-8	-1	-6
210		You quietly sit there and do your homework			5		10		10	10	10	
211		You continually go to the bathroom/sharpen your pencil			-5		-10		-1	0	2	-4
212		SUGGESTIONS:										
213		D: Liked this question.										
214												
215	26.	You're having trouble doing the work in a class										
216		You pay someone to do the assignments for you			0		-10		-9	-10	9	-10
217		You tell the teacher your dog ate it			0		-10		-8	-8	3	-10
218		You study with a friend			5		10		8	7	8	6
219		You ask the teacher for help			10		10		10	10	10	
220		You ask your parents for help			10		10		9	9	7	6
221		You get a tutor			0		10		7	8	5	8
222		You cheat on the test			0		-10		-10	-9	10	-10

	A	B	C	D	E	F	G	H	I	J	K	L
223												
224		SUGGESTIONS:										
225		F: +8 - You get a tutor - If you can afford one.										
226		27. You see a moving van outside of a neighbor's house. You did not know that the neighbor was moving, and you just saw										
227		Ignore It			-5		-10		0	-9	-2	0
228		Try to stop the men			-10		-8		-10	-10	-10	-10
229		Call the police			5		10		9	10	7	10
230		Tell a responsible adult			10		10		10	9	10	7
231		Write down the license plate number			10		10		8	8	8	10
232		SUGGESTIONS:										
233		F: Make sure kids know to be in a safe place before writing down license number.										
234												
235		28. You're in a vehicle with older friends who are drinking a lot										
236		Ignore It			-5		-10		0			-8
237		Ask to be let out in a safe area, and call a responsible ad			10		9		9			8
238		Ask to drive			-10		9		10			10
239		Tell them to stop drinking			-10		5		8			3
240		SUGGESTIONS:										
241		G: Not applicable for very young children										
242												
243		29. You're offered a ride by someone you don't know/don't know well										
244		You take the bus or walk			10		10		10	10	10	8
245		You take the ride.			-10		-10		-10	-10	-10	-10
246		SUGGESTIONS:										
247		B: You walk to the closest house.										
248		F: +9 - You tell a responsible adult										

	A	B	C	D	E	F	G	H	I	J	K	L
248												
250	B:		You go a party at a friend's house. You do not know that the parents aren't home until you get there. What would you do?									
251			Stay but do not participate in any bad behavior									
252			Leave immediately									
253			Tell your friend off									
254			Say nothing but leave early									
255	B:		Your best friend is using foul language and telling inappropriate stories about other peoples families. You would									
256			Speak to your friend about how this hurts people									
257			Ignore it									
258			Tell other people about what is being said.									
259			Not listen and walk away.									
260	B:		You are curious about how a drug tastes or how it makes you feel. You have an opportunity to try it just once. You would									
261			Observe others taking it and not try it yourself									
262			Try it in front of your friends									
263			Try it privately.									
264			Convince yourself it wasn't worth it.									
265			Think it over considering the consequences.									
266	You received		a low grade in class.									
267			Blame the teacher (he/she never liked me)									
268			Stop going to class									
269			Ask the teacher for a time to talk									
270			Try to talk about the grade during a lecture.									
271												
272												
273												
274												
275												
276												
277												

	A	B	C	D	E	F	G	H	I	J	K	L
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FROM MOVIE "C" - Community

on Scenarios_List
global gChoice,c1.1,c1.2,c1.3,c2.1,c2.2,c3.1,c3.2
-- **Your work group gets into an argument**
 set gChoice = EMPTY -- Initialize

set c1.1 = [¬

Leave:[Response: "Good Choice", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""],¬
Attack:[Response: "Next time, count to ten, and calm down, or leave", Life: -10, Consequence: "Police", CP:0, DP:0, HP:0, VP:10, Help: "Mediation"],¬
Talk:¬

[Talk:[Response: "It's good to try to talk it out.", Life: 8, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Fun:[Response: "Good idea. Having fun together may build group unity.", Life: 8, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Sides:[Response: "You aren't helping the situation.", Life: -10, Consequence:"", CP:0, DP:0, HP:0, VP:5, Help: ""] ¬
,Break:[Response: "Good idea. They may feel better after a break.", Life: 8, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:-5, Help: ""]], ¬
Comm: ¬

[911:[Response: "Hey, we need to keep the line open for emergencies.", Life: -5, Consequence:"", CP:-5, DP:0, HP:0, VP:0, Help: ""] ¬
,Teacher:[Response: "Let me talk to them.", Life: 5, Consequence:"", CP:5, DP:0, HP:0, VP:-5, Help: ""]¬
,Parent:[Response: "Maybe they'll listen to an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 0, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""] ¬
,Counselor:[Response: "Let me talk to them.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-1, Help: ""] ¬
,Creep:[Response: "Do you want me to break someone's legs?", Life: -1, Consequence:"", CP:0, DP:0, HP:0, VP:10, Help: ""]]]

-- **Two of your friends are arguing**

set c1.2 = [¬

Leave:[Response: "Good Choice", Life: 7, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""],¬
Attack:[Response: "Violence won't solve the problem.", Life: -10, Consequence: "Police", CP:-10, DP:0, HP:0, VP:10, Help: "Mediation"],¬
Talk:¬

[Talk:[Response: "It's worth a try, if they're friends of yours.", Life: 8, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Other:[Response: "Good idea.", Life: 8, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Sides:[Response: "You aren't helping the situation.", Life: -8, Consequence:"", CP:0, DP:0, HP:0, VP:5, Help: ""] ¬
,Teacher:[Response: "Good idea. Sometimes an adult can help.", Life: 8, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:-5, Help: ""]], ¬
Comm: ¬

[911:[Response: "Hey, we need to keep the line open for emergencies.", Life: -5, Consequence:"", CP:-5, DP:0, HP:0, VP:0, Help: ""] ¬
,Teacher:[Response: "Let me talk to them.", Life: 5, Consequence:"", CP:5, DP:0, HP:0, VP:-5, Help: ""]¬
,Parent:[Response: "Maybe they'll listen to an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 0, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""] ¬
,Counselor:[Response: "Let me talk to them.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-1, Help: ""] ¬
,Creep:[Response: "Do you want me to break someone's legs?", Life: -1, Consequence:"", CP:0, DP:0, HP:0, VP:10, Help: ""]]]

-- **You see a friend with drammvitz**

set D2.1 = [¬

Gave_Drammvitz:[Response: "You shouldn't be handling Drammvitz. It's illegal at your age.", Life: -2, Consequence: "", CP:0, DP:2, HP:0, VP:0, Help:"Cop"]¬

Drammvitz:[Response: "The police pick you up for having Drammvitz", Life: -10, Consequence: "", CP:-3, DP:10, HP:0, VP:0, Help: "Counselor"],¬

Leave:[Response: "You should have reported finding the Drammvitz.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬

Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""] ¬

,Argue:[Response: "Yelling is not the best choice.", Life: -2, Consequence:"Hospital", CP:-2, DP:-2, HP:0, VP:2, Help: ""]¬

,Okay:[Response: "Bad Choice. You are underage and Drammvitz can be dangerous.", Life: -10, Consequence:"", CP:0, DP:10, HP:0, VP:0, Help: ""],¬

,Shouldnot:[Response: "It's worth a try, if you think she'll listen.", Life: 5, Consequence:"Hospital", CP:5, DP:-10, HP:0, VP:0, Help: ""]], ¬

Comm: ¬

[911:[Response: "This is not an emergency.", Life: -1, Consequence:"", CP:-1, DP:0, HP:0, VP:0, Help: ""]¬

,Teacher:[Response: "Thanks for letting me know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Parent:[Response: "Thanks for letting me know. I'll talk to him.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Counselor:[Response: "Thanks for letting me know. I'll talk to him.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Creep:[Response: "Bring it to my place. We'll have a party.", Life: -5, Consequence:"" CP:0, DP:10, HP:0, VP:5, Help: ""]]]

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-- **A group of "cool" kids want you to try drammvitz**

set D3.1 = [¬

Gave_Drammvitz:[Response: "You shouldn't be handling Drammvitz. It's illegal at your age..", Life: -2, Consequence: "", CP:0, DP:2, HP:0, VP:0, Help:"Cop"],¬

Drammvitz:[Response: "The police pick you up for having Drammvitz", Life: -10, Consequence: "", CP:-3, DP:10, HP:0, VP:0, Help: "Counselor"],¬

Leave:[Response: "Good Choice, you don't want to get involved in this.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬

Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""] ¬

,Argue:[Response: "Yelling is not the best choice.", Life: -2, Consequence:"Hospital", CP:-2, DP:-2, HP:0, VP:2, Help: ""]¬

,Okay:[Response: "Bad Choice. You are underage and Drammvitz can be dangerous.", Life: -10, Consequence:"Hospital", CP:0, DP:10, HP:0, VP:0, Help: ""],¬

,Shouldnot:[Response: "It's worth a try, if you think they'll/I'll listen.", Life: 5, Consequence:"Hospital", CP:5, DP:-10, HP:0, VP:0, Help: ""]], ¬

Comm: ¬

[911:[Response: "This is not an emergency", Life: -1, Consequence:"", CP:-1, DP:0, HP:0, VP:0, Help: ""]¬

,Teacher:[Response: "Thanks for letting me know. I'll talk to them.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Parent:[Response: "Thanks for letting me know. I'll talk to them.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Counselor:[Response: "Thanks for letting me know. I'll talk to them.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Creep:[Response: "Bring them to my place. We'll have a party.", Life: -5, Consequence:"", CP:0, DP:10, HP:0, VP:5, Help: ""]]]

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end

FROM MOVIE "H" - Halucinogs(drugs)

on Scenarios_List

global gChoice,H1.1,H1.2,H1.3,H1.4,H2.1,H2.2,H3.1,H3.2

--

set gChoice = EMPTY -- initialize

-- You find halucinogs on the ground

set H1.1 = [¬

Halucinogs:[Response: "You shouldn't pick that up. Report it to an adult.", Life: -10, Consequence: "", CP:0, DP:0, HP:0, VP:5, Help: "Counselor"],¬

Leave:[Response: "You should have reported finding the Halucinogs.", Life: 2, Consequence:"" CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Comm: ¬

[911:[Response: "This is not an emergency.", Life: -1, Consequence:"" CP:-1, DP:0, HP:0, VP:0, Help: ""] ¬

,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Parent:[Response: "Thanks, I'll dispose of it.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Counselor:[Response: "Thanks, I'll dispose of it." Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Creep:[Response: "Bring it to my place. We'll have a party.", Life: -5, Consequence:"" CP:0, DP:10, HP:0, VP:5, Help: ""]]]

--

--A friend wants you to try halucinogs

set H1.2 = [¬

Gave_Halucinogs:[Response: "You should never try to give Halucinogs to another Mzurflick.", Life: -10, Consequence: "", CP:0, DP:0, HP:0, VP:10, Help: "Cop"],¬

Halucinogs:[Response: "You shouldn't pick that up. Report it to an adult." Life: -10, Consequence: "", CP:0, DP:0, HP:0, VP:5, Help: "Counselor"],¬

Leave:[Response: "You should have reported finding the Halucinogs.", Life: 2, Consequence:"" CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"]¬

Talk:¬

[No:[Response: "Good choice!" Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""] ¬

,Argue:[Response: "Yelling is not the best choice." Life: -2, Consequence:"Hospital", CP:-2, DP:-2, HP:0, VP:2, Help: ""] ¬

,Okay:[Response: "Bad Choice. You are underage and Halucinogs can be dangerous.", Life: -10, Consequence:"" CP:0, DP:10, HP:0, VP:0, Help: ""]], ¬

,Shouldnot:[Response: "This might work with your friends.", Life: 5, Consequence:"Hospital", CP:5, DP:-10, HP:0, VP:0, Help: ""]], ¬

Comm: ¬

[911:[Response: "This is not an emergency.", Life: -1, Consequence:"" CP:-1, DP:0, HP:0, VP:0, Help: ""] ¬

,Teacher:[Response: "Thanks for reporting this. I'll talk to him.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Parent:[Response: "Thanks for reporting this. I'll talk to him.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Counselor:[Response: "Thanks, I'll dispose of it.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Creep:[Response: "Bring it to my place. We'll have a party.", Life: -5, Consequence:"" CP:0, DP:10, HP:0, VP:5, Help: ""]]]

--

set H2.1 = [¬

Gave_Halucinogs:[Response: "You shouldn't be handling Halucinogs. It's illegal at your age.", Life: -2, Consequence: "", CP:0, DP:2, HP:0, VP:0, Help: "Cop"]

Halucinogs:[Response: "The police pick you up for having Halucinogs", Life: -10, Consequence: "", CP:-3, DP:10, HP:0, VP:0, Help: "Counselor"],¬

Leave:[Response: "You should have reported finding the Halucinogs.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬

Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""]

,Argue:[Response: "Yelling is not the best choice.", Life: -2, Consequence:"Hospital", CP:-2, DP:-2, HP:0, VP:2, Help: ""]

,Okay:[Response: "Bad Choice. Halucinogs can ruin your mind and health.", Life: -10, Consequence:"", CP:0, DP:10, HP:0, VP:0, Help: ""]

,Shouldnot:[Response: "It's worth a try, if you think she'll listen.", Life: 5, Consequence:"Hospital", CP:5, DP:-10, HP:0, VP:0, Help: ""]],¬

Comm: ¬

[911:[Response: "This is not an emergency.", Life: -1, Consequence:"", CP:-1, DP:0, HP:0, VP:0, Help: ""]¬

,Teacher:[Response: "Thanks for letting me know. I'll talk to him.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Parent:[Response: "Thanks for letting me know. I'll talk to him.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Counselor:[Response: "Thanks for letting me know. I'll talk to him.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Creep:[Response: "Bring it to my place. We'll have a party.", Life: -5, Consequence:"", CP:0, DP:10, HP:0, VP:5, Help: ""]]]

¬

-- A "cool" kid at school wants you to sell halucinogs

set H2.2 = [¬

Gave_Halucinogs:[Response: "You shouldn't be handling Halucinogs. It's illegal at your age.", Life: -2, Consequence: "", CP:0, DP:2, HP:0, VP:0, Help: "Cop"],¬

Halucinogs:[Response: "The police pick you up for having Halucinogs", Life: -10, Consequence: "", CP:-3, DP:10, HP:0, VP:0, Help: "Counselor"],¬

Leave:[Response: "You should report this." Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬

Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""]¬

,Rid:[Response: "Yelling at a Halucinog dealer could be very dangerous.", Life: -10, Consequence:"Hospital", CP:-2, DP:0, HP:10, VP:10, Help: ""]¬

,Okay:[Response: "Bad Choice. Halucinogs can ruin your mind and health.", Life: -10, Consequence:"", CP:0, DP:10, HP:0, VP:0, Help: ""]],¬

,NoSell:[Response: "He probably will not listen." Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:5, VP:0, Help: ""]],¬

Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: -1, Consequence:"", CP:-1, DP:0, HP:0, VP:0, Help: ""]¬

,Teacher:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Parent:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Friend:[Response: "Maybe you should have told an adult." Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Counselor:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬

,Creep:[Response: "Bring it on over.", Life: -5, Consequence:"", CP:0, DP:10, HP:0, VP:5, Help: ""]]]

set H2.3 = [¬

Gave_Halucinogs:[Response: "You shouldn't be handling Halucinogs. It's illegal at your age..", Life: -2, Consequence: "", CP:0, DP:2, HP:0, VP:0, Help: "Cop"

Halucinogs:[Response: "You end up in a jail for selling Halucinogs", Life: -10, Consequence: "", CP:-3, DP:10, HP:0, VP:0, Help: "Counselor"],¬

Leave:[Response: "You should report this.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬

Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""] ¬

,Rid:[Response: "Yelling at a Halucinog dealer could be very dangerous.", Life: -10, Consequence:"Hospital", CP:-2, DP:0, HP:10, VP:10, Help: ""] ¬

,Okay:[Response: "Bad Choice. Halucinogs can ruin your mind and health.", Life: -10, Consequence:"", CP:0, DP:10, HP:0, VP:0, Help: ""] ¬

,NoSell:[Response: "He probably will not listen.", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:5, VP:0, Help: ""]], ¬

Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: -1, Consequence:"", CP:-1, DP:0, HP:0, VP:0, Help: ""] ¬

,Teacher:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Parent:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Counselor:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Creep:[Response: "Bring it on over.", Life: -5, Consequence:"", CP:0, DP:10, HP:0, VP:5, Help: ""]]]

— **A group of "cool" kids want you to do halucinogs**

set H3.1 = [¬

Gave_Halucinogs:[Response: "You shouldn't be handling Halucinogs. It's illegal at your age..', Life: -2, Consequence: "", CP:0, DP:2, HP:0, VP:0, Help: "Police"],¬

Halucinogs:[Response: "Bad choice.", Life: -10, Consequence: "", CP:-3, DP:10, HP:0, VP:0, Help: "Counselor"],¬

Leave:[Response: "You should report this.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬

Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬

Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""] ¬

,Argue:[Response: "Yelling at them could start a fight.", Life: -10, Consequence:"Hospital", CP:-2, DP:0, HP:10, VP:10, Help: ""] ¬

,Okay:[Response: "Bad Choice. Halucinogs can ruin your mind and health.", Life: -10, Consequence:"", CP:0, DP:10, HP:0, VP:0, Help: ""] ¬

,Shouldnot:[Response: "They probably will not listen.", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:5, VP:0, Help: ""]], ¬

Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: -1, Consequence:"", CP:-1, DP:0, HP:0, VP:0, Help: ""] ¬

,Teacher:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Parent:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Counselor:[Response: "Thanks for reporting this. I'll tell the police.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬

,Creep:[Response: "Bring it on over.", Life: -5, Consequence:"", CP:0, DP:10, HP:0, VP:5, Help: ""]]] --

-- A group of "cool" kids offer to give you a scroll if you do halucinogs

set H3.2 = [¬

Gave_Halucinogs:[Response: "You shouldn't be handling Halucinogs."; Life: -10, Consequence: "", CP:0, DP:0, HP:10, VP:0, Help: "Cop"],¬
Halucinogs:[Response: "Grabbing the Halucinogs was dangerous.", Life: -10, Consequence: "Hospital", CP:-3, DP:0, HP:0, VP:10, Help: "Counselor"],¬
Gave_Money:[Response: "You shouldn't be buying Halucinogs.", Life: -10, Consequence: "", CP:0, DP:0, HP:0, VP:0, Help: "Cop"],¬
Money:[Response: "Grabbing the money was dangerous.", Life: -10, Consequence: "Hospital", CP:-3, DP:0, HP:10, VP:10, Help: "Counselor"],¬
Leave:[Response: "Good Choice, you don't want to get involved in this.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬
Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:-5, VP:5, Help: "Police"],¬
Talk:¬

[No:[Response: "Good choice!", Life: 10, Consequence:"Police", CP:2, DP:-10, HP:0, VP:0, Help: ""]¬
,Argue:[Response: "Yelling is not the best choice.", Life: -2, Consequence:"Hospital", CP:-2, DP:-2, HP:0, VP:2, Help: ""]¬
,Okay:[Response: "Bad Choice. Halucinogs can ruin your life.", Life: -10, Consequence:"", CP:0, DP:0, HP:10, VP:0, Help: ""]¬
,Shouldnot:[Response: "It's better to just leave in this situation.", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:-5, VP:5, Help: ""]], ¬
Comm: ¬

[911:[Response: "Thanks for reporting this. We'll send the police.", Life: 10, Consequence:"", CP:10, DP:0, HP:-10, VP:-10, Help: ""]¬
,Teacher:[Response: "Thanks for letting me know. I'll talk to them.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Parent:[Response: "Thanks for letting me know. I'll talk to them.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Counselor:[Response: "Thanks for letting me know. I'll talk to them.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Creep:[Response: "Bring them to my place. We'll have a party.", Life: -5, Consequence:"", CP:0, DP:10, HP:0, VP:5, Help: ""]]]

¬
end

FROM MOVIE "V" - **Violence**
on Scenarios_List
global gChoice,V1.1,V1.2,V1.3,V1.4,V2.1,V2.2,V3.1,V3.2

set gChoice = EMPTY -- initialize

-- **You find a gun**

set V1.1 = [¬

Weapon:[Response: "You should leave the Weapon there and tell an adult.", Life: -10, Consequence: "", CP:0, DP:0, HP:0, VP:5, Help: "Counselor"],¬
Leave:[Response: "Next time, tell someone about the gun.", Life: 2, Consequence:"", CP:0, DP:0, HP:0, VP:-2, Help: ""],¬
Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: 10, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Parent:[Response: "Thanks. I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Counselor:[Response: "Thanks, I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""]¬
,Creep:[Response: "Are you trying to get my friends in trouble?", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:5, VP:5, Help: ""]]]

-- **You find a knife**

set V1.2 = [¬

Gave_Weapon:[Response: "You lose points for handling a knife", Life: -10, Consequence: "Principle", CP:0, DP:0, HP:0, VP:10, Help: "Cop"],¬
Weapon:[Response: "You have been arrested for having a knife.", Life: -10, Consequence: "Police", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Leave:[Response: "Good Choice, but next time report the weapon.", Life: -2, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""],¬
Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Talk:¬

[Give:[Response: "You lose points for handling a knife.", Life: -5, Consequence:"Police" CP:0, DP:0, HP:5, VP:0, Help: ""] ¬
,Report:[Response: "It's safer to leave the situation, and then report it", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:5, Help: ""] ¬
,Argue:[Response: "Bad choice.", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:5, Help: ""]], ¬
Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: 10, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Parent:[Response: "Thanks. I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Counselor:[Response: "Thanks, I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Creep:[Response: "Are you trying to get my friends in trouble?", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:5, VP:0, Help: ""]]]

-- **You see a friend come to school covered with bruises. This happens frequently**

set V1.3 = [¬

Leave:[Response: "Are you sure it was best to ignore the problem?", Life: -1, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""],¬
Attack:[Response: "Don't you think he's in enough pain?", Life: -10, Consequence: "Police", CP:0, DP:0, HP:0, VP:5, Help: ""],¬
Talk:¬

[Help:[Response: "Good Suggestion.", Life: 10, Consequence:"", CP:5, DP:0, HP:0, VP:-2, Help: ""] ¬
,Report:[Response: "Bad choice.It's better to let an adult handle this.", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:5, Help: ""]], ¬
Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: 10, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Parent:[Response: "It's none of your business.", Life: -5, Consequence:"", CP:0, DP:0, HP:0, VP:5, Help: ""] ¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 0, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""] ¬
,Counselor:[Response: "Thanks, I'll talk to him.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Creep:[Response: "Do you want me to break his parents' snouts?", Life: -5, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:5, Help: ""]]]

A friend wants you to go to a gang party with her. She says they know where you can find a scroll

set V1.4 = [¬

Leave:[Response: "Walking away was a good response.", Life: 10, Consequence:"", CP:5, DP:-5, HP:-5, VP:-5, Help: ""],¬
Attack:[Response: "Violence is not the solution.", Life: -10, Consequence: "Police", CP:0, DP:0, HP:0, VP:5, Help: ""],¬
Talk:¬

[Okay:[Response: "This is a bad idea.", Life: -10, Consequence:"", CP:-5, DP:5, HP:5, VP:5, Help: ""] ¬
,No:[Response: "Good choice. You don't want to get involved with gangs.", Life: 10, Consequence:"", CP:5, DP:-2, HP:-2, VP:-2, Help: ""]¬
,Talk:[Response: "If she's a good friend, this might work.", Life: 5, Consequence:"", CP:5, DP:-2, HP:-2, VP:-2, Help: ""]¬
,Sick:[Response: "It was good not to go, but you should be honest.", Life: 2, Consequence:"", CP:0, DP:-1, HP:-1, VP:-1, Help: ""]], ¬
Comm: ¬

[911:[Response: "Please keep the lines open for emergency calls.", Life: -2, Consequence:"" CP:-2, DP:0, HP:0, VP:0, Help: ""] ¬
,Teacher:[Response: "Maybe I can talk to her for you.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Parent:[Response: "Thanks, I'll talk to her.", Life: 1, Consequence:"", CP:1, DP:0, HP:0, VP:0, Help: ""] ¬
,Friend:[Response: "I wouldn't go if I were you.", Life: 0, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""] ¬
,Counselor:[Response: "Thanks, I'll talk to her.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Creep:[Response: "Yeah, it's gonna be a great party!", Life: -5, Consequence:"", CP:-5, DP:3, HP:3, VP:3, Help: ""]]]

A friend brings a knife to school

set V2.1 = [¬

Weapon:[Response: "You have been arrested for having a knife.", Life: -10, Consequence: "Police", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Leave:[Response: "Good Choice, but next time report the weapon.", Life: -2, Consequence:"" CP:0, DP:0, HP:0, VP:0, Help: ""],¬
Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Talk:¬

[Hold:[Response: "You lose points for handling a knife.", Life: -5, Consequence:"Police", CP:0, DP:0, HP:5, VP:0, Help: ""] ¬
,Rid:[Response: "That can be dangerous unless you know him very well.", Life: -1, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:1, Help: ""]], ¬
Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: 10, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Parent:[Response: "Thanks. I'll let the police know.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Friend:[Response: "Maybe you should have told an adult.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Counselor:[Response: "Thanks, I'll let the police know.", Life: 5, Consequence:"" CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
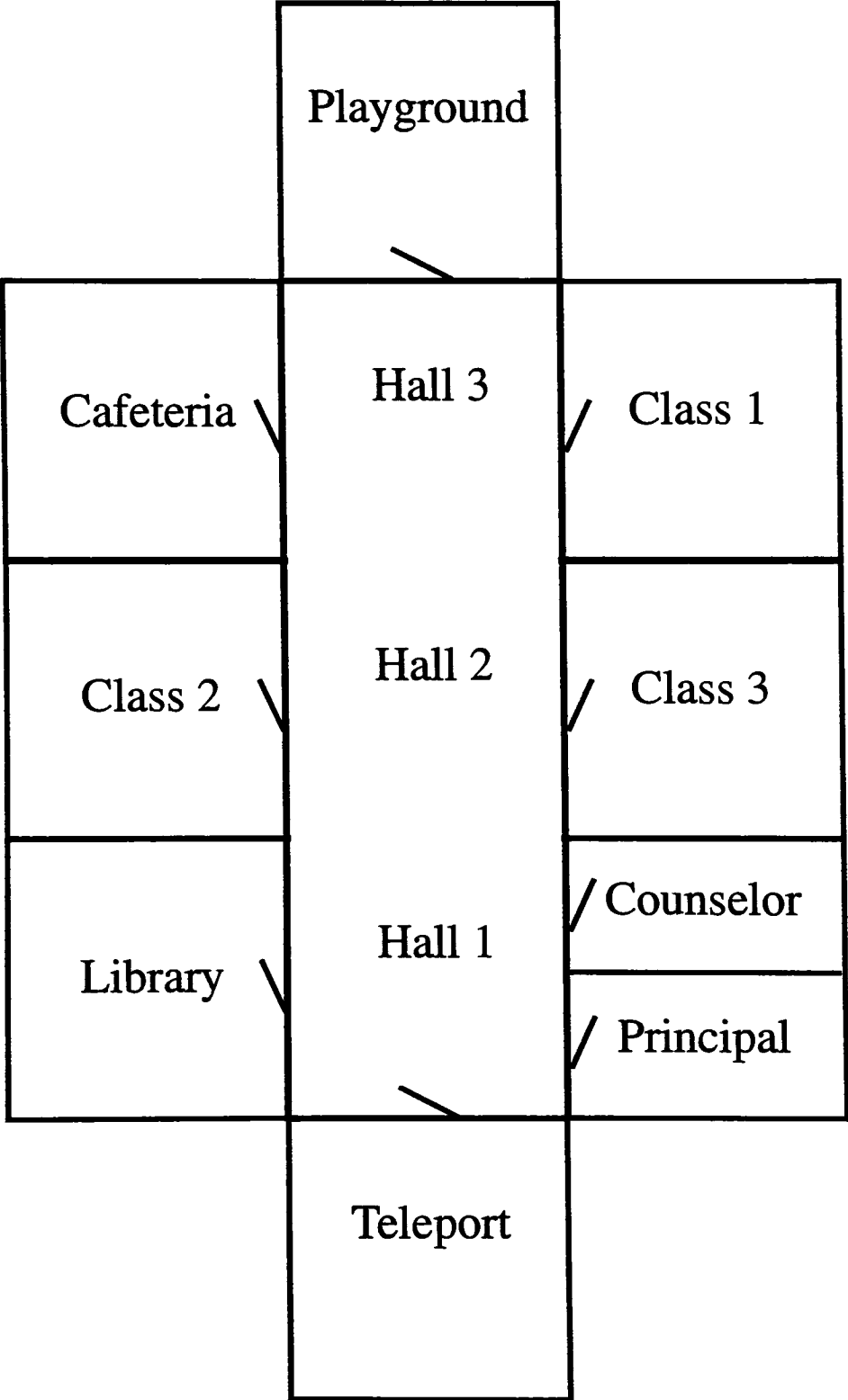,Creep:[Response: "Cool, man.", Life: -5, Consequence:"" CP:0, DP:0, HP:0, VP:2, Help: ""]]]

-- A friend brings a gun to school
set V2.2 = [¬

Weapon:[Response: "You have been arrested for having a gun.", Life: -10, Consequence: "Police", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Leave:[Response: "Good Choice, but you should report the weapon next time.", Life: -2, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""],¬
Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Talk:¬

[Hold:[Response: "You lose points for handling a gun.", Life: -5, Consequence:"Police", CP:0, DP:0, HP:5, VP:0, Help: ""] ¬
,Rid:[Response: "That can be dangerous unless you know your friend VERY well.", Life: -1, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:1, Help: ""]], ¬
Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: 10, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Parent:[Response: "Thanks. I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Friend:[Response: "Maybe you should tell an adult next time.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Counselor:[Response: "Thanks, I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Creep:[Response: "Cool, man.", Life: -5, Consequence:"", CP:0, DP:0, HP:0, VP:2, Help: ""]]]

-- You are held up at gunpoint
set V3.1 = [¬

Weapon:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Gave_Gun:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Leave:[Response: "You could have been shot!", Life: -5, Consequence:"", CP:0, DP:0, HP:0, VP:0, Help: ""],¬
Attack:[Response: "That was a very dangerous thing to do.", Life: -10, Consequence: "Hospital", CP:0, DP:0, HP:0, VP:5, Help: "Police"],¬
Talk:¬

[Help:[Response: "It's safer to give him what he asks for, then call the police.", Life: 0, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:0, Help: ""] ¬
,Hablo:[Response: "It's safer to give him what he asks for, then report it.", Life: -8, Consequence:"Hospital", CP:0, DP:0, HP:0, VP:3, Help: ""]], ¬
Comm: ¬

[911:[Response: "Thanks for reporting this.", Life: 10, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Teacher:[Response: "Thanks for reporting this.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Parent:[Response: "Thanks. I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Friend:[Response: "Maybe you should tell an adult next time.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Counselor:[Response: "Thanks, I'll let the police know.", Life: 5, Consequence:"", CP:0, DP:0, HP:0, VP:-5, Help: ""] ¬
,Creep:[Response: "I'll break his snout for you.", Life: -5, Consequence:"", CP:0, DP:0, HP:0, VP:2, Help: ""]]]
end

Appendix C

School

	Playground	
Cafeteria	Hall 3	Class 1
Class 2	Hall 2	Class 3
Library	Hall 1	Counselor
		Principal
	Teleport	

GSEC

(Goods and Services Exchange Center)

Clothing	GSEC4	Food
Food	GSEC3	Toys
Clothing	GSEC2	Music
Food	GSEC1	Movies

Teleport

Zertz

			Future Street	
	Street 3		Street 4	
Street 2			Street 5	Teleport
Street 1	Municipal Building			
	Alley		Street 6	Playground
Future Street	Municipal Building			
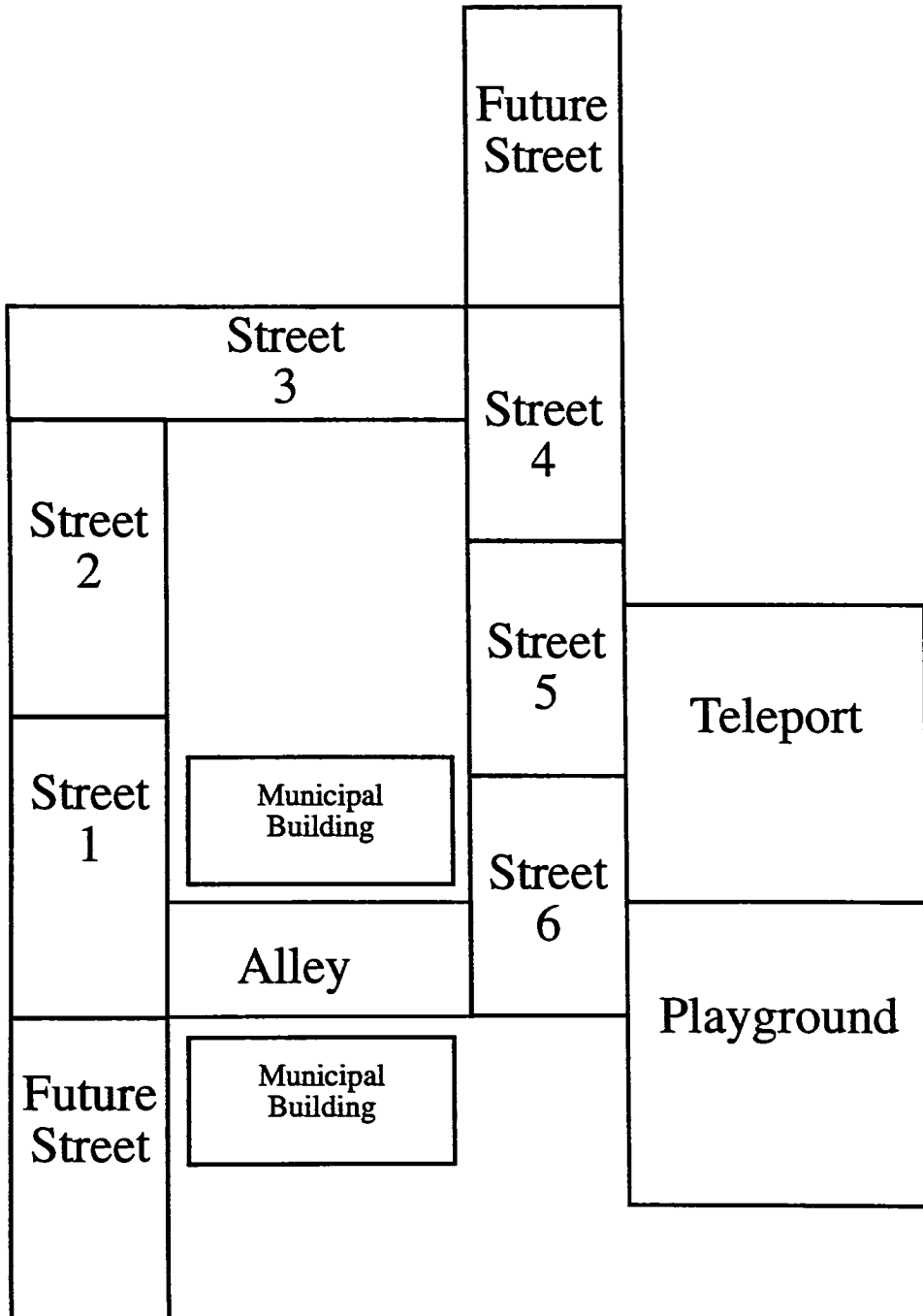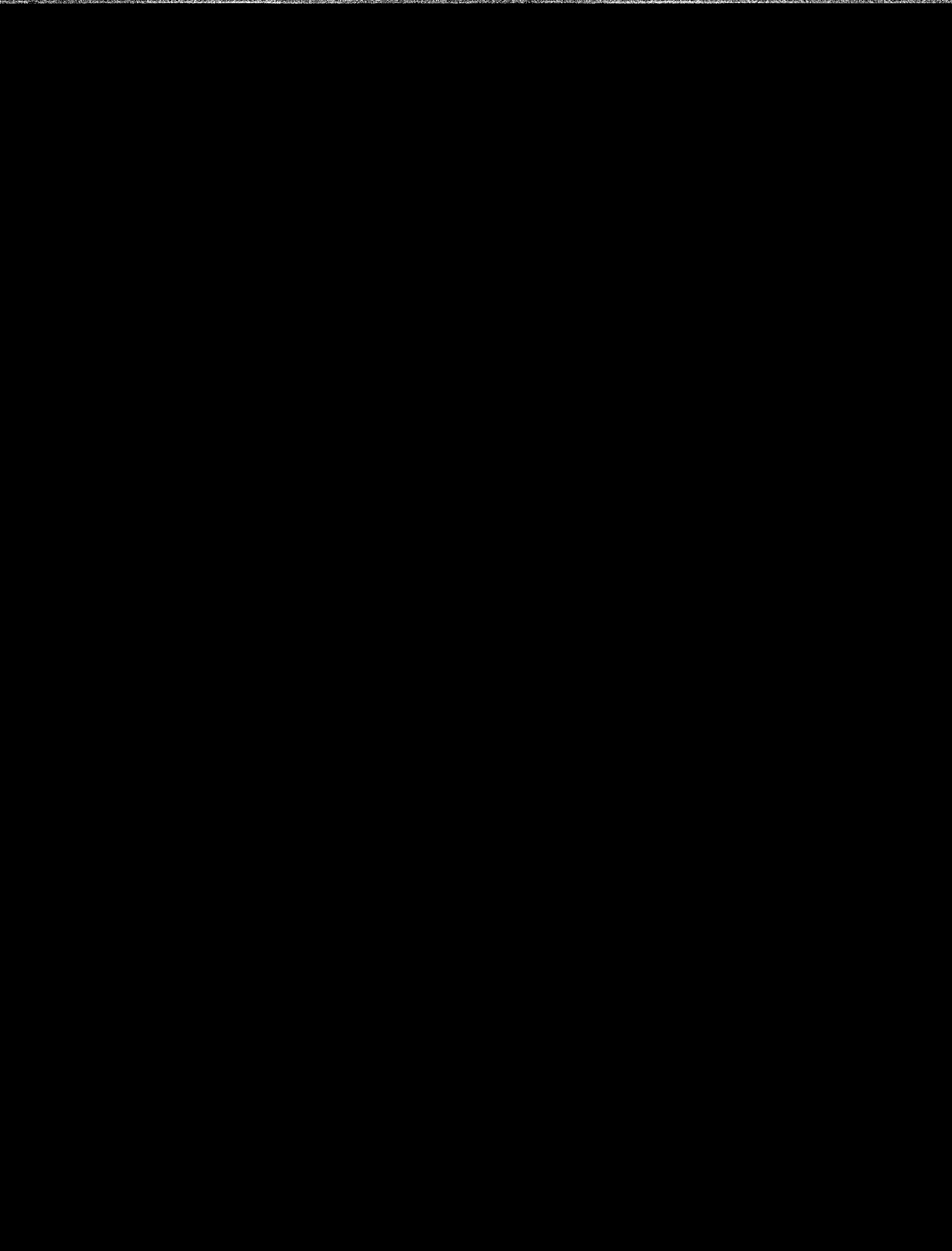
Action	Response
Click door	Leave/ignore situation
Press Com-link Button	Please a call to the chosen party
Click creature once	Talk
Click creature twice	Attack
Click on environment	Hide
Click on Object	Pick it up
	License plage record plate number
	Camera take a picture/video
Click while holding object	Give it to someone

Object Class	Properties
Alien	1 click to talk
	2 clicks to fight
Com-link	Place a call to: 911, teacher, counselor, parent, friend, "Yoldo"
Camera	Click to record events
Weapon	Clicking on it it up
	Clicking once on a alien while holding a weapon threatens
	Clicking twice on an alien while holding a weapon attacks
Illegal substance	Can get or give
	Clicking on self while holding it will use it
Poster/brochure	Click to read and gain points
Large scenic item	Click to hide behind
License plate	Click to record
Door	Click to go through
Containers	Click to open. May hold clues and objects

Appendix E

Appendix F

Prevention Organizations

Alcohol and Drug Dependence Council
716/423-9490

Center for Youth Services
716/458-7820

Committee for Children
800/634-4449
172 20th Ave.
Seattle, WA 98122

Community Anti-drug Coalitions of America
703/706-0560
Washington, DC.

Compcare

2415 Annapolis Lane
Minneapolis MN

Comprehensive Health Education Foundation
206/824-2907

D.A.R.E.
716/428-6636
490 W. Plymouth - Sheriffs Office

Prevention Organizations

Gang/Drug Prevention Program
617/534-2000 ext. 439
249 River St.
Mattapan, MA 02126

Hazelden Educational Materials

Box 176
Center City, MN

Health Communications, Inc.

1721 Blount Rd, Suite 1
Pompano Beach, FL 33069

Jacksonville Sheriff's Office
904/630-2160
501 East Bay St.
Room 204
Jacksonville, FL 32202

Johnson Institute

510 First Ave
Minneapolis, MN 55403

Just Say No Foundation (JSN)
800/258-2766
1777 N. California Blvd., Suite 200
Walnut Creek, CA 94596

National Clearinghouse for Alcohol & Drug Info.

P.O. Box 2345
Rockville, MD 20852

Prevention Organizations

National Clearinghouse for Alcohol and Drug Information (NCADI)
310/468-2600
P.O. Box 2345
Rockville, MD 20852

National Crime Prevention Council
202/466-NCPC, Fax: 202/296-1356
1700 K Street, NW, Second Floor
Washington, DC 20006

National Federation of Parents for Drug-Free Youth (NFP)
417/836-3709
14423 N. Jefferson
Springfield, MO 65802

NE Foundation for Children
413/772-2066
Greenfield, MA

Parents Resource Institute for Drug Education (PRIDE)
800/241-9746
The Hunt Building, Suite 210
50 Hunt Plaza
Atlanta, GA 30303

Parkridge Chemical Dependency
716/723-7723
Greece, NY

Peace Education Foundation
305/567-5075
3550 Biscaine Blvd.
Miami, FLA 33137

Prevention Organizations

Quest International

800/446-2700,   Lou Tribalzi: 377-3514
537 Jones Rd
P.O. Box 566
Granville, OH 43023-0566

Rainbow House Inst. for Choosing Non-Violence

312/521-5501
P.O. Box 29019
Chicago, IL 60629

Schools Without Drugs

Pueblo, CO 81009

University of Arkansas "Refuse Ant"

501/686-7496

Walcott Street School

716/768-7115
Leroy, NY

Washington Post
800/627-1150
Washington, DC.

Youth Crisis Hotline
800/448-4663
SanDiego, CA.
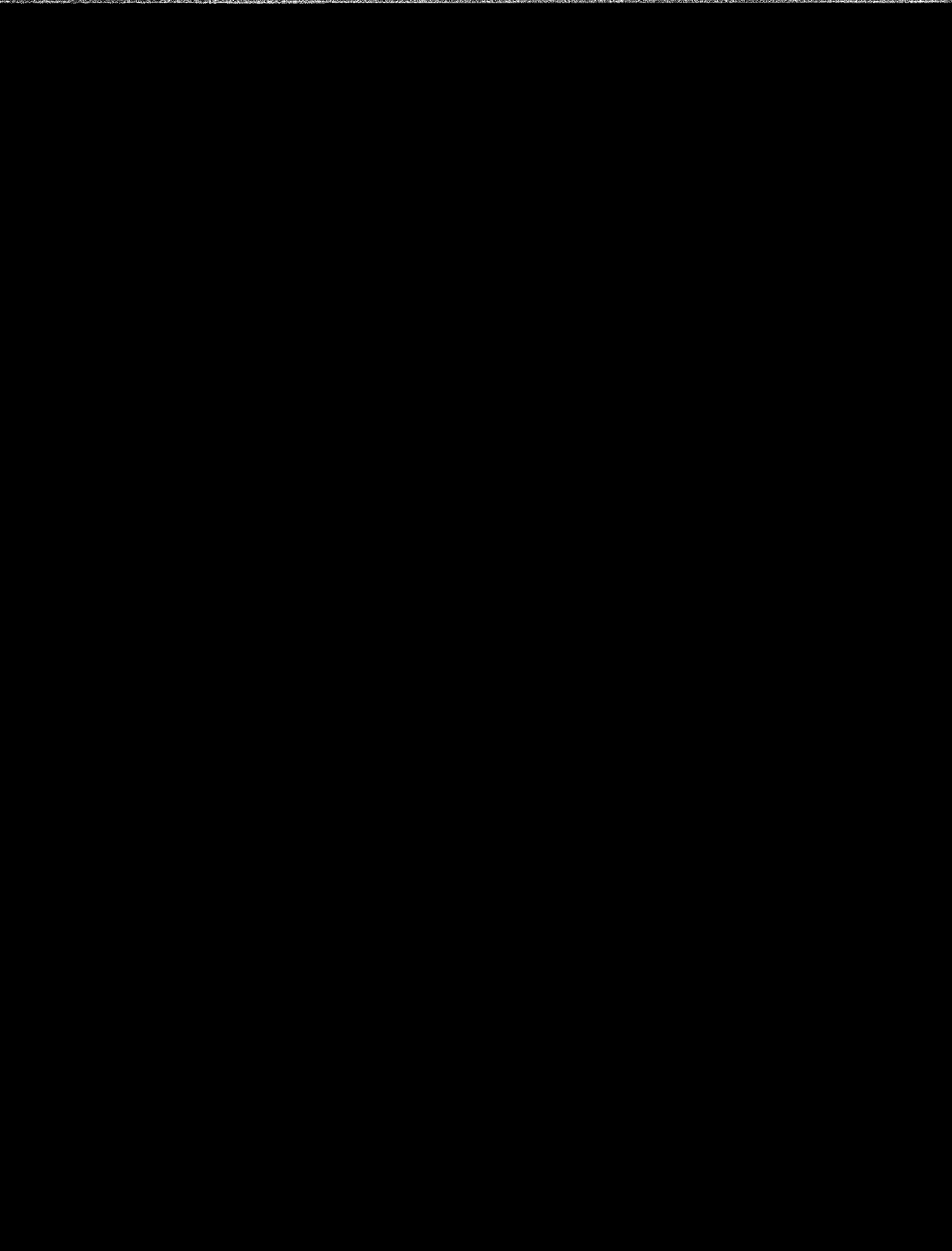
"The Contest"

SCENE 1
INT   NONDESCRIPT ROOM - NIGHT
A tentacle holds a script while an sinister sounding voice reads the message

VO
Zyrklen Medroz has been chosen as a possible candidate for entrance into the Academy. Use all methods at your disposal to make her fail.

INT   ZYRKLEN'S ROOM ; DAY
Our story takes place on the planet Retzor. It begins with 12-year-old ZYRKLEN asleep in her pod. One purple tentacle is draped across her eyes, as she breaths softly through her snout. Her other 3 tentacles, legs, and tail are tangled up in the covers. The room is bathed in the soft light of the rising twin suns, seen through the view hole. Holograms of her favorite DigiStars hang on the wall and the floor is sprinkled with toys and books. Crumpled remnants of mathematical equations and computer programs are scattered among them. Zyrklen covers her ear canals with her two upper tentacles when the wall unit of the family's central computer signals awakening time with a shrill beep. Reluctantly, the young Mzurflik opens her brilliant green eyes and rolls over on her side. Eying a piece of crumpled paper on the floor, she jumps out of bed.

ZYRKLEN
That's it!

She grabs the paper, runs to her computer, and begins tapping furiously on the input board. After a few moments there is a soft tap on the door.

MOMMA
Zyrklen, it's time to get ready for school.

Zyrklen rolls her eyes and continues tapping furiously. Shapes begin swirling on the view screen.
MOMMA
(more firmly)
Zyrklen, I hear you playing on that computer. You can finish when you get home from school.
Hurry up and get ready, sweetie.

ZYRKLEN
But it's important.

MOMMA
Is it schoolwork?

ZYRKLEN
No, but...

MOMMA
(Quietly, but firmly)
Then it can wait until you get home. I want you out here in 10 minutes.

Page 1

ZYRKLEN
(Sighs)
Okay, Momma.

Zyrklen passes her tentacle over a small circular indentation next to her view screen, and it darkens immediately. She scurries about the room collecting books, papers, and holo-pads. She runs her tentacles over the smooth leather cover of one of these books. It was created in the style of the ancient texts and embossed with the words "Advanced Mathematics." She opens it to the first page. A handwritten message inside reads, "My dearest Bookworm, Have a wonderful birthday. Love, Momma." She holds the paper up to her face, smells it, smiles, and lovingly puts it on her computer desk. She then reaches into the closet without looking, to pull out a nondescript article of clothing.

INT-FAMILY MEAL CENTER   DAY

ZYRKLEN'S MOTHER is busy preparing breakfast. Momma is an adult version of her small daughter. The only difference is her larger size and the patch of gray hair where Zyrklen has bright blue. Her quiet, reserved manner somehow seems out of place in the shining enamel kitchen. She places two plates in the wall opening of the food dispenser, presses several ingredient buttons, and adjusts the temperature dials. She pushes a large button marked "prepare," and then retrieves the plates and their colorful contents from the dispenser. As she turns around to place them on the meal counter, a wall panel slides aside with a soft "whoosh." Zyrklen enters, dressed in a brown frock and carrying a pile of books, note pads, and a holo-pad.

MOMMA
Dear, you can take paper to school, along with a holo-pad, but the books stay home. You only have a few, and we can't afford to replace them.

ZYRKLEN
But...

MOMMA
I don't want an argument. You can take repro-disks, like the other children.

ZYRKLEN
Yes, Momma.

Zyrklen sighs and carries the books back to her room. She returns with just the note pads, pencils, and holo-pads. As they sit down at the meal counter, a voice from the wall-com quietly announces a visitor. Momma gets up and waves her tentacle over a dark spot on the wall. A door panel slides open with a "whoosh," and she steps out, leaving Zyrklen to finish her breakfast. Another, softer "whoosh" is heard, and then the muffled sound of voices. Zyrklen continues to eat, absentmindedly scribbling the name "Yadznyik," over and over again on her holo-pad. Momma's voice comes through the wall-com,
MOMMA
Zyrklen, please come in here.

INT - FAMILY LIVINGROOM - DAY
As Zyrklen steps into the living room, she freezes. Her eyes widen; the green brightening almost to

Page 2

a yellow. Standing before her is the tallest Mzurflik she's ever seen. Splashed across his chest is a bright orange sash, bearing the symbol of the Emissaries of the Council of Elders.

ZYRKLEN
(Stutters and looks worried)
Y-Y-Your Honor, it was a harmless prank... No one got hurt.

EMISSARY
Zyrklen...

ZYRKLEN
I didn't know the Elders would get angry...If I'd...I didn't mean ...

EMISSARY
(loudly)
Zyrklen.
(Pause)
We know all about your trick. No harm was done, but it is not a good habit. The Elders DO want to ensure that your considerable intelligence is used for something other than pranks.

She looks down, somewhat abashed. Meanwhile Momma is looking at her sternly, her eyebrows raised.

EMISSARY
You have been chosen to be tested for admission into the Academy.

Now both mother and daughter look surprised. Zyrklen can hardly contain her excitement. Acceptance into the Academy is a much coveted prize.

EMISSARY
As you know, many young Mzurfliks compete each year for only a few openings. IF you pass the test, graduation from this institution would mean a position of honor within your community and entry into an elite pool of Candidates, from which new Elders will eventually be chosen.

MOMMA
Zyrklen, what an honor! It's a privilege just to be chosen for the Contest!

Zyrklen nods in agreement, her eyes wide as mother and daughter listen intently.

EMISSARY
The rules are simple. You must do well with your schoolwork and stay out of trouble. Over the next few days, you will go to school, complete your homework and chores, all the things that you would do normally. At some point you will either find or receive a sacred scroll from the Elders. You must find the Ancient Cipher, interpret the scroll, and deliver the interpretation to the Elders. Speed is of the utmost importance.

ZYRKLEN

Page 3

That sounds easy!

EMISSARY
Not necessarily. During the search, you may encounter "testers," who will attempt to trip you up or throw you off the trail. Your acceptance will depend not only on your speed in returning the deciphered scroll, but also the scores given to you by the testers. Good luck, Contestant Zyrklen.

When he has finished delivering his message, the Emissary takes his leave of Zyrklen and Momma.

ZYRKLEN
Momma, Momma, I'm going to the Academy!

MOMMA
But first you must pass the tests. It's very difficult to get in.

ZYRKLEN
But the rules are so simple!

MOMMA
Be careful, Zyrklen, the tests may be tricky.

ZYRKLEN
Yeah, but if I know about 'em, I can prepare.

MOMMA
Well, you just make sure you pay attention to your teachers and be on your best behavior.

ZYRKLEN
Yes, Momma.

She kisses her mother on the cheek and skips out the door. Zyrklen heads toward the community's transporter station to be transmitted to the school. Passing her tentacle over the transport control, she disappears.

SCENE 2
INT - SCHOOL - DAY
Zyrklen reappears in the school transporter, steps out into the main hall, and heads for her class. She fidgets impatiently through the lecture, wondering when and what her first test will be, and wondering where they could possibly have hidden the Ancient Cipher. Her pen does not stop moving during the lecture, but instead of lecture notes, her holo-pads are full of scenarios for finding the Ancient Cipher and avoiding "testers." As the wall unit signals break time, she scurries out of the room with the rest of her classmates and heads toward the playground.
EXT - PLAYGROUND - DAY
It's a friendly space, with trees, ground cover, wooden benches, and old fashioned playground equipment. The trees are a slightly odd shade of green, the swing seats are a blue metal, and the monkey bars appear to be made of clear resin piping. Before Kritzlonk appears, an attractive young male Mzurflik is seen in deep discussion with a tall, thin female. They are partially hidden by trees. When they see Zyrklen enter the play area, they quickly slip away. Her best friend,

Page 4

KRITZLONK, is waiting for her on a bench in the corner. She hurries over toward the smaller, green-haired Mzurflik with orange eyes.

ZYRKLEN
Guess what, Kritzlonk? I'm a Candidate in the Academy Contest!

KRITZLONK
(Squeals)
Great jumping wertyigs! I can't believe ... wow! Think you'll get in?

ZYRKLEN
(Confidently)
Sure, it's easy. All I have to do is stay out of trouble and do well in classes.
KRITZLONK
That's it?! You can do THAT.

ZYRKLEN
Well, there're supposed to be some "testers." But I've been working on some ideas.

The two huddle together, laughing and giggling, as they share their secrets. Zyrklen shows her the holo-pad full of ideas. A bell signals the end of the first break, and Kritzlonk hurries off.

KRITZLONK
My break's over. Gotta get to lesson. See you at GSEC!

Zyrklen is left alone on the bench, lost in thought, when the same young male Mzurflik seen earlier sits down beside her.

YADZNYIK
Hi, Zyrklen, I missed you in first lesson today.

Zyrklen blushes, and quickly flips over the holo-pad, which still has YADZNYIK'S name written along the edges. Her eyes turn a deeper green.

YADZNYIK
Why don't you come over to the "Castle," with the me and the gang?

He reaches for a tentacle as he gets up, and pulls her over to a miniature turreted building. It is constructed of some type of opaque resin, textured and shaped to look like stone blocks.
INT   CASTLE   DAY
Inside, several other young Mzurfliks are seated on the floor, in the shadows. Yadznyik takes a seat and pulls Zyrklen down next to him. As the group sits on the floor chatting, one of the young girls pulls out a small black resin box full of coarse orange powder.

GIRL
Here, Zyrklen, I bet you never tried this before!

She takes out a spoon and scoops some of the powder onto her tongue. In a few moments her eyes

have changed from a bright yellow to dull, muddy orange with red streaks. The corners of her mouth turn up in a silly grin.

ZYRKLEN
Won't the instructors notice?

YADZNYIK
There are some drops for the eye thing. Here...try some.

He scoops some on a spoon and holds it out for her.

ZYRKLEN
No..no thanks. Yetric-powder's illegal!

YADZNYIK
Awe, c'mon, Zyrklen, it's not going to hurt you. You'll just feel very happy...like Jeshwyina over there.

Zyrklen starts to get up, shaking her head "no."

YADZNYIK
(Flirtatiously) I really like adventurous girls.

Zyrklen hesitates.
YADZNYIK
I promise you won't get caught. No one knows about this but us.

Zyrklen reaches her tentacle out, then draws it back and stands. Her conflict shows on her face as she starts to leave. Yadznyik grabs her tentacle and looks into her eyes.

YADZNYIK
But I THOUGHT you LIKED me.

ZYRKLEN
(Tearfully)
I DID.
She tries to release his tentacle.
YADZNYIK
You won't tell, will you?
She looks at the ground.
YADZNYIK
You wouldn't want to get me in trouble, WOULD you? I've only been here three weeks. My parents will kill me.

ZYRKLEN
No, I don't want to get you in trouble, Yad.

The same Mzurflik girl seen talking to Yadznyik earlier snarls at her.

TALL GIRL
You'd better not! We know where to find you, and besides, the whole school will think you're an astro-dork!

Zyrklen stammers reassurances of secrecy and hurries away, toward the school entrance. After a few minutes, she has a sudden insight. She dries her eyes, and slight smile appears on her lips. She writes on her holo-pad: "First test - passed."
INT-SCHOOL- DAY
As she enters the door, she runs smack into the Principal.

PRINCIPAL
Good afternoon, Zyrklen, how are you today?

ZYRKLEN
Fine, thank you, ma'am.

PRINCIPAL
I came out for a breath of fresh air, and I noticed you coming out of the "Castle." You didn't look too happy. Is everything okay?

ZYRKLEN
Yes, ma'am, I'm fine. I ...Just a disagreement. It's okay now.

PRINCIPAL
I'm glad. You know, some of the instructors think kids are using illegal substances in the "Castle," but they can't prove it.

ZYRKLEN
(Looking down)
Yes, Ma'am.

PRINCIPAL
Of course, nobody wants to tell on their friends, but they don't realize if they get hooked on that stuff, they can ruin their health and their futures. We have counselors that want to help them.
ZYRKLEN
Yes, ma'am.

PRINCIPLE
(After a moment's silence)
Well, I'm glad I don't have to worry about you. You're too smart to get involved in that stuff. Besides, I heard you're in the Academy Contest. You'd never risk losing. By the way, congratulations.
(Another moment of silence)
I'll be in my office if you need to talk about your disagreement. Have a good afternoon, Zyrklen.

After she leaves, Zyrklen looks at her holo-pad again for a few moments, then she adds a question mark after the word "passed." She sighs deeply and walks down the hall. Later we see her coming

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out of the Principal's office looking not quite happy, but relieved. The tall, thin Mzurflik from the "Castle" is watching. She disappears into a doorway, before Zyrklen can see her. The rest of the school session passes uneventfully, except for a group of kids that snicker at her in the hallway for telling the Principal what was going on in the "Castle."

Kids
(Chanting)
Zyrklen's a TATTLER! Zyrklen's an astro-FREAK!

At first Zyrklen looks upset, but then she cheers up slightly, putting an exclamation point behind the word "passed" on her holo-pad.
ZYRKLEN
(Mumbles almost convincingly)
Besides, I'm not doing them any favors letting them eat that stuff. It will turn their brains to mush.

When the last signal of the school day sounds, all of the 'second block' kids rush toward a bank of transporters at the end of the hall. It is still early in the afternoon, so Zyrklen punches in the address of the Goods and Services Exchange Complex (GSEC), where she usually meets Kritzlonk for an afternoon snack, before beginning her homework.

SCENE 3
INT - GSEC, BY TRANSPORTERS - DAY
Zyrklen steps out of a transporter bank in the GSEC. She is in a brightly lit corridor with flashing mutlicolored lights and loud music. She is surrounded by clothing and music dispensers, all of which have video screens constantly flashing up advertisements of their wares. Zyrklen walks down the hall, passing under a sign listing the contents of "Section C", with the words
"REFRESHMENT AREA" prominently displayed.

INT - GSEC, BY FOOD DISPENSERS - DAY
Kritzlonk is sitting alone at a meal counter by the food dispensers. Yadznyik comes to sit at her table, pulling his chair back to be partly hidden by a recycling receptacle. They speak for awhile. Kritzlonk shakes her head "no." Yadznyik speaks some more. He shows her something in a small leather envelope. The audience can not see it's contents, but Kritzlonk can. After a few more words from Yadznyik, she nods her head in agreement. They both get up and leave. In a moment, Kritzlonk returns alone. There is a big grin on her face, as Zyrklen sits down beside her with a plate of fried Hlempkas and a shake.

KRITZLONK
(Stage whisper)
Guess what? I was chosen, too!
The two girls hug each other, squealing with delight. As they sit and eat their snacks, Kritzlonk recounts her meeting with the Emissary.

KRITZLONK
When I got home, he was waiting there.
ZYRKLEN
What'd he look like? Tall and thin? Kinda snooty?

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KRITZLONK
Yes, Yes, that 's him, exactly! He told me I was in the Contest. I couldn't believe it!

ZYRKLEN
Wow! They hardly ever choose two people from the same community!

KRITZLONK
Gee, if we both get in, we'll be the talk of the school.

ZYRKLEN
Yeah!

KRITZLONK
Hey, do you have to look for scrolls too?

ZYRKLEN
I think we all do.

KRITZLONK
Can we work together?
ZYRKLEN
I don't see why not. The Emissary didn't say we couldn't.

KRITZLONK
Great! Let's get the scroll!

ZYRKLEN
You mean look for one. Where should we...

KRITZLONK
I mean GET one. I know where it is!

ZYRKLEN
You found a scroll?.. already? Tell me!

KRITZLONK
When I got here, I went to check the new shows. There were some "snout-ringers" from school by the theaters. They were talking about a scroll, so I asked. They found it the other day, but there was someone there, so they couldn't get it.

ZYRKLEN
Why don't WE get it? Where is it?

KRITZLONK
That's the problem. They won't say. They don't want to give it to just anybody, except maybe "cools" they hang out with.

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ZYRKLEN
Can't we just search where they usually go?

KRITZLONK
I don't know where to look. But they invited me to the clubhouse. You can come too. If we act like
part of the gang, maybe they'll give it to us.

ZYRKLEN
I don't know...Momma said some "snout-ringers" have been getting into a lot of trouble lately.

KRITZLONK
Not these guys, they're fine. Besides, the Emissary told me most of the slots have already been
filled.

ZYRKLEN
Already?

KRITZLONK
Yes! We have to act fast.

ZYRKLEN
Well...okay, let's go.

Zyrklen and Kritzlonk quickly dispose of their containers in the recycle chutes and head down the
brightly lit central aisle of the GSEC, past the blinking lights of the food dispensers, the clothing
dispensers, the toy dispensers, the gadget dispensers and the music dispensers. They all have view
screens, cycling holograms of their wares, and speakers blaring out advertisements.

SCENE 4
INT - ANOTHER PART OF GSEC - DAY
As they near the neon lights and life-size hologram preview cylinders of the theater, they spot a
small knot of their classmates, all wearing the same platinum snout-ring. The tall, thin Mzurflik
girl from the "Castle" is with them.

ZYRKLEN
Are you sure, Kritz? I don't trust the tall one.

KRITZLONK
Oh... she's okay. She just hangs out at the "Castle" to be "in", 'cause she's new. But she's really nice
when you get to know her.
(to the Snout-Ringers)
Hey, gang! I brought a friend, can she come too?

The tall, thin girl looks over as Kritzlonk waves.

ZYRKLEN
(Whispers to Kritzlonk)

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I didn't know you knew these people.

KRITZLONK
She's in one of my classes.

TALL GIRL
Your friend wasn't very cool back at "Castle". I don't know why I should let her come...

KRITZLONK
It was a misunderstanding. She's really a lot of fun, she just likes to be careful at school.

TALL GIRL
Well...I guess she can come if you vouch for her. MAYBE she's cooler AWAY from school.

ZYRKLEN
(Gulps, then whispers to Kritzlonk again.)
I don't like this, Kritz. I don't think we should do it.

KRITZLONK
(Whispers back)
They've got a scroll...and the slots are filling up.

They wait until the security patrol goes by, then slip out through a side door. Zyrklen looks leery
as she follows them down a maintenance corridor and out a cargo panel to the back of the GSEC.
Then she looks thoughtful. (The scene briefly changes to a fantasy of her receiving a medal, after
presenting the decoded message to the Council of Elders.) Her look changes to one of resolve.

EXT - LOADING DOCK BEHIND GSEC AND WOODS- DAY
The group of young Mzurfliks makes it's way past the cargo vehicles and packaging debris behind
the GSEC to a path through the woods. The "snout-ringers" are busy chatting amongst themselves.
We hear only snatches of conversation amid the noise of the GSEC loading machinery.

BOY
Hey man, did you see what Yoldo did to that instructor's files?

GIRL
Retz, what time is your Drymk party tomorrow?

ANOTHER BOY
Did you see the Graffiti...

After meandering through densely packed trees, unusual foliage, and bubbling and spouting
brooks, the path ends at a small clubhouse. Its patches of bright, shiny, multicolored resin-board,
interspersed with sheets of metal and thick wood-pulp boards, have all been scavenged from the
packaging debris behind the GSEC.
INT - CLUBHOUSE - DAY

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As they enter the clubhouse, Zyrklen spots a clear bottle of fluorescent green liquid on the shelf, and her eyes widen in concern.

ZYRKLEN
(Whispers to Kritzlonk)
Drymk! KRITZ, we're not old enough to drink this. We could get arrested! What if the Emissary finds out?

KRITZLONK
How's he going to find out? THESE guys aren't going to tell him, and Security doesn't come around here. I don't like it either, but we HAVE to, Zyrk. We could lose our chance!

The tall, thin Mzurflik girl retrieves the bottle from the shelf and passes it to Kritzlonk. Kritzlonk pauses for a moment, looks at Zyrklen, looks back at the bottle, then quickly tips it up to her lips.

ZYRKLEN
(Whisper)
Don't!
Too late, Kritzlonk has already taken a drink. Zyrklen looks around her nervously, glancing frequently at the door. She stares at Kritzlonk intently at first, then begins to relax after a few minutes and stops stealing nervous glances at the clubhouse entrance.

KRITZLONK
(Giggles)
Hey, Zryk, you should try it, it's great!

Zyrklen looks surprised.

ZYRKLEN
No thanks...um...I'm not thirsty.

TALL GIRL
Have some.

ZYRKLEN
Really, I don't want any now. Maybe later.

TALL GIRL
We thought you were "fun." Or did your friend make that up? We're not giving the scroll to any astro-dork.

ZYRKLEN
(Gulps)
I AM fun. I'm just...not thirsty...but maybe I'll have just a little.
(Under her breath)
Well... Kritzlonk did it. She's okay.

The tall girl takes the bottle from Kritzlonk, who is giggling wildly, and shoves it toward

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Zyrklen. She hesitates, then takes the bottle. She takes a deep breath, tips it up. and takes a swig. After a few moments, her expression changes from anxious to quizzical.

ZYRKLEN
(Whispers to Kritzlonk)
That's funny...this Drymk tastes like lime fizz-drink, I thought Drymk was supposed to taste horrible. Maybe it's not so bad.

She looks mildly relieved and passes the bottle back to the the tall girl. A short, squat female named RETZ speaks.

RETZ
Hey, let's see if the hunters are gone. Maybe we can get that scroll now.

BOY
Yeah.

Several others nod their assent, and they head out the back door of the clubhouse and down another meandering path to a clearing. It appears to be empty. The one with the multicolored hair, called YOLDO, races across the clearing, climbs a gnarled old tree on the other side, reaches his tentacle into the knot-hole, and pulls out a scroll. When he comes back, he passes it to Zyrklen.

YOLDO
Here, we want you guys to have it. You're pretty RAD. It would be great to have some COOL people on the Council for a change.

Zyrklen takes the scroll and begins the break the seal.

KRITZLONK
(Whispers)
No! Let's wait until we're away from them, back at GSEC.

Zyrklen nods assent and they head back down the path toward the GSEC, waving good-bye to the snout-ringers.

INT - GSEC, NEAR THEATERS - DAY
Zyrklen breaks the seal of the scroll. She doesn't even notice Kritzlonk walking away, as her jaw drops in disbelief. Written on the aged parchment are the words:

EMISSARY
(VO)
Breaking the rules to get ahead, often leaves you further behind.

She stares at it a moment, then looks up just in time to see the Emissary's back retreating into the distance. As she glances back at the scroll, she notices a postscript at the bottom:

EMISSARY
(VO)

That WAS lime fizz-drink, but you THOUGHT it was Drymk and did not refuse it. You failed.
I am sorry.

She fights down tears as she heads toward a transporter bank. She programs in her port address, and
with a wave of her tentacle, disappears.

SCENE 5

EXT - ZYRKLEN'S COMMUNITY - DUSK

Zyrklen steps out of the transporter booth in her community. The disappointment shows on her
face and her posture, as she shuffles down the walkway toward her unit.

ZYRKLEN
(To herself)
Now I'll never get into the Academy.

One of the kids from the "Castle" passes by and overhears her.

CASTLE BOY
(Sneers)
Tough luck, Zyrklen. Saw you with the Emissary in GSEC. Who needs the stupid Academy,
anyway. I've still got some Yetric-powder if you want it. You might as well have fun, now.

ZYRKLEN
I don't care. I still don't want it.

Zyrklen walks past and hurries home, stopping only briefly to help her neighbor, Bzretch, pick up
some bags she just dropped, coming out the door .
As she nears the house it's getting dark. She starts to take a shortcut through an alley and
spots a shadow. She changes her mind and moves to the center of the public walk, where it's
brighter. When she reaches home, there are no lights on in the window.

ZYRKLEN
(To herself)
At least I have a little while until I have to explain to Momma.

• INT - ZYRKLEN'S FAMILY ROOM - NIGHT

As she flicks on the light and closes the door panel behind her, she suddenly hears a cry for help
coming from outside. She starts to run out the door and remembers her parents' admonition. She
can hear their voices telling her to be careful outside after dark.

MOMMA
(VO)
Zyrklen, I don't want you wandering around outside at night.

ZYRKLEN's FATHER
(VO)
Sometimes predators come in from the wasteland. If you aren't careful one of them can sneak up
on you. I don't want my baby to get eaten.

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ZYRKLEN
(to herself)
Oh no. What if one's out there now, attacking someone?

Zyrklen hears the scream again. She quickly runs to a view hole. In the gathering dusk, she's barely able to make out somebody flailing in the swimming pond next to her unit. She sees no predators. She darts out the door, running out back to grab a pruning pole which leans against the shed near the family's fruit trees. When she reaches the pond, there's a six-year-old child floundering about. She doesn't notice the tall, thin shadowy figure under a nearby tree. It is too dark to make out the figure's identity. She runs out onto the diving platform, lays down on the end of it, and extends the pole out as far as she can. The child grabs it and Zyrklen pulls him in to safety. It's Gliorc, from across the street. He's a little shaken, and shivering with cold, but unhurt.

ZYRKLEN
Are you okay, Gliorc?

GLIORC
Yeah, but I'm cold.

Zyrklen puts her jacket around him and walks him across the street.

ZYRKLEN
What were you doing in that pond by yourself?

GLIORC
Your Dad said there was a treasure at the bottom. It's only there when the moons cross, like tonight. I came to the pond to look for my pet zerti -- he got out again -- and the Pond Witch promised to help me get the treasure.

ZYRKLEN
You should have warned the Pond Witch you can't swim. (Laughs) You sure have an active imagination! At least you're okay, and I'm sure your zerti will come home in the morning. Next time, ask your parents to help you look for him, okay?

GLIORC
Okay.

Zyrklen is smiling to herself as she turns around to head for home. There is now a light in the window. She bounds up the stairs, not noticing the shadow by the side of the unit.
As she slides her palm across the ID panel to unlock the door, she hears a throat being cleared behind her. Zyrklen whirls around, running smack dab into the Emissary, and almost falls off the steps. He steadies her with his left tentacles. Then he extends his right tentacle, which holds a rolled up parchment. She cautiously takes it and breaks the seal. As she unrolls it, she sees several rows of symbols, followed by the official seal of the Elders. She has earned her scroll after all.

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EMISSARY

This acceptance is only conditional. You must still find the Ancient Cipher, and avoid any further mishaps. You have done some good work, Zyrklen, but you are still very undisciplined.

ZYRKLEN

Yes, sir. Thank you, sir. I'll do my best.

She starts through the door then quickly turns around.

ZYRKLEN

Your excellency?

EMISSARY

Yes, Zyrklen.

ZYRKLEN

You wouldn't know anything about a Pond Witch, would you?

EMISSARY

I don't believe in the supernatural, Zyrklen. (Pause) But don't worry, your young friend was never in any serious danger.

He turns on his heel and heads down the street. Zyrklen goes bounding through the door to tell her mother what has just transpired.

INT - ZYRKLEN'S FAMILY ROOM   NIGHT

ZYRKLEN

Momma, Momma, I got the scroll! I got the scroll!

MOMMA

That's wonderful, dear. Now you go do your homework and you can look for the Ancient Cipher tomorrow.

ZYRKLEN

But, MOMMA!

MOMMA

Zyrklen, I had a long talk with the Emissary this afternoon. I think you've already learned your lesson about taking shortcuts.

ZYRKLEN

I have to get the cipher while there's still time! What if all the slots fill up at the academy?

MOMMA

You won't be going anywhere if you fail your classes at school. Now I think you need do your homework.

ZYRKLEN

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Momma, you don't understand! I have to go now! I'll do my homework as soon as I get back.

She heads toward the outer door panel.

MOMMA
YOUNG LADY, if you set one tentacle outside that door...I will personally call the Emissary
and tell him to remove you from the Contest.

ZYRKLEN
BUT...

MOMMA
No buts!

ZYRKLEN
YEEEES, Momma.

Zyrklen slinks back into her room, and slams her holo-pad down on the desk. She sits in front of
the view screen for awhile, staring into space. Her face suddenly brightens, as she waves her tentacle
by the power button to turn on the screen. She begins to type furiously, the top of the screen says
"Ancient Cipher Search," followed by a list of locations. She prints out the page and looks at the
door, then she looks at the view hole. She looks at the door again and back to the view hole. She
walks over to the view hole, and reaches up a tentacle to open it. She stops just short of grabbing
the latch, then slowly lowers her tentacle and turns back to her monitor. With a heavy sigh, and one
last glance at the view hole, she picks up the Advanced Mathematics text and settles down on her
bed, turning the pages of her book. She is soon engrossed in her studies.

SCENE 6
EXT   A DIFFERENT COMMUNITY - DAY
Yadznyik is seen speaking with the tall, thin girl from the "Castle", she nods her head and leaves.
He steps into a transporter and disappears.
EXT - ZYRKLEN'S HOME - DAY
Yadznyik presses the door-com and Zyrklen answers, some papers in her hand. The top paper has a
picture of what appears to be an ancient temple on it.

YADZNYIK
Hi, Zyrk. I'm really sorry about yesterday, in the "Castle." I want to make it up to you. Maybe I
could help you look for the scroll, since we don't have school.

ZYRKLEN
Thanks, but I already have it.
YADZNYIK
Oh.

ZYRKLEN
But I still need to find the Cipher.

YADZNYIK

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I can help. Especially if you're going outside of the complex. You shouldn't go alone.

                    ZYRKLEN
You're right. What if I run into a predator? A morflitz or a temple guardian? Look!

She pulls a paper out of the stack and hands it to him. We see a a ferocious creature with sharp
claws and fangs, and spikes on it's tail.

                    YADZNYIK
That's nasty lookin'. Why don't you let me help you keep a lookout.

                    ZYRKLEN
Okay, I was going to wait for Momma, but she won't mind if I'm with you.

                    YADZNYIK
Great! I can borrow a friend's jet-bike.

                    ZYRKLEN
I'll just leave her a message.

                    YADZNYIK
Okay. I'll call my him.

Zyrklen runs inside, while Yad makes a quick call. She reappears, with a pack strapped to her
back, and they head to the nearest transporter.
              EXT EDGE OF CITY DAY
They rematerialize out on the edge of the city complex. Yadznyik's friend is waiting with the jet-
bike. They hop on the bike.
                    YADZNYIK
                   Where to first?

                    ZYRKLEN
How 'bout the library ruins?

              EXT - RUINS - DAY
Their first destination is the ruins of an ancient library. It was heavily bombed many years ago in
the Great War, and only the shell of the original building remains. The dull metallic blue blocks
can be seen peeking through the vegetation, which has long since taken over. Piles of stone lie where
ancient walls have crumbled. Storage for the ancient texts was built directly into some of the
walls, and this is where Zyrklen concentrates her search. They spend several hours searching.

                    YADZNYIK
I don't think it's here. We've looked in every logical place. Do you have any other ideas?

                    ZYRKLEN
I thought the Temple of Wisdom. Whew! This is tiring.

            She sits down on a large stone.

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YADZNYIK
Why don't you rest, and I'll get the bike.

ZYRKLEN
Sure. Thanks, Yad.

Yadznyik makes another quick call before picking up Zyrklen.
EXT - TEMPLE - DAY
As they approach their destination, Zyrklen does not see the tall, thin girl and several other
"Castle" people wheeling a large cage out of sight. The jet-bike lands at what appears to be an old
ruin, similar to the library, but in much better condition. The outer walls, rather than standing
erect, slope inward toward the roof. They appear to be completely intact under centuries' growth
of vegetation. It is one of the many temples of the ancients. It is a formidable building from the
outside, with no apparent openings at ground level, although there are many windows in the sloped
walls above.

ZYRKLEN
I don't see any way in. Can we climb up to those windows?

YADZNYIK
The temple stone is too slippery, but I read these temples have secret entrances around back. Let's
try to find one.

He leads her around to the back of the building and presses several stones. Finally one moves, and
an opening appears.   .
INT - TEMPLE - DAY
A narrow hallway leads into a dusky labyrinth and Zyrklen looks mildly surprised. Yadznyik
pulls out a light. He takes her hand and leads her through the labyrinth. Once or twice Zyrlen is
sure she hears a growl behind them. Her eyes widen.

ZYRKLEN
What's that?

YADZNYIK
Don't worry. It's just the wind through the opening back there.

Finally they go up a narrow set of stairs to the main temple.

ZYRKLEN
You sure have a good sense of direction.

YADZNYIK
Oh...Well...I read there was a secret to the mazes. They're all different, but the same combination
of turns will get you through.

ZYRKLEN

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I'm glad you have a good memory.

The main temple is a large cavernous room with many terraces and balconies. There are several small side rooms, with metal, shuttered windows and doors, which could be opened to join the ceremonies in the main room, or closed for a smaller gathering. Several large niches high up in the walls contain sacred carvings. The light from the windows casts eerie shadows. Zyrklen is awe struck, as she turns in circles, trying to look at everything at once. Unlike the library, the temple is fairly well preserved, with many decorative and instructional carvings. A few minutes have gone by before she notices that Yadznyik is gone.

                    ZYRKLEN
                    Yadznyik?

A low growl answers her query. Her eyes widen in fear, as she sights a ferocious creature, rounding the corner. The beast, nearly twice Zyrklen's size, has red glowing eyes. Saliva drips off its fangs onto scaly forelegs that end in three sharp, retractable claws. Its four other legs end in similar claws, and sharp barbs adorn its tail. Zyrklen lets out a bloodcurdling scream and begins to run, always remaining just one step ahead of the beast. After several minutes of trying to lose the beast, she spots a window into a side chamber, and dives through it. It attempts to follow her, but has difficulty getting its large frame through the window. Zyrklen slowly backs out toward the door. As the creature unsticks itself and slithers down onto the floor, she darts out of the room and slams the door shut. The door clicks. She leans against it, and the beast can be heard on the other side, attempting to push it open. However the door does not budge. It is suddenly silent, and she quickly runs around to the side, reaching the window just as the beast starts to climb through it. As she slams the shutters shut, she hears a thump and a yelp. She leans against the wall, panting. Yadznyik reappears, carrying a rope.

                    ZYRKLEN
Where were you?! This ...big, ugly, slimy...beast ...with claws and fangs... was chasing me. I thought I was going to be dinner!

                    YADZNYIK
         (Surprised. Looks around, nervously.)
The temple guardian? I thought that was just a myth! Where is it?

                    ZYRKLEN
                I locked it in there.

                    YADZNYIK
                  Good job!

                    ZYRKLEN
              What if there are more?

                    YADZNYIK
No, they don't invade each other's territory. Least, that's what I read.

                    ZYRKLEN

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Well, don't leave me again!

YADZNYIK
Sorry 'bout that, Zyrk. I just wanted to get the rope so we can look in the niches. We'll be safe up there. The guardians can't climb.

ZYRKLEN
That's a relief. Let's get moving!

Yadznyik throws the rope up around a statue in the first level niche.

YADZNYIK
Can you climb?

ZYRKLEN
I was at the top of the fitness tests.

YADZNYIK
Great. I'll hold the end while you climb up, then you can tie it off.

She quickly climbs up the rope to the first niche. After she ties off the rope on the statue, Yadznyik joins her. It is a tight squeeze for two Mzurfliks and a statue, and they quickly see that there is no cipher there. Yadznyik is able to throw the rope around another statue on the next level, and they continue up the same way as before, again with no luck. The third try, however, is different. As Zyrklen pulls herself over the ledge, she squeals in delight.

ZYRKLEN
I found it! I found it! It's here!

Yadznyik is still in the niche below.

YADZNYIK
Great! Put it in your pack and we'll go back down. I'll wait here.

As Zyrklen makes her way back to the ledge below, Yadznyik is leaning out to watch her. Suddenly he slips. He barely manages to grab the rope with the end of one tentacle.

YADZNYIK
Zyrklen, HELP!

ZYRKLEN
I'm coming! Hold on!

She climbs further down the rope and reaches down to grab his tentacle. The fastening on her pack comes loose and the cipher starts slipping. She shoves it back in the pack, but can't fasten it. Yadznyik, meanwhile, is thrashing about wildly.

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YADZNYIK
I can't hold on! Help me!

ZYRKLEN
I...

She let's go of the cipher, which crashes to the floor below, shattering into a million pieces, and grabs Yadznyik's tentacle. With her help,he is able to get a better grip on the rope. They continue down to the main level. Zyrklen leans against a wall, with a sigh of relief, while Yadznyik walks over to where the cipher landed. He reaches down and picks up a few shards of clay.

YADZNYIK
We can't even try to put it back together. You were so close.

ZYRKLEN
YAD, you almost died up there.

YADZNYIK
If I wasn't such a klutz...

ZYRKLEN
Oh well, who wants to go to the Academy anyway?

A familiar figure steps out of one of the side rooms.

EMISSARY
I hope YOU do. That is if you can figure THIS out.

He hands her a thin stone table. It is an exact replica of the one she'd dropped.

ZYRKLEN
But...I...

EMISSARY
We always keep a spare. Sometimes accidents are unavoidable.

He gives Yadznyik a meaningful look.
EMISSARY
Nice acrobatics, Yadznyik. Very convincing.

ZYRKLEN
(To Yadznyik)
You...?

EMISSARY
We apologize for the deception, Ms. Medroz. Sometimes we find it helpful to create obstacles for our Contestants, so I enlisted the help of Yadznyik and Crylna. They entered the Academy last

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year.

ZYRKLEN
Crylna?

The tall, thin girl appears from around the corner. She is towing the Beast on a leash. Zyrklen is unable to suppress a scream.

CRYLNA
SIT, Gronk!

The beast sits, and CRYLNA smiles and hands him a treat from her pocket.

EMISSARY
Zyrklen, you still have a week to present your scroll. Your spot will be held for you. I doubt it will take you more than a day to do the translation. I suggest you get to know Yadznyik and Crylna, since there is a great chance that you will be attending the Academy together.

He hands Crylna a small metal disk, about 4 inches in diameter.

EMISSARY
Enjoy yourselves at the GSEC. Refreshments are on the Council today.

ZYRKLEN
Thank you, sir.

EMISSARY
Move along, now. I have work to do. There are other candidates to check up on.

As the three young Mzurfliks disappear down the stairs to the exit, a slight smile can be seen on the lips of the Emissary.

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Score Script7

```
on exitFrame
  global gTeleport Address
  go the frame + 1
  go frame "Teleport" of movie gTeleport Address
end
```

Score Script44

```
on exitFrame
  preloadcast 30,64
end
```

Score Script45

```
on exitFrame
  Go marker(-1)
end
```

Script of Cast Member51:Play Again

```
on MouseDown
  global gNewCast
  set gNewCast = "Play Again Down"
  Swapdir
 end
```

Script of Cast Member52:Play Again Down

```
on MouseUp
  global gNewCast
  set gNewCast = "Play Again"
  Swapdir
  Buttons Off
  Teleport Off
  Go frame 1 of movie "  Start Here!"
end
```

Script of Cast Member53:Green Triangle

```
on mouseUp
  Nothing
end
```

Script of Cast Member54

```
on mouseUp
  global gTeleport state
  set gTeleport state = "activated"
  Puppetsprite 15, true
  Set the blend of sprite 15 = 100
  set the castnum of sprite 15 = the number of cast "teleport council"
  Updatestage
end
```

Script of Cast Member55:Teleport Council

```
on mouseUp
  put "Finale" into field "Teleporter Address"
  go the frame + 1
  Puppetsprite 14, true
  Puppetsprite 19, true
  set the blend of sprite 14 = 100
  set the blend of sprite 19 = 100
  updatestage
end
```

Score Script56

```
on exitFrame
  global FNum
  if Fnum <> (the number of chars in field "final Message") then
    set FNum = Fnum + 1
    set the forecolor of char Fnum of field "final Message" to 0
    updatestage
    set the forecolor of char Fnum of field "final Message" to 38
    updatestage
  else
    go the frame + 1
  end if
  go the frame
end
```

Score Script57

```
on exitFrame
  global Fnum
  set Fnum = 0
end
```

Score Script58

```
on enterframe
  put field "Message Temp" into field "final Message"
  set the forecolor of field "final Message" to 27
  set the textfont of field "final Message" to "Caesar"
  set the textsize of field "final Message" to 48
end

on exitFrame
  go the frame
end
```

Score Script59

```
on exitFrame
  Delay 30
end
```

Script of Cast Member64:Play Again

```
on MouseDown
  global gNewCast
  set gNewCast = "Play Again Down"
  Swapdir
  Buttons Off
  Teleport Off
 end
```

Script of Cast Member65:Play Again Down

```
on MouseUp
  global gNewCast
  set gNewCast = "Play Again"
  Swapdirs
  Buttons Off
  Teleport Off
  Go frame 1 of movie "Start Here!"
end
```

Score Script66

```
on exitFrame
  cursor -1
  go the frame
end
```

Script of Cast Member67:Quit Cover

```
on mouseDown
  global Clicked
  set clicked = the clickon
  Swapcast1
end

on MouseUp
  Swapcast2
  Quit
end
```

Script of Cast Member68:Quit-pressed

```
on MouseUp
  swapcast2
  Quit
end
```

Script of Cast Member69

```
on mouseUp
  cursor 200
  go the frame + 1
end
```

Score Script70

```
on exitFrame
  delay 2 * 60
end
```

Score Script71

```
on exitFrame
  Cursor 200
  set the cursor of sprite 2 to 200
  Delay 30
end
```

Movie Script72

```
on startmovie
  repeat with n = 1 to 48
    set the cursor of sprite n to 200
  end repeat
  set the cursor of sprite 2 to [384,385]
end
```

Script of Cast Member75

```
on mouseUp
  nothing
end
```

Score Script76

```
on exitFrame
  cursor 200
end
```

Score Script77

```
on exitFrame
  cursor -1
end
```

Score Script78

```
on exitFrame
  repeat with n = 1 to 48
    set the cursor of sprite n to -1
  end repeat
end
```

Score Script79

```
on exitFrame
  go the frame
end
```

Score Script1

```
on exitFrame
  go the frame
  Check Comm
end
```

Score Script2

```
on exitFrame
  Lists
  go "teleports"
end
```

```
— Assign lists to variables
— Variables must be global????
```

```
on lists
  global gRoom,gWall,GSEC1,GSEC2,GSEC3,GSEC4,Teleport,N,S,E,W
  set GSEC1 = ¬
[Room: "GSEC1", N: "GSEC2", S: "", E:"", W:"", CP:0, DP:10,HP:0, VP:0]
  set GSEC2 = ¬
[Room: "GSEC2", N: "GSEC3", S: "GSEC1", E:"", W:"", CP:0, DP:10,HP:0, VP:0]
  set GSEC3 = ¬
[Room: "GSEC3", N: "GSEC4", S: "GSEC2", E:"", W:"", CP:0, DP:10,HP:0, VP:0]
  set GSEC4 = ¬
[Room: "GSEC4", N: "Teleport", S: "GSEC3", E:"", W:"", CP:0, DP:10,HP:0, VP:0]
  set Teleport = ¬
[Room: "Teleport", N: "", S: "GSEC4", E:"", W:"", CP:0, DP:10,HP:0, VP:0]
  set N = [NextWall: "E", LastWall: "W", OppWall: "S"]
  set E = [NextWall: "S", LastWall: "N", OppWall: "W"]
  set S = [NextWall: "W", LastWall: "E", OppWall: "N"]
  set W = [NextWall: "N", LastWall: "S", OppWall: "E"]
  set groom = "teleport"
  set gWall = "s"
end
```

Script of Cast Member3

```
on mouseUp
  Check Next Room
end
```

Score Script4

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Hall1"
  set gWall = "N"
  go marker (1)
end
```

Score Script5

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Hall2"
  set gWall = "N"
end
```

Score Script6

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Hall3"
  set gWall = "N"
end
```

Score Script7

```
on exitFrame
  Init
end
```

Score Script8

```
on exitFrame
  go the frame
end
```

Score Script9

```
on exitFrame
  go the frame
  Check Comm
end
```

Script of Cast Member10

```
on mouseUp
  Go Opp Wall
end
```

Score Script11

```
on exitFrame
  global gTeleport State
  set the cursor of sprite 31 to [384,385]
  go the frame
  if gTeleport state = "activated" then Check Address
  Check Comm
end
```

Score Script13

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Class1"
  set gWall = "N"
end
```

Score Script14

```
on exitFrame
  global gTeleport Address
  go the frame + 1
    go frame "Teleport" of movie gTeleport Address
end
```

Script of Cast Member16

```
on mouseUp
  nothing
end
```

Script of Cast Member38:Wheel

```
on mouseDown
  global SwapNum
  set MusicChoice = "Music " & Random(7)
  Puppetsound MusicChoice
  set swapNum = 37
  set clicked = the clickon
  puppetsprite clicked,true
  repeat with N = 1 to 8
    set newNum = swapnum + N
    set the castnum of sprite clicked to newNum
    set the blend of sprite clicked to 100
    updatestage
  end repeat
  puppetsprite clicked,false
  go the frame
  check for vendo scroll
end
```

Script of Cast Member43:Wheel 6

```
on mouseUp

end
```

Script of Cast Member46:Food1

```
on mouseDown
  global SwapNum
  Puppetsound "Buttons "
  set swapNum = 45
  set clicked = the clickon
  puppetsprite clicked,true
  repeat with k = 1 to 5
    repeat with N = 1 to 6
      -- put "N: " & N --··testing
      set newNum = swapnum + N
      set the castnum of sprite clicked to newNum
      set the blend of sprite clicked to 100
      updatestage
      repeat with W = 1 to 2000 -- slow down flashing
      end repeat
      -- put "newNum: " & newNum --··testing
    end repeat
  end repeat
  set the blend of sprite clicked to 0
  updatestage
  puppetsprite clicked,false
  Puppetsound 0
  go the frame
  Check for Vendo Scroll
end
```

Score Script52

```
on mouseUp
  puppetsprite 14, true
  set the castnum of sprite 14 = the number of cast "Purple Dress"
  set the blend of sprite 14 to 100
  Check for Vendo Scroll
end
```

Script of Cast Member59:Food2

```
on mouseDown
   global SwapNum
   Puppetsound "Buttons "
   set swapNum = 58
   puppettempo 5
   set clicked = the clickon
   puppetsprite clicked,true
   repeat with k = 1 to 5
      repeat with N = 1 to 6
         -- put "N: " & N --··testing
         set newNum = swapnum + N
         set the castnum of sprite clicked to newNum
         set the blend of sprite clicked to 100
         updatestage
         repeat with W = 1 to 2000 -- slow down flashing
         end repeat
         -- put "newNum: " & newNum --··testing
      end repeat
   end repeat
   set the blend of sprite clicked to 0
   updatestage
   puppettempo 30
   puppetsprite clicked,false
   Puppetsound 0
   go the frame
   Check for Vendo Scroll
end
```

Score Script65

```
on mouseUp
   puppetsprite 14, true
   set the castnum of sprite 14 = the number of cast "Unicycle"
   set the blend of sprite 14 to 100
   Check for Vendo Scroll
end
```

Script of Cast Member70

```
on mouseUp
  Puppetsprite 11,true
  set the blend of sprite 11 to 100
  updatestage
end
```

Script of Cast Member71:Next Show

```
on mouseUp

end
```

Script of Cast Member72:Food3

```
on mouseDown
  global SwapNum
  Puppetsound "Buttons "
  set swapNum = 71
  set clicked = the clickon
  puppetsprite clicked,true
  repeat with k = 1 to 5
    repeat with N = 1 to 6
      -- put "N: " & N --··testing
      set newNum = swapnum + N
      set the castnum of sprite clicked to newNum
      set the blend of sprite clicked to 100
      updatestage
      repeat with W = 1 to 2000 -- slow down flashing
      end repeat
      -- put "newNum: " & newNum --··testing
    end repeat
  end repeat
  set the blend of sprite clicked to 0
  updatestage
  puppettempo 30
  puppetsprite clicked,false
  Puppetsound 0
  go the frame
  Check for Vendo Scroll
end
```

Score Script78

```
on mouseUp
  puppetsprite 14, true
  set the castnum of sprite 14 = the number of cast "Orange Dress"
  set the blend of sprite 14 to 100
  Check for Vendo Scroll
end
```

Score Script86

```
on mouseUp
  global gVendo clicked
  if gVendo clicked <> "" then
    scroll to pocket
  else
    set the blend of sprite (the clickon) = 0
  end if
end
```

Script of Cast Member87:Open GSec1

```
on mouseUp
  Scroll to pocket
end
```

Script of Cast Member88:Open GSEC2

```
on mouseUp
  scroll to pocket
end
```

Script of Cast Member89:Open GSEC3

```
on mouseUp
  beep                    ➴
  Scroll to pocket
end
```

Script of Cast Member90

```
on mouseUp
  go opp Wall
end
```

Script of Cast Member34:Entire Interface Big

```
on mouseUp
  Buttons off
  go the frame
end
```

Script of Cast Member40:Play Again

```
on MouseDown
  global gNewCast
  set gNewCast = "Play Again Down"
  Swapdir
  Buttons Off
  Teleport Off
 end
```

Script of Cast Member41:Green Triangle

```
on mouseUp
  Nothing
end
```

Score Script42

```
on exitFrame
  go the frame          ◆
  Check Comm
end
```

Script of Cast Member43:Resume Play

```
on MouseDown
  global gNewCast
  set gNewCast = "Resume Play Down"
  Swapdir
end
```

Script of Cast Member44

```
on mouseUp
  go "teleport"
end
```

Script of Cast Member45

```
on mouseUp
  go "Comm"
end
```

Script of Cast Member46

```
on mouseUp
  go "Pouch"
end
```

Script of Cast Member47

```
on mouseUp
  go "Encounter"
end
```

Script of Cast Member48

```
on mouseUp
  go "Talk"
end
```

Score Script49

```
on exitFrame
  if rollover(3) then
    go the frame + 1
  else
    if rollover(4) then
      go the frame + 2
    else
      if rollover(5) then
        go the frame + 3
      else
        if rollover(6) then
          go the frame + 4
        else
          if rollover (7) then
            go the frame + 5
          else
            if rollover(8) then
              go the frame + 6
            else
              go the frame
            end if
          end if
        end if
      end if
    end if
  end if
end
```

Score Script50

```
on exitFrame
  if rollover(3) then
    go the frame
  else
    go marker(0)
    end if
end
```

Score Script51

```
on exitFrame
  if rollover(4) then
    go the frame
  else
    go marker(0)
  end if
end
```

Score Script52

```
on exitFrame
  if rollover(5) then
    go the frame
  else
    go marker(0)
  end if
end
```

Score Script53

```
on exitFrame
  if rollover(6) then
    go the frame
  else
    go marker(0)
  end if
end
```

Score Script54

```
on exitFrame
  if rollover(7) then
    go the frame
  else
    go marker(0)
  end if
end
```

Score Script55

```
on exitFrame
  if rollover(8) then
    go the frame
  else
    go marker(0)
  end if
end
```

Score Script60

```
on exitFrame
  go the frame
end
```

Script of Cast Member61

```
on mouseUp
  Go Opp Wall
end
```

Script of Cast Member63

```
on mouseUp
  nothing
end
```

Script of Cast Member64

```
on mouseUp
  nothing
end
```

Script of Cast Member67:Leave

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member68:Green Triangle

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member69:Green Triangle

```
on mouseUp
  swapcast2a
  Puppettransition 2
  puppetsprite 4,false
  go marker(-1)
  Puppettransition 0
end
```

Script of Cast Member70:Green Triangle

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member71:Green Triangle

```
on mouseUp
  swapcast2a
  Puppettransition 1
  puppetsprite 5,false
  go Marker(1)
  Puppettransition 0
end
```

Script of Cast Member67:Leave

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member68:Green Triangle

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member69:Green Triangle

```
on mouseUp
  swapcast2a
  Puppettransition 2
  puppetsprite 4,false
  go marker(-1)
  Puppettransition 0
end
```

Script of Cast Member70:Green Triangle

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member71:Green Triangle

```
on mouseUp
  swapcast2a
  Puppettransition 1
  puppetsprite 5,false
  go Marker(1)
  Puppettransition 0
end
```

Script of Cast Member72:Resume Play Down

```
on MouseUp
  global gNewCast,gframe,gmovie
  set gNewCast = "Resume Play"
  Swapdir
  Puppettransition 23
  if gmovie <> "Help" then
    go frame gframe of movie gmovie
  else
    go frame "Teleport" of movie "School"
  end if
  Puppettransition 0
end
```

Movie Script84

```
on StartMovie
  set the cursor of sprite 2 to -1
  set the cursor of sprite 3 to -1
  set the cursor of sprite 4 to -1
  set the cursor of sprite 5 to -1
end startmovie
```

Score Script1

```
on exitFrame
  go the frame
  Check Comm
end
```

Script of Cast Member13

```
on mouseUp
  Check Next Room
end
```

Script of Cast Member14

```
on mouseUp
  Check Next Room
end
```

```
on exitFrame
  Lists
  Boards
end
```

-- Assign lists to global variables
-- This first handler applies only to this movie

```
on lists
  global
gRoom,gwall,Teleport,Hall1,Hall2,Hall3,Class1,Class2,Class3,Principal,Counselor,Playgroun
d,Cafeteria,Library,N,S,E,W
  set Teleport = ¬
[Room: "Teleport", N: "Hall1", S: "", E:"", W:"",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Hall1 = ¬
[Room: "Hall1", N: "hall2", S: "Teleport", E:"Principal", W:"Library",type:"Home", CP:0,
DP:10,HP:0, VP:0]
  set Hall2 = ¬
[Room: "Hall2", N: "Hall3", S: "Hall1", E:"Class3", W:"Class2",type:"Home", CP:0,
DP:10,HP:0, VP:0]
  set Hall3 = ¬
[Room: "Hall3", N: "Playground", S: "Hall2", E:"Class1", W:"Cafeteria",type:"Home", CP:0,
DP:10,HP:0, VP:0]
  set Class1 = ¬
[Room: "Class1", N: "", S: "", E:"", W:"Hall3",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Class2 = ¬
[Room: "Class2", N: "", S: "", E:"Hall2", W:"",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Class3 = ¬
[Room: "Class3", N: "", S: "", E:"", W:"Hall2",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Principal = ¬
[Room: "Principal", N: "", S: "", E:"", W:"Hall1",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Counselor = ¬
[Room: "Counselor", N: "", S: "", E:"", W:"Hall1",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Library = ¬
[Room: "Library", N: "", S: "", E:"Hall1", W:"",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Cafeteria = ¬
[Room: "Cafeteria", N: "", S: "", E:"Hall3", W:"",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Playground = ¬
[Room: "Playground", N: "", S: "Hall3", E:"", W:"",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set N = [NextWall: "E", LastWall: "W", OppWall: "S"]
  set E = [NextWall: "S", LastWall: "N", OppWall: "W"]
  set S = [NextWall: "W", LastWall: "E", OppWall: "N"]
  set W = [NextWall: "N", LastWall: "S", OppWall: "E"]
  set groom = "Teleport"
  set gWall = "N"
end

on boards
  global
text1,text2,text3,text4,text5,text6,text7,text8,text9,text10,text11,text12,text13,text14,
text15,
text16,Counselor1,Counselor2,Counselor3,Counselor4,Counselor5,Counselor6,Counselor7,Couns
elor8, Counselor9,Counselor10,Counselor11
  set Text1 = [CP:0, DP:0, HP:0, VP:0, LP:1]
  set Text2 = [CP:0, DP:0, HP:0, VP:0, LP:1]
  set Text3 = [CP:0, DP:0, HP:0, VP:0, LP:1]
  set Text4 = [CP:1, DP:0, HP:0, VP:0, LP:1]
  set Text5 = [CP:0, DP:0, HP:0, VP:0, LP:1]
```

```
  set Text6 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
  set Text7 = [CP:0, DP:0, HP:0, VP:-1, LP:1]
  set Text8 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
  set Text9 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
  set Text10 = [CP:0, DP:0, HP:0, VP:-1, LP:1]
  set Text11 = [CP:0, DP:-1, HP:-1, VP:0, LP:1]
  set Text12 = [CP:0, DP:-1, HP:-1, VP:0, LP:1]
  set Text13 = [CP:0, DP:-1, HP:0, VP:0, LP:1]
  set Text14 = [CP:0, DP:0, HP:-1, VP:0, LP:1]
  set Text15 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
  set Counselor1 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
  set Counselor2 = [CP:0, DP:0, HP:0, VP:-1, LP:1]
  set Counselor3 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
  set Counselor4 = [CP:2, DP:0, HP:0, VP:0, LP:1]
  set Counselor5 = [CP:1, DP:0, HP:0, VP:0, LP:1]
  set Counselor6 = [CP:0, DP:0, HP:-1, VP:0, LP:1]
  set Counselor7 = [CP:0, DP:-1, HP:0, VP:0, LP:1]
  set Counselor8 = [CP:0, DP:-1, HP:-1, VP:0, LP:1]
  set Counselor9 = [CP:0, DP:-1, HP:-1, VP:0, LP:1]
  set Counselor10 = [CP:0, DP:0, HP:0, VP:-1, LP:1]
  set Counselor11 = [CP:1, DP:0, HP:0, VP:-1, LP:1]
end
```

Score Script20

```
on exitFrame
  Init
end
```

Score Script21

```
on exitFrame
  go the frame
end
```

Score Script22

```
on exitFrame
  global gTeleport State
  if gTeleport State = "on" then Check Address
  Check Comm
end
```

Script of Cast Member23

```
on mouseUp
  Go Opp Wall
end
```

Score Script26

```
on exitFrame
  global gTeleport State
  set the cursor of sprite 31 to [384,385]
  go the frame
  if gTeleport state = "activated" then Check Address
  Check Comm
end
```

Score Script28

```
on exitFrame
  put EMPTY into field "Test Field"
  put EMPTY into field "Guess"
  Fill Pocket
end

on Fill Pocket
  Repeat with N = 1 to the number of lines in field "Pocket Contents"
    set Next Object = line N of field "Pocket Contents"
    set the castnum of sprite N to the number of cast Next Object
    Updatestage
    Puppetsprite n,true
  end repeat
end
```

Score Script29

```
on exitFrame
  global gPlayer Num
  set gPlayer Num = 1
  put line 1 of field "Player Names" into field "My Name"
  set the forecolor of field "My Name" to 32
  Updatestage
end
```

Script of Cast Member30

```
on mouseUp
  global groom,gwall
  set groom = "Counselor"
  set gWall = "e"
  go frame "Counselore"
end
```

Score Script31

```
on exitFrame
  global gTeleport Address
  go the frame + 1
  go frame "Teleport" of movie gTeleport Address
end
```

Script of Cast Member32

```
on mouseUp
  nothing
end
```

Script of Cast Member33

```
on mouseUp
  global gBBClick
  if gBBClick <> "yes" then
    Puppetsprite 6,true
    Puppetsprite 7,true
    set the blend of sprite 6 to 100
    Updatestage
    set Text Name = "Principal"
    set the castnum of sprite 7 to the number of cast Text Name
    set the blend of sprite 7 to 100
    Updatestage
  else
    Puppetsprite 6,false
    Puppetsprite 7,false
    go the frame
  end if
  set gBBClick = "yes"
end
```

Script of Cast Member34

```
on mouseUp
  global gBBClick
  if gBBClick <> "yes" then
    Puppetsprite 6,true
    Puppetsprite 7,true
    set the blend of sprite 6 to 100
    Updatestage
    set Text Name = "Counselor " & Random(9)
    set the castnum of sprite 7 to the number of cast Text Name
    set the blend of sprite 7 to 100
    Updatestage
  else
    Puppetsprite 6,false
    Puppetsprite 7,false
    go the frame
  end if
  set gBBClick = "yes"
end
```

Script of Cast Member35:Resume Play

```
on MouseDown
  global gNewCast
  set gNewCast = "Resume Play Down"
  Swapdir
end
```

Script of Cast Member36:Resume Play Down

```
on MouseUp
  global gNewCast,gframe,gmovie
  set gNewCast = "Resume Play"
  Swapdir
  Puppettransition 23
  go frame gframe of movie gmovie
  Puppettransition 0
end
```

Script of Cast Member38:Finale Interface

```
on mouseDown
send message ("          Your presense is requested in the Council Chambers.")
end
```

Script of Cast Member39:Finale Interface

```
on mouseDown
send message ("          Your presense is requested in the Council Chambers.")
end
```

Script of Cast Member43:CafFood1

```
on mouseDown
  global SwapNum
  Puppetsound "Buttons "
  Updatestage
  set swapNum = 42
  puppettempo 5
  set clicked = the clickon
  puppetsprite clicked,true
  repeat with k = 1 to 5
    repeat with N = 1 to 6
      -- put "N: " & N --··testing
      set newNum = swapnum + N
      set the castnum of sprite clicked to newNum
      set the blend of sprite clicked to 100
      updatestage
      repeat with W = 1 to 2000 -- slow down flashing
      end repeat
      -- put "newNum: " & newNum --··testing
    end repeat
  end repeat
  set the blend of sprite clicked to 0
  updatestage
  puppettempo 30
  puppetsprite clicked,false
  Puppetsound 0
  go the frame
  Check for Vendo Scroll
end
```

```
on mouseDown
  global SwapNum
  set swapNum = 48
  puppettempo 5
  Puppetsound "Buttons "
  Updatestage
  set clicked = the clickon
  puppetsprite clicked,true
  repeat with k = 1 to 5
    repeat with N = 1 to 6
      -- put "N: " & N --··testing
      set newNum = swapnum + N
      set the castnum of sprite clicked to newNum
      set the blend of sprite clicked to 100
      updatestage
      repeat with W = 1 to 2000 -- slow down flashing
      end repeat
      -- put "newNum: " & newNum --··testing
    end repeat
  end repeat
  set the blend of sprite clicked to 0
  updatestage
  puppettempo 30
  puppetsprite clicked,false
  Puppetsound 0
  go the frame
  Check for Vendo Scroll
end
```

Script of Cast Member55:CafFood3

```
on mouseDown
  global SwapNum
  set swapNum = 54
  Puppetsound "Buttons "
  Updatestage
  puppettempo 5
  set clicked = the clickon
  puppetsprite clicked,true
  repeat with k = 1 to 5
    repeat with N = 1 to 6
      -- put "N: " & N --··testing
      set newNum = swapnum + N
      set the castnum of sprite clicked to newNum
      set the blend of sprite clicked to 100
      updatestage
      repeat with W = 1 to 2000 -- slow down flashing
      end repeat
      -- put "newNum: " & newNum --··testing
    end repeat
  end repeat
  set the blend of sprite clicked to 0
  updatestage
  puppettempo 30
  puppetsprite clicked,false
  Puppetsound 0
  go the frame
  Check for Vendo Scroll
end
```

Script of Cast Member61:Open CafFood3

```
on mouseUp
  Scroll to pocket
end
```

Script of Cast Member62:Open CafFood2

```
on mouseUp
  Scroll to pocket
end
```

Script of Cast Member63:Open CafFood1

```
on mouseUp
  Scroll to pocket
end
```

Script of Cast Member65

```
on mouseUp
  Check Next Room
end
```

Script of Cast Member77

```
on mouseUp
  global gcolor,gvolume
  set the colordepth = gColor
  set the soundlevel = gVolume
  quit
end
```

Script of Cast Member4:Fly1

```
on mouseUp

end mouseUp
```

Script of Cast Member8

```
on mouseUp
  go frame "start"
  initTrash
end mouseUp
```

Score Script9

```
on mouseUp

end
```

Script of Cast Member10

```
on mouseUp

end
```

Script of Cast Member13:Question Cover

```
on mouseDown
  global Clicked
  set clicked = the clickon
  Swapcast1
end

on MouseUp
  Go Help
  Buttons Off
  go the frame
end
```

Script of Cast Member14:Quit Cover

```
on mouseDown
  global Clicked
  set clicked = the clickon
  Swapcast1
end

on MouseUp
  Swapcast2
  Go Quit
  Buttons Off
  go the frame
end
```

Script of Cast Member15

```
on mouseUp
  cleanup
  go frame "init"
end mouseUp
```

Script of Cast Member16

```
on mouseUp

end mouseUp
```

Script of Cast Member17:corn

```
on mouseUp

end mouseUp
```

Script of Cast Member16:launcher

```
on mouseUp
  Check Trash
end
```

```
-- movie
on startmovie
  global theTrash,TrashCaught,gPict
  StartTimer
  set the picture of cast "BackgroundPlaceholder" to gPict
  set TrashCaught = 0
  set theTrash to []
  puppetTempo 10
end startmovie

on initTrash
  global theTrash
  set the constraint of sprite 11 to 9
  set theTrash to []
  repeat with N = 1 to 4
    put birth(script "Trash", N) into OneTrash
    add theTrash, OneTrash
  end repeat
  Starttimer
end initTrashs


on cleanup
  global theTrash
  put count (theTrash) into TrashCount

  repeat with N = 13 to (TrashCount + 13)
    PuppetSprite N, FALSE
  end repeat
  set theTrash to []

  puppetSprite 5, FALSE --
end cleanup

on Check Trash
  global theTrash,Trashcaught
  --·· Check for intersection of trash with trashcan
  put count (theTrash) into TrashCount
  repeat with N = 1 to TrashCount
    set k = N + 13   -- trash starts in channel 13
    if sprite 11 intersects k then
      set TrashCaught = TrashCaught + 1
      put TrashCaught into field "Count the Trash"
      set the locV of sprite k to -15
    end if
  end repeat
end


on enterFrame
  global theTrash,gmovie,gframe
  if the timer > 30*60 then
    cleanup
    go frame gframe of movie gmovie
    Tally trash
  end if
  put count (theTrash) into TrashCount
  if TrashCount < 1 then exit
  repeat with N = 1 to TrashCount
```

```
    put getAt(theTrash,N) into OneTrash
    --· put the result into oneTrash
    -- Walk OneTrash -- Don't need to walk, can use to change to other shapes, though
    MoveTrash OneTrash
  end repeat
  Check Trash                              {
end


--·· Won't need these anymore
======================================
on MoveCob
  global Launched

  set the LocV of sprite 10 to the LocV of sprite 10 - 5
  if the locV of sprite 10 < 0 then
    put false into launched
  end if
end


on Launch
  global Launched

  if not Launched then
    put true into Launched
    --   set the visible of sprite 10 to true
    set the locV of sprite 10 to the locV of sprite 11
  end if
end launch
```

Score Script20

```
go frame "walk"
```

Score Script21

```
go frame "start"        ·
```

```
— · parent script for a piece of Trash

— ·  instance variables

property mySprite, speed, alive

on birth me, aSprite

   put aSprite into mySprite
   put  random(50) into speed
   set alive = TRUE
   set mySprite = MySprite + 13
   set the puppet of sprite mySprite to true

   — · set the castnum and the location
   —· Change this to Trash
   set the castnum of sprite mySprite to¬
       the number of cast "walk1"
   --· Start along upper edge of screen, randomly spread out.
   set the locH of sprite mySprite to (Random(490) + 10)
   set the locV of sprite mySprite to -20

   return me
end birth


on Walk me

   if not alive then
     Fly me
     exit
   end if
   if the castnum of sprite mySprite = 3 then
     set the castnum of sprite mySprite to 1
   else
     set the castnum of sprite mySprite to¬
       the castnum of sprite mySprite + 1
   end if
end Walk


on Fly me
   if the castnum of sprite mySprite = 6 then
     set the castnum of sprite mySprite to 4
   else
     set the castnum of sprite mySprite to¬
       the castnum of sprite mySprite + 1
   end if
end mFly



on MoveTrash me

   put the locV of sprite mySprite ¬
        + speed into newPos
   if newPos > 512 then put 0 into newPos
   set the locV of sprite mySprite to NewPos
```

```
end MoveTrash
```

Script of Cast Member24:Entire Interface Big

```
on mouseUp
  Buttons off
  go the frame
end
```

Script of Cast Member25:Interface Triangle

```
on mouseUp
  Buttons Off
  Go the frame
end
```

Script of Cast Member26:Green Triangle

```
on mouseUp
  global clicked
  set clicked = the clickon
  Open Field
end
```

Script of Cast Member27:Middle Green

```
on mouseUp
  DontPassEvent
end
```

Script of Cast Member28:Bottom Green

```
on mouseUp
  DontPassEvent
end
```

Script of Cast Member33:Comm

```
on mouseUp
  Check Comm Num
end
```

Script of Cast Member35:Leave

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member36:Leave Down

```
on mouseUp
  global gmovie,gframe
  swapcast2a
  Cleanup
  --go movie gmovie of frame gframe
  Tally Trash
end
```

Script of Cast Member37:Leave Decoder Cover

```
on mouseDown
  global gNewCast
  set gNewCast = "Leave Top Down"
  Swapdir            •
end

On MouseUp
  global gmovie,gframe
  Clean up
  --go frame gframe of movie gmovie
  --Tally Trash
end
```

Script of Cast Member38:Leave Pouch Cover

```
on mouseDown
  global gNewCast
  set gNewCast = "Leave Bottom Down"
  Swapdir
end

On MouseUp
  Go Pocket
  Buttons off
  Go the frame
end
```

Script of Cast Member39

```
on mouseUp
  global gframe,gmovie
  CleanUp
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Last Wall
  Tally Trash
end
```

Script of Cast Member40

```
on mouseUp
  global gframe,gmovie
  CleanUp
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Next Wall
  Tally Trash
end
```

Script of Cast Member41

```
on mouseUp
  global gframe,gmovie
  CleanUp
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Opp Wall
  Tally Trash
end
```

Script of Cast Member42

```
on mouseUp
  global gframe,gmovie
  CleanUp
  go frame gframe of movie gmovie -- return to the frame you just came from
  Check Next Room
  Tally Trash
end
```

Script of Cast Member46

```
on mouseUp
  Check Object ("Assignment")
end
```

Script of Cast Member47:Teacher-b

```
on mouseUp
  Check Mzurflick
end
```

Script of Cast Member48:Paper Wad

```
on mouseUp
  Check Object ("Paper Wad")
end
```

Script of Cast Member49:Trash Game Text

```
on mouseUp
  starttimer
  initTrash
  Go "Start"
end
```

Score Script50

```
on exitFrame
  Go the frame
end
```

Score Script1

```
on exitFrame
  go the frame
  Check Comm
end
```

Script of Cast Member19

```
on mouseUp
  Check Next Room
end
```

Script of Cast Member20

```
on mouseUp
  Check Next Room
end
```

Score Script21

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Room1"
  set gWall = "N"
  go marker (1)
end
```

Score Script26

```
on exitFrame
  global gTeleport Address
  go the frame + 1
  go frame "Teleport" of movie gTeleport Address
end
```

Score Script27

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Room2"
  set gWall = "N"
end
```

Score Script28

```
on exitFrame
  global gRoom, gWall
  set gRoom = "Room3"
  set gWall = "N"
end
```

Score Script29

```
on exitFrame
  Init
end
```

Score Script30

```
on exitFrame
  Lists
  go frame "teleportw"
end
```

```
----------------------------------------------------------------
-- Assign lists to variables
-- Variables must be global????
----------------------------------------------------------------
on lists
  global
gRoom,gWall,Teleport,Bedroom,Hall,LivingRoom,Street1,Street2,Street3,Street4,Street5,Stre
et6,Street7,Street8,Street9,Street10,Street11,Alley1,Alley2,Playground,N,S,E,W
  set Bedroom = ¬
[Room: "Bedroom", N: "", S: "", E:"", W:"Hall",type:"Home", CP:0, DP:10,HP:0, VP:0]
  set Hall = ¬
[Room: "Hall", N: "Livingroom", S: "", E:"Bedroom", W:"",type:"Home", CP:0, DP:0,HP:10,
VP:0]
  set LivingRoom = ¬
[Room: "LivingRoom", N: "Street11", S: "Hall", E:"", W:"",type:"Home", CP:0, DP:0,HP:0,
VP:10]
  set Street1 = ¬
[Room: "Street1", N: "Street2", S: "", E:"Alley1", W:"",type:"Home", CP:0, DP:0,HP:0,
VP:10]
  set Street2 = ¬
[Room: "Street2", N: "Street3", S: "Street1", E:"", W:"",type:"Home", CP:0, DP:0,HP:0,
VP:10]
  set Street3 = ¬
[Room: "Street3", N: "", S: "Street2", E:"Street4", W:"",type:"Home", CP:0, DP:0,HP:0,
VP:10]
  set Street4 = ¬
[Room: "Street4", N: "", S: "Street5", E:"", W:"Street3",type:"Home", CP:0, DP:0,HP:0,
VP:10]
  set Street5 = ¬
[Room: "Street5", N: "Street4", S: "Street6", E:"Teleport", W:"",type:"Home", CP:0,
DP:0,HP:0, VP:10]
  set Street6 = ¬
[Room: "Street6", N: "Street5", S: "", E:"Playground", W:"Alley1",type:"Home", CP:0,
DP:0,HP:0, VP:10]
  set Alley1 = ¬
[Room: "Alley1", N: "", S: "", E:"Street6", W:"Street1",type:"Home", CP:0, DP:0,HP:0,
VP:10]
  set Playground = ¬
[Room: "Playground", N: "", S: "", E:"", W:"Street6",type:"Home", CP:0, DP:0,HP:0, VP:10]
  set Teleport = ¬
[Room: "Teleport", N: "", S: "", E:"", W:"Street5",type:"Home", CP:0, DP:0,HP:0, VP:10]
  set N = [NextWall: "E", LastWall: "W", OppWall: "S"]
  set E = [NextWall: "S", LastWall: "N", OppWall: "W"]
  set S = [NextWall: "W", LastWall: "E", OppWall: "N"]
  set W = [NextWall: "N", LastWall: "S", OppWall: "E"]
  set gRoom = "Teleport"
  set gWall = "W"
end
```

(

Score Script31

```
on exitFrame
  go the frame
end
```

Script of Cast Member32

```
on mouseUp
  nothing
end
```

Score Script33

```
on exitFrame
  go the frame
end
```

Score Script34

```
on exitFrame
  global gTeleport State
  set the cursor of sprite 31 to [384,385]
  if gTeleport state = "activated" then
    Check Address
  end if
  go the frame
  Check Comm
end
```

Score Script35

```
on exitFrame
  go the frame
end
```

Score Script36

```
on exitFrame
  go the frame
  Check Comm
end
```

Script of Cast Member37

```
on mouseUp
  Go Opp Wall
end
```

Script of Cast Member39

```
on mouseUp
  Check Next Room
end
```

Script of Cast Member41

```
on mouseUp
  global gTeleport state
  set gTeleport state = "activated"
  Puppetsprite 15, true
  Set the blend of sprite 15 = 100
  set the castnum of sprite 15 = the number of cast "teleport choices"
  Updatestage
end
```

Script of Cast Member42:Bush

```
on mouseUp
  Puppetsound "Rustle"
  Updatestage
  Check for Scroll
end
```

Script of Cast Member44:Open Bush - Scroll

```
on mouseUp
  Scroll to pocket
end
```

Score Script45

```
on exitFrame
  go the frame
end
```

Script of Cast Member46

```
on mouseUp
  Go Opp Wall
end
```

Score Script47

```
on exitFrame
  global gTeleport State
  go the frame
  if gTeleport state = "activated" then Check Address
  Check Comm
end
```

Script of Cast Member49

```
on mouseUp
  nothing
end
```

Score Script50

```
on exitFrame
  go the frame
end
```

Script of Cast Member51

```
on mouseUp
  Go Opp Wall
end
```

Score Script52

```
on exitFrame
  global gTeleport State
  go the frame
  if gTeleport state = "activated" then Check Address
  Check Comm
end
```

Script of Cast Member53

```
on mouseUp
  nothing
end
```

Script of Cast Member54

```
on mouseUp
  Check Next Room
end
```

```
on mouseUp
  Check next room
end
```

Score Script1

```
on exitFrame
  go the frame
end
```

Score Script2

```
on exitFrame
  set the soundlevel to 3
  Cursor 200
  Init
end
```

Score Script3

```
on exitFrame
  cursor -1
  go the frame
end
```

Score Script6

```
on exitFrame
  global gPlayer Num
  put gPlayer Num into field "Player Name Instructions"
end
```

Score Script7

```
on exitFrame
  global gPlayer Num
  cursor -1
  set gPlayer Num = 1
  put EMPTY into field "Player Names"
  put EMPTY into field "Enter Player Name"
  go the frame
end
```

Score Script8

```
on exitFrame
  set the keydownscript to "WhichPlayer"
  go the frame
end
```

Script of Cast Member18:Emissary - Intro 9.pic

```
on mouseUp
  go the frame + 1
end
```

Script of Cast Member19:Emissary Backdrop

```
on mouseUp
  Puppetsprite 4, false
  Puppetsprite 5, false
  go the frame + 1
end
```

Movie Script20

```
on startMovie
  cursor -1
  set the soundlevel to 5
end
```

Score Script21

```
on mouseUp
  go movie "school"
end
```

Score Script26

```
on exitFrame
  cursor 200
  delay 60
end
```

Script of Cast Member28:Title Screen.PICT

```
on mouseUp
  GO THE FRAME + 1
end
```

Score Script37

```
on exitFrame
  DELAY 30
end
```

Score Script38

```
on mouseUp

end
```

Score Script42

```
on exitFrame
  DELAY 60
end
```

Score Script59

```
on exitFrame
  delay 2 * 60
  set soundlevel to 1
end
```

Score Script60

```
on exitFrame
  delay 60
end
```

Score Script61

```
on exitFrame
  preloadcast 30,64
end
```

Script of Cast Member62:Play Again

```
on MouseDown
  global gNewCast
  set gNewCast = "Play Again Down"
  Swapdir
 end
```

Script of Cast Member63:Green Triangle

```
on mouseUp
  Nothing
end
```

Score Script64

```
on exitFrame
  Delay 30
end
```

Script of Cast Member66:Intro Buttons

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member67

```
on mouseUp
  swapcast2a
  Puppetsprite 4, false
  Puppetsprite 5, false
  go the frame + 1
end
```

Script of Cast Member68

```
on mouseDown
  Puppetsprite 4, false
  Puppetsprite 5, false
  swapcast1a
end
```

Script of Cast Member69

```
on mouseUp
  swapcast2a
  Puppetsprite (the clickon),false
  go "begin"
end
```

Script of Cast Member76

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member77

```
on mouseUp
  global gplayers
  swapcast2a
  set gplayers = 1
  Puppetsprite (the clickon),false
  go marker(1)
end
```

Script of Cast Member78

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member79

```
on mouseUp
  global gplayers
  swapcast2a
  set gplayers = 2
  Puppetsprite (the clickon),false
  go marker(1)
end
```

Script of Cast Member80

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member81

```
on mouseUp
  global gplayers
  swapcast2a
  set gplayers = 3
  Puppetsprite (the clickon),false
  go marker(1)
end
```

Script of Cast Member82

```
on mouseDown
  swapcast1a
end
```

Script of Cast Member83

```
on mouseUp
  global gplayers
  swapcast2a
  set gplayers = 4
  Puppetsprite (the clickon),false
  go marker(1)
end
```

Score Script85

```
on mouseUp
  Puppetsound 0
  Puppetsound "Teleport"
  Updatestage
  go movie "School"
end
```

Score Script88

```
on mouseUp

end
```

Score Script94

```
on exitFrame
  delay 1*60
end
```

Score Script95

```
on exitFrame
  delay 6*10
  cursor 200
end
```

Score Script96

```
on exitFrame
  Cursor 200
end
```

\

Script of Cast Member97

```
on mouseUp
  Puppetsprite 4, false
  Puppetsprite 5, false
  Puppetsprite 6, false
  Puppetsprite 7, false
  go the frame
end
```

```
on exitFrame
  delay 3*60
end
```

Script of Cast Member425:Text 6

```
on mouseUp
  Puppetsprite 10,false
  Puppetsprite 11,false
  go the frame
end
```

Script of Cast Member426:Text 7

```
on mouseUp
  Puppetsprite 10,false
  Puppetsprite 11,false
  go the frame
end
```

Script of Cast Member427:Text 8

```
on mouseUp
  Puppetsprite 10,false
  Puppetsprite 11,false
  go the frame
end
```

Script of Cast Member428:Text 9

```
on mouseUp
  Puppetsprite 10,false
  Puppetsprite 11,false
  go the frame
end
```

Script of Cast Member429:Monitor Backdrop

```
on mouseUp
   set the blend of sprite 10 to 0
   set the blend of sprite 11 to 0
   updatestage
   go the frame
end
```

Script of Cast Member431

```
on mouseUp
   global gBBClick
   if gBBClick <> "yes" then
     Puppetsprite 10,true
     Puppetsprite 11,true
     set the blend of sprite 10 to 100
     Updatestage
     set Text Name = "Counselor " & Random(9)
     set the castnum of sprite 11 to the number of cast Text Name
     set the blend of sprite 11 to 100
     Updatestage
   else
     Puppetsprite 10,false
     Puppetsprite 11,false
     go the frame
   end if
   set gBBClick = "yes"
end
```

Script of Cast Member432

```
on mouseUp
  global gBBClick
  if gBBClick <> "yes" then
    Puppetsprite 10,true
    Puppetsprite 11,true
    set the blend of sprite 10 to 100
    Updatestage
    set Text Name = "Principal"
    set the castnum of sprite 11 to the number of cast Text Name
    set the blend of sprite 11 to 100
    Updatestage
  else
    Puppetsprite 10,false
    Puppetsprite 11,false
    go the frame
  end if
  set gBBClick = "yes"
end
```

Script of Cast Member433:Blackboard3

```
on mouseDown
  global gBBClick,Text Name2
  if gBBClick <> "yes" then
    Puppetsprite 10,true
    Puppetsprite 11,true
    set the blend of sprite 10 to 100
    Updatestage
    set Board num = Random(16)
    set Text Name = "Text " & Board num
    set Text Name2 = "Text" & Board num
    set the castnum of sprite 11 to the number of cast Text Name
    set the blend of sprite 11 to 100
    Updatestage
    Get Points
  end if
  set gBBClick = "yes"
end


on Get Points
  global Text Name2, CommunityP,DrammvitzP,HalucinogsP,ViolenceP, LifeP
  put value("getaprop(" & Text Name2 & ", #LP)") into LP
  set LifeP = LifeP + LP
  put value("getaprop(" & Text Name2 & ", #CP)") into CP
  set CommunityP = CommunityP + CP
  put value("getaprop(" & Text Name2 & ", #DP)") into DP
  set DrammvitzP = DrammvitzP + DP
  put value("getaprop(" & Text Name2 & ", #HP)") into HP
  set HalucinogsP = HalucinogsP + HP
  put value("getaprop(" & Text Name2 & ", #VP)") into VP
  set ViolenceP = ViolenceP + VP
   repeat with n = 1 to 3
    put "  " into field "Life Points"
    put "  " into field "Good Prob"
    put "  " into line 1 of field "Bad Prob"
    put "  " into line 2 of field "Bad Prob"
    put "  " into line 3 of field "Bad Prob"
    put LP into field "Life Points"
    put CP into field "Good Prob"
    put DP into line 1 of field "Bad Prob"
    put HP into line 2 of field "Bad Prob"
    put VP into line 3 of field "Bad Prob"
    starttimer
    repeat while the timer <30
      nothing
    end repeat
  end repeat
  Tally Blackboard
end
```

Script of Cast Member490:Dark Green - Comm

```
on mouseUp
  global clicked
  set clicked = the clickon
  go marker(1)
  Open Field
end
```

Script of Cast Member492

```
on mouseUp
  check object ("weapon")
end
```

Script of Cast Member493

```
on mouseUp
  Check Object ("Drammvitz")
end
```

Script of Cast Member496

```
on mouseUp
  Check Object ("Weapon")
end
```

Script of Cast Member499:Teleport Door

```
on mouseUp
  Go Opp Wall
end
```

Script of Cast Member501

```
on mouseUp
  Go Last Wall
end
```

Script of Cast Member502

```
on mouseUp
  Go Next Wall
end
```

Script of Cast Member503

```
on mouseUp
  Go Opp Wall
end
```

Script of Cast Member504

```
on mouseUp
  Check Next Room
end
```

Script of Cast Member505:Question Cover

```
on mouseDown
  global Clicked
  set clicked = the clickon
  Puppetsound "Click"
  Swapcast1
  Puppetsound 0
end

on MouseUp
  Go Help
  Buttons Off
  go the frame
end
```

Script of Cast Member506:Blue - pressed

```
on MouseUp
  Go Help
  Buttons Off
  go the frame
end
```

Script of Cast Member507:Quit Cover

```
on mouseDown
  global Clicked
  set clicked = the clickon
  Swapcast1
end

on MouseUp
  Swapcast2
  Go Quit
  Buttons Off
  go the frame
end
```

Script of Cast Member508:Quit-pressed

```
on MouseUp
  swapcast2
  Go Quit
  Buttons Off
  go the frame
end
```

Script of Cast Member509:Bottom Green

```
On MouseUp
  global clicked
  Puppetsprite 37, false
  Go Pocket
  Buttons off
  Go the frame
end
```

Script of Cast Member510:Top Green

```
On MouseUp
 --Buttons Off
-- go the frame
-- Go Decoder
end
```

Script of Cast Member511:Entire Interface Big

```
on mouseUp
  Buttons off
  go the frame
end
```

Script of Cast Member517:Entire Interface

```
on mouseDown
  Teleport Off
  --CHECK FOR BOTTOM BUTTON
  if the mouseV > 395 then
    if the mouseH > 576 then
      if the mouseH < 608 then
        if the mouseV < 413 then
          Go Opp Wall
        end if
      end if
    end if
  end if
  --CHECK FOR LEFT BUTTON
  if the mouseV > 356 then
    if the mouseV < 395 then
      if the mouseH > 553 then
        if the mouseH < 576 then
          Go Last Wall
        else
          --CHECK FOR RIGHT BUTTON
          if the mouseH > 608 then
            if the mouseH < 631 then
              go Next Wall
            end if
          end if
        end if
      end if
    end if
  end if
  --CHECK FOR TOP BUTTON
  if the mouseV > 338 then
    if the mouseH > 576 then
      if the mouseH < 608 then
        if the mouseV < 356 then
          Check Next Room
        end if
      end if
    end if
  end if
end

on MouseUp
  Puppetsprite 37, false
  go the frame
end
```

Script of Cast Member518:Green Triangle

```
on mouseUp
  global clicked
  set clicked = the clickon
  Open Field
end
```

Script of Cast Member519:Decoder Cover

```
on mouseDown
  global gNewCast
  set gNewCast = "Top Green"
  Puppetsound "Click"
  Swapdir
  Puppetsound 0
end

On MouseUp
  Buttons Off
  go the frame
  Go Decoder
end
```

Script of Cast Member520:Pouch Cover

```
on mouseDown
  global gNewCast
  Puppetsound "Click"
  set gNewCast = "Bottom Green"
  Swapdir
  Puppetsound 0
end

On MouseUp
  Go Pocket
  Buttons off
  Go the frame
end
```

Script of Cast Member521:Backdrop

```
on mouseUp
  Buttons off
  go the frame
end
```

Script of Cast Member522:Light Green Triangle

```
on mouseUp

end
```

Script of Cast Member523:Light Green Triangle-close

```
on mouseUp
  global clicked
  set clicked = the clickon
  Close Field
end
```

Script of Cast Member524:Middle Green

```
on mouseUp
  DontPassEvent
end
```

Script of Cast Member525:Bottom Green

```
on mouseUp
  DontPassEvent
end
```

Script of Cast Member530:Light Green - Comm

```
on mouseUp
  global clicked
  set clicked = the clickon
  go marker(1)
  Open Field
end
```

Script of Cast Member531:Light Green - Message

```
on mouseUp
   global clicked
  set clicked = the clickon
  go marker(1)
  Open Field
end
```

Script of Cast Member532:Light Green - Incoming

```
on mouseUp
  global clicked
  set clicked = the clickon
  go marker(1)
  Open Field
end
```

Script of Cast Member533:Comm Triangle

```
on mouseUp
  Buttons Off
  Go the frame
end
```

Script of Cast Member534:Message Triangle

```
on mouseUp
  Buttons Off
  Go the frame
end
```

Script of Cast Member535:Incoming Triangle

```
on mouseUp
  Buttons Off
  Go the frame
end
```

Script of Cast Member536:Sent

```
on mouseUp
  Check Comm Num
end
```

Script of Cast Member537:Comm

```
on mouseUp
  Check Comm Num
end
```

Script of Cast Member538:911

```
on mouseUp
  Check Comm Num
end
```

Script of Cast Member539:Teacher

```
on mouseUp
  Check Comm Num
end
```

Script of Cast Member551:Zertz

```
on mouseUp
  if the MouseV < ((the top of sprite 15) + 16) then
    put "Zertz" into field "Teleporter Address"
  else
    if the MouseV < ((the top of sprite 15) + 32) then
      put "School" into field "Teleporter Address"
    else
      if the MouseV < ((the top of sprite 15) + 48) then
        put "GSEC" into field "Teleporter Address"
      end if
    end if
  end if
  --set the castnum of sprite 15 = the number of cast "teleport choices"
  Updatestage
go the frame + 1
  Puppetsprite 14, true
  Puppetsprite 19, true
  set the blend of sprite 14 = 100
  set the blend of sprite 19 = 100
  updatestage
end
```

Script of Cast Member552:School

```
on mouseUp
  if the MouseV < ((the top of sprite 15) + 16) then
    put "Zertz" into field "Teleporter Address"
  else
    if the MouseV < ((the top of sprite 15) + 32) then
      put "School" into field "Teleporter Address"
    else
      if the MouseV < ((the top of sprite 15) + 48) then
        put "GSEC" into field "Teleporter Address"
      end if
    end if
  end if
  --set the castnum of sprite 15 = the number of cast "teleport choices"
  Updatestage
go the frame + 1
  Puppetsprite 14, true
  Puppetsprite 19, true
  set the blend of sprite 14 = 100
  set the blend of sprite 19 = 100
  updatestage
end
```

Script of Cast Member553:GSEC

```
on mouseUp
  if the MouseV < ((the top of sprite 15) + 16) then
    put "Zertz" into field "Teleporter Address"
  else
    if the MouseV < ((the top of sprite 15) + 32) then
      put "School" into field "Teleporter Address"
    else
      if the MouseV < ((the top of sprite 15) + 48) then
        put "GSEC" into field "Teleporter Address"
      end if
    end if
  end if
  --set the castnum of sprite 15 = the number of cast "teleport choices"
  Updatestage
go the frame + 1
  Puppetsprite 14, true
  Puppetsprite 19, true
  set the blend of sprite 14 = 100
  set the blend of sprite 19 = 100
  updatestage
end
```

Script of Cast Member554

```
on mouseDown
  global gTeleport state,gTeleport Address
  Puppetsound "Click"
  Updatestage        ←
  Swapcastla
  Puppetsound 0
  set gTeleport state = "on"
  put field "Teleporter Address" into gTeleport Address
  put "" into field "Teleporter Address"
  set gTeleport state = "off"
  Teleport Off
  Puppetsound "Teleport"
  go frame "Teleport-Go"
end
```

Script of Cast Member555

```
on mouseUp
end
```

Script of Cast Member556

```
on mouseDown
  global gTeleport state
  Swapcast1a
  set gTeleport state = "on"
  go the frame - 1
  Puppetsprite 11, true
  Set the blend of sprite 15 = 100
  set the castnum of sprite 15 = the number of cast "teleport choices"
  Updatestage
end
```

Script of Cast Member557

```
on mouseUp
  swapcast2a
end
```

Script of Cast Member560

```
on mouseDown
  Puppetsound "Click"
  Swapcast1a
  PUppetsound 0
end
```

Script of Cast Member561

```
on mouseUp
   global gframe,gmovie
   swapcast2a
   Pocket Puppets Off
   put empty into field "Guess"
   set the keydownscript to empty
   go frame gframe of movie gmovie
end
```

Script of Cast Member563:Decoder4

```
on mouseUp
   Buttons Off
   go the frame
   set the ink of sprite 41 = 7
   updatestage
end
```

Script of Cast Member564:Decoder1

```
on mouseUp
   Buttons Off
   go the frame
   set the ink of sprite 41 = 7
   updatestage
end
```

Script of Cast Member565:Decoder2

```
on mouseUp
   Buttons Off
   go the frame
   set the ink of sprite 41 = 7
   updatestage
end
```

Script of Cast Member618:Orange Book

```
on mouseUp
  Check for Scroll
end
```

Script of Cast Member619:Open Orange Book

```
on mouseUp
  Hiding Places Off
  go the frame
end
```

Script of Cast Member620:Open Orange Book - Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member621:Plum Book

```
on mouseUp
  Check for Scroll
end
```

Script of Cast Member622:Open Plum Book

```
on mouseUp
  Hiding Places Off
  go the frame
end
```

Script of Cast Member623:Open Plum Book - Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member635:Scenario_Interface - old script

```
on mouseDown
  --CHECK FOR BOTTOM BUTTON
  if the mouseV > 395 then
    if the mouseH > 576 then
      if the mouseH < 608 then
        if the mouseV < 413 then
          Complete Scenario("Leave")
          Go Opp Wall
        end if
      end if
    end if
  end if
  --CHECK FOR LEFT BUTTON
  if the mouseV > 356 then
    if the mouseV < 395 then
      if the mouseH > 553 then
        if the mouseH < 576 then
          Complete Scenario("Leave")
          Go Last Wall
        else
          --CHECK FOR RIGHT BUTTON
          if the mouseH > 608 then
            if the mouseH < 631 then
              Complete Scenario("Leave")
              go Next Wall
            end if
          end if
        end if
      end if
    end if
  end if
  --CHECK FOR TOP BUTTON
  if the mouseV > 338 then
    if the mouseH > 576 then
      if the mouseH < 608 then
        if the mouseV < 356 then
          Complete Scenario("Leave")
          Check Next Room
        end if
      end if
    end if
  end if
end

on MouseUp
  Puppetsprite 37, false
  go the frame
end
```

Script of Cast Member637:Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member642:Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member643:Locker

```
on mouseUp
  Check for Scroll
end
```

Script of Cast Member644:Open Locker

```
on mouseUp
  Hiding Places Off
  go the frame
end
```

Script of Cast Member645:Open Locker - Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member647:Open Locker2

```
on mouseUp
  Hiding Places Off
  go the frame
end
```

Script of Cast Member648:Open Locker2 - Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member649:Small Locker

```
on mouseUp
  Check for Scroll
end
```

Script of Cast Member650:Open Small Locker

```
on mouseUp
  Hiding Places Off
  go the frame
end
```

Script of Cast Member651:Open Small Locker - Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member652:Small Locker2

```
on mouseUp
  Check for Scroll
end
```

Script of Cast Member653:Open Small Locker2

```
on mouseUp
  Hiding Places Off
  go the frame
end
```

Script of Cast Member654:Open Small Locker2 - Scroll

```
on mouseUp
  Scroll to Pocket
end
```

Script of Cast Member655:Locker2

```
on mouseUp
  Check for Scroll
end
```

Script of Cast Member656:Finale Interface

```
on mouseDown
send message ("       Your presense is requested in the Council Chambers.")
end
```

Script of Cast Member657:Really Quit Cover

```
on mouseDown
  Puppetsound "Click"
  go frame "Credits"
  Puppetsound 0
end
```

Script of Cast Member659:Leave

```
on mouseDown
  swapcastla
end
```

Script of Cast Member660:Leave Down

```
on mouseUp
  swapcast2a
  Complete scenario ("Leave")
end
```

Script of Cast Member661:Leave Decoder Cover

```
on mouseDown
  global gNewCast
  set gNewCast = "Leave Top Down"
  Swapdir
end

On MouseUp
  Buttons Off
  go the frame
  Go Decoder
end
```

Script of Cast Member662:Leave Pouch Cover

```
on mouseDown
  global gNewCast
  set gNewCast = "Leave Bottom Down"
  Swapdir
end

On MouseUp
  Go Pocket
  Buttons off
  Go the frame
end
```

Script of Cast Member663:Leave Top Down

```
On MouseUp
 --Buttons Off
 -- go the frame
 -- Go Decoder
end
```

Script of Cast Member664:Leave Bottom Down

```
On MouseUp
  global clicked
  Puppetsprite 37, false
  Go Pocket
  Buttons off
  Go the frame
end
```

Script of Cast Member666

```
on mouseUp
  global gframe,gmovie
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Last Wall
  Complete Scenario ("Leave")
end
```

Script of Cast Member667

```
on mouseUp
  global gframe,gmovie
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Next Wall
  Complete Scenario ("Leave")
end
```

Script of Cast Member668

```
on mouseUp
  global gframe,gmovie
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Opp Wall
  Complete Scenario ("Leave")
end
```

Script of Cast Member669

```
on mouseUp
  global gframe,gmovie
  go frame gframe of movie gmovie -- return to the frame you just came from
  Check Next Room
  Complete Scenario ("Leave")
end
```

Script of Cast Member670: V PICT 10013

```
on mouseUp
  global gframe,gmovie
  go frame gframe of movie gmovie -- return to the frame you just came from
  Check Next Room
  Complete Scenario ("Leave")
end
```

Script of Cast Member671: V PICT 20001

```
on mouseUp
  global gframe,gmovie
  go frame gframe of movie gmovie -- return to the frame you just came from
  Go Opp Wall
  Complete Scenario ("Leave")
end
```

Script of Cast Member672:Message Temp

```
on mouseUp
  DontPassEvent
end
```

Script of Cast Member714:Tel - North

```
on mouseUp
  send Message ("       The Council requests your presence.")
end
```

Score Script773

—·········ADDED IN THIS TEST MOVIE
-- Choose Message - randomly picks a message from a list and puts it into "Middle Green"
-- Choose Decoder - Randomly picks whether Decoder1,2,3 or 4 is used and stores it in gDecoder
-- Go Decoder - Will make decoder appear when that button is pressed
-- WhichKey - Used in pocket when user hits RETURN or ENTER, after entering a letter
-- Check Scroll - Will hilite the scroll that was clicked, and de-hilite all others
-- Go pocket - Goes to marker "Pocket"
-- Check Code - Called by WhichKey, matches scroll to its letter, using the correct decoder
-- Empty Pocket - When the appropriate letter for a scroll is entered, remove it from the pocket
-- Fill Council Message - Change the color of all instances of that letter in "Middle Green"
-- Hide Scrolls - Puts scroll castname in item four of field "Hiding Places"
-- Reset Hiding Places - makes sure no scrolls are connected with any hiding places
-- Choose Scrolls - Determines which scroll castmembers needs to be used
-- Creat Hiding Lists - makes property lists with locations scrolls are hiding
-- Shuffle - Will shuffle a given field
-- Get Hiding Places dumps castnames for items in channel 10-13 into a field

—·········TO BE DONE
-- remove "Init" handler from 2nd frame of all movies
-- Put the scroll in the pocket when clicked on (only if user has enough "Life Points"
--   - use gScroll Points to hold desired Life Point amount, increase it each time a scroll
--   is pocketed
-- When user goes to scenario movie, how do I bring hiding places with me?
-- How do I feed responses to scenario back scoring mechanism (property lists hold response scores)
--   - Clicking on object in that frame will find it's property list and activate scoring
-- Allow user to input a name for "Your Name"
-- Let 4 players use the game
--   - At the beginning choose number of players 1,2,3,4
--   - Group decides navigation together?
--   - Actual "turns" begin when scenario encountered
--   - Keep track of each individual's response to scenario
--   - At scenario end, it will reset for next player
--   - Don't show results until end?
--   - OR...players take turns responding to different scenarios, and score is cumulative
--   - This would require only cycling players' names after each scenario, nothing else. :D
--   - Makes it a more cooperative game (and easier to program!!!!!)
-- Allow user to save game and reload saved games
--   - Must Track:
--   - Name
--   - Life points
--   - Probability Points
--   - Pocket Contents
--   - Hiding places and scroll locations
--   - Message
-- Make a list of all field that need to be initialized
-- Make a list of all globals, what they do, and do they need to be initialized.

—·········CHANGED IN THIS TEST MOVIE
-- INIT

-- Startmovie

Score Script774


```
on exitFrame
  set the keyDownscript to "whichkey"  -- Move to pocket frame?
  go the frame
end
```

```
-------------------------------------------------------------------
--·· RAN OUT OF SCRIPTING SPACE, SEE SCORE SCRIPT 800 FOR LISTS OF HANDLERS,
-- THEIR FUNCTIONS, AND NOTES ON MOVIE SCRIPTS ··--
-- When adding new scenarios to a level, update Num Scens in Pick Level handler
-- When adding new messages, also update field "Message Choices - Lower"
-- All hiding places in sprites 10 - 13
-------------------------------------------------------------------


on StartMovie
  global gColor, gVolume
  set gColor = the colordepth
  set gVolume = the soundlevel
  set the colordepth = 8
  set the soundlevel = 4
  set the forecolor of field "My name" to 32
  Updatestage
  repeat with n = 1 to 48
    set the cursor of sprite n to 0
  end repeat
  set the cursor of sprite 2 to [384,385]
  set the cursor of sprite 3 to [386,387]
  set the cursor of sprite 4 to [382,383]
  set the cursor of sprite 5 to [380,381]
  set the cursor of sprite 10 to [388,389]
  set the cursor of sprite 11 to [388,389]
  set the cursor of sprite 12 to [388,389]
  set the cursor of sprite 13 to [388,389]
  set the cursor of sprite 14 to [388,389]
  set the cursor of sprite 15 to [388,389]
  set the cursor of sprite 28 to [390,391]
  set the cursor of sprite 29 to [390,391]
  repeat with n = 32 to 48
    set the cursor of sprite n to -1
  end repeat
end


on init
  global
Name1,Name2,Name3,Name4,LifePoints,CommunityP,DrammvitzP,HalucinogsP,ViolenceP,gRoom,
gWall,gLetter Count,gDecoder Found,gScroll Points,gScen name,gsent,gChoice,gframe,gmovie,
gVendo clicked
  set Name1 = "Cindy"
  set LifePoints = 11
  set CommunityP = 5
  set DrammvitzP = 5
  set HalucinogsP = 5
  set ViolenceP = 5
  put LifePoints into field "Life Points"
  put CommunityP into field "Good Prob"
  put DrammvitzP into line 1 of field "Bad Prob"
  put HalucinogsP into line 2 of field "Bad Prob"
  put ViolenceP into line 3 of field "Bad Prob"
  --· initialize room values
  set gsent = "no"
  set gDecoder Found = "No"
  set gRoom = "Teleport"
  set gWall = "N"
  set gContains Scroll = []    -- Property list
  set gLetter_Count = 0   -- Number of letters guessed
```

```
--··put "gLetter Count: " & gLetter Count
set gScroll Points = 10
set gScen name = EMPTY
set gchoice = ""
Scroll lists
put EMPTY into field "Chosen Scrolls"
put EMPTY into field "Hidden"
put EMPTY into field "Pocket Contents"
put field "Hiding List" into field "Hiding Places"
Choose Message
Hide Scrolls
put EMPTY into field "Pocket Contents"
-- set the style of field "test field"
put field "template" into field "test field"
set the textsize of field "test field" to 36
set the textheight of field "test field" to 48
set the textfont of field "test field" to "Times"
set the textstyle of field "test field" to "bold"
set the forecolor of field "middle green" to 255 -- so user can not see the message
set gframe = "Teleport"
set movie = "School"
set gVendo clicked = "" -- scrolls operate differently in vendos
--·· REMOVE WHEN DONE TESTING
-- put field "scrolls temp" into field "pocket contents"
end

on start movie
  cursor -1
end



----------------------------------------------------------------------
-- Choose random msg, dump it in "Middle Green" field, choose and hide scrolls
----------------------------------------------------------------------
on Choose Message
  set K = the number of lines in field "Message Choices"
  set N = Random(K)
  put "     " into field "Middle Green"
  put line N of field "Message Choices" after field "Middle Green"
  put line N of field "Message Choices" into field "Message Temp"
  set the forecolor of field "Middle Green" to 255
  -- Case sensitive, so I can't use mixed case letters
  put line N of field "Message Choices - lower" into field "Council Message Letters"
end

on Hide Scrolls
  global gContains Scroll
  Choose Scrolls
  shuffle ("Hiding Places")
  shuffle ("Chosen Scrolls")
  repeat with n = 1 to (the number of lines in field "Chosen Scrolls")
    put line n of field "Chosen Scrolls" into item 4 of line n of field "Hiding Places"
    put line n of field "Hiding Places" into line n of field "Hidden" -- need it?
    set Temp frame = item 1 of line n of field "Hiding Places"
    set Temp hide = item 2 of line n of field "Hiding Places"
    set Temp Sprite = item 3 of line n of field "Hiding Places"
    set Temp Scroll = item 4 of line n of field "Hiding Places"
  end repeat
  Create Hiding Lists
end
```

```
on Create Hiding Lists
  global gContains Scroll
  set gContains Scroll = [Placeholder:1] -- can't addprop into an empty list
  repeat with n = 1 to the number of lines in field "Chosen Scrolls"
    set Temp frame = item 1 of line n of field "Hiding Places"
    set Temp hide = item 2 of line n of field "Hiding Places"
    set Temp Sprite = item 3 of line n of field "Hiding Places"
    set Temp Scroll = item 4 of line n of field "Hiding Places"

    set Temp frame List = [Sprite:Temp Sprite,Scroll:Temp Scroll]
    addprop gContains Scroll, value("#" & Temp frame), Temp Frame List

  end repeat
  --·· for testing
  --put "gContains Scroll: "
  -- put gContains Scroll
end

on Choose Scrolls
  global gDecoder,gLetters
  set gDecoder = "Decoder" & Random(4) --· pick one of four decoders
  set gLetters =
[a:[],b:[],c:[],d:[],e:[],f:[],g:[],h:[],i:[],j:[],k:[],l:[],m:[],n:[],o:[],p:[],q:[],r:[
],s:[],t:[],u:[],v:[],w:[],x:[],y:[],z:[]]
  set Letter Count = field "Council Message Letters"
  set K = 1
  repeat with n = 1 to (the number of chars in field "council Message Letters")
    set Current Letter = Char N of Letter Count
    put value("getpos(" & gDecoder & "," & quote & Current Letter & quote & ")") into
Temp
    if Temp <> 0 then
      put "Scroll " & Temp into Scroll Name
      add value ("getaprop(gLetters,#"& Current Letter & ")"),(n + 4) --· 4 spaces in
front of msg
      if field "Chosen Scrolls" contains Scroll Name then
        -- nothing
      else
        put Scroll Name into line k of field "Chosen Scrolls"
        set k = k + 1
      end if
    end if
  end repeat
  put gDecoder into line k of field "Chosen Scrolls"
  --·· for testing
  --put "The message is: " & field "middle green"
  --put "The Decoder is: " & gDecoder
  --put field "Chosen Scrolls"
  --put "gLetters = " & gLetters
end

on Shuffle field name
  set Number Items = the number of lines in field field name
  repeat with k = 1 to Number Items
    set J = random(Number Items)
    put line J of field field name into Temp
    put line K of field field name into line J of field field name
    put Temp into line K of field field name
  end repeat
end
```

```
-------------------------------------------------------------------
-- Check hiding places for scrolls
-- NOT COMPLETE
-------------------------------------------------------------------
on Check for Scroll
  global groom,gwall,gContains Scroll
  set The Cast = the name of cast (the castnum of sprite the clickon)
  if field "hidden" contains (groom & gwall & (the clickon)) then
    put value("getaprop(gContains Scroll,#" & groom & gwall & (the clickon) & ")") into
Temp List
    put value("getaprop(" & Temp List & ",#Sprite)") into Temp Sprite
    if the clickon = Temp Sprite then
      set The Cast = "Open " & The Cast & " - Scroll"
    end if
  else
    set The Cast = "Open " & The Cast
  end if
  set the blend of sprite (the clickon) = 100
  if the movie = "Zertz" then
    set the height of sprite (the clickon) to 33
    set the width of sprite (the clickon) to 47
    if The Cast contains " - Scroll" then
      nothing
    else
      set the blend of sprite (the clickon) = 0
    end if
  end if
  puppetsprite (the clickon),true
  set the castnum of sprite (the clickon) = the number of cast The Cast
  Updatestage
end

on Scroll to Pocket
  global groom,gwall, gScroll Points,
LifePoints,gContains Scroll,gDecoder,gDecoder Found, gVendo clicked
  put "Checking for scroll." --··testing
  if gVendo clicked <>"" then
    set clicked = gVendo clicked
    set gVendo clicked = "" --reset
  else
    set clicked = the clickon
  end if
  put value("getaprop(gContains Scroll,#" & groom & gwall & (clicked) & ")") into
Temp List
  put "Temp List: " & Temp List --··testing
  put value("getaprop(" & Temp List & ",#Scroll)") into Temp Scroll
  put "Temp List: " & Temp List --··testing
  if Temp scroll = gDecoder then
    set gDecoder Found = "Yes"
    Hiding Places Off
    go the frame
    Send Message ("       You have found the Ancient Cipher!")
    repeat with n = 1 to the number of lines in field "hidden" -- remove from search
      if line n of field "hidden" contains (groom & gwall & clicked) then
        delete line n of field "hidden"
      end if
    end repeat
    deleteProp gContains Scroll,value("#" & groom & gwall & clicked) -- remove from list
  else
    if LifePoints >= gScroll Points then
      if field "Pocket Contents" = EMPTY then
```

```
          put Temp Scroll into field "Pocket Contents"
        else
          put RETURN & Temp Scroll after field "Pocket Contents"
        end if
        beep
        repeat with n = 1 to the number of lines in field "hidden" -- remove from search
          if line n of field "hidden" contains (groom & gwall & clicked) then
            delete line n of field "hidden"
          end if
        end repeat
        deleteProp gContains Scroll,value("#" & groom & gwall & clicked) -- remove from
list
        Hiding Places Off
        go the frame
        set gScroll Points = gScroll Points + 10
        go pocket
      else
        Hiding Places Off
        go the frame
        set message = "          You need " & gScroll Points  & " Life Points to retrieve
this scroll."
        Send Message (message)
      end if
    end if
  end if
end


----------------------------------------------------------------
-- Non-navigation buttons
----------------------------------------------------------------
on Go Decoder
  global gDecoder Found,gDecoder
  puppetsprite 41, true
  if gDecoder Found = "Yes" then
    set the castnum of sprite 41 = the number of cast gDecoder
    set the ink of sprite 41 = 0 -- "copy"
    Updatestage
  else
    send Message("      You do not have the Ancient Cipher yet.")
  end if
end

on Go Pocket
  global gFrame, gMovie
  go marker(0)
  set gFrame = the frame
  set gMovie = the movie
  go frame "Pocket" of movie "School" -- will change to main movie when I have one.
end

on Go Help
  global gFrame, gMovie
  set gFrame = the frame
  set gMovie = the movie
  go movie "Help"
end

on Go Quit
  global gFrame, gMovie
  set gFrame = the frame
  set gMovie = the movie
  Buttons_off
```

```
  Teleport off
  Puppettransition 23
  Go frame "Quit" of movie "School"
  Puppettransition 0
end


------------------------------------------------------------------
-- Assign lists to global variables
------------------------------------------------------------------
on scroll lists
  global Decoder1,Decoder2,Decoder3,Decoder4
  set Decoder1 = ¬
["a","b","c","d","n","o","p","q","r","s","t","u","v","w","x","y","z","e","f","g","h","i",
"j","k","l","m"]
  set Decoder2 = ¬
["n","o","p","q","a","b","c","d","e","f","g","h","i","j","k","l","m","r","s","t","u","v",
"w","x","y","z"]
  set Decoder3 = ¬
["a","b","c","d","e","f","g","h","r","s","t","u","v","w","x","y","z","i","j","k","l","m",
"n","o","p","q"]
  set Decoder4 = ¬
["w","x","y","z","s","t","u","v","a","b","c","d","e","f","g","h","i","j","k","l","m","n",
"o","p","q","r"]
end



------------------------------------------------------------------
-------
-- Navitation handlers
-- Check Next room makes sure there's a link, assigns scenario
------------------------------------------------------------------
-------
on Check Next Room
  global gRoom,gWall,gNewCast,gframe,gBBclick,gtalk,gmovie,gPict
  Puppetsound 0
  set gBBClick = "no"
  set gNewCast = "Next"
  Swapdir
  put value("getaprop(" & groom & ",#" & gwall& ")") into Roomcheck
  -- put "Roomcheck: "  & Roomcheck --·· testing
  if Roomcheck <> "" then
    put Roomcheck & gwall into NextRoom
    -- put "Nextroom: " & Nextroom --·· testing
    set gRoom = Roomcheck
    Buttons Off
    Teleport Off
    go the frame
    go NextRoom
  else
    beep
    Buttons Off
    go the frame
  end if
  --· Choose a scenario in new room (1:8 chance)
  set gframe = the frame
  if Random (20) = 1 then
    set gframe = the frame
    set gmovie = the movie
    set Cast number = the castnum of sprite 1
    put the picture of cast Cast Number into gPICT
    set the picture of cast "BackgroundPlaceholder" to gPict
```

```
          go movie "Trash Game"
        else
          if Random(4) = 1 then
            set gtalk = "no"
            cursor 4
            Choose Category
            Pick Level    --· also activates scenario
          end if
        end if
end

on Go Next Wall
    global gRoom,gWall,gNewCast,gframe
    Puppetsound 0
    set gNewCast = "Right"
    Swapdir
    put value("getaprop(" & gwall & ",#NextWall)") into Wallcheck
    put gRoom & Wallcheck into NextWall
    set gWall = Wallcheck
    Buttons Off
    Teleport Off
    go the frame
    go NextWall
    set gframe = the frame
end

on Go Last Wall
    global gRoom,gWall,gNewCast,gframe
    Puppetsound 0
    set gNewCast = "Left"
    Swapdir
    put value("getaprop(" & gwall & ",#LastWall)") into Wallcheck
    put gRoom & Wallcheck into LastWall
    set gWall = Wallcheck
    Buttons Off
    Teleport Off
    go the frame
    go LastWall
    set gframe = the frame
end

on Go Opp Wall
    global gRoom,gWall,gNewCast,gframe
    Puppetsound 0
    set gNewCast = "Last"
    Swapdir
    put value("getaprop(" & gwall & ",#OppWall)") into Wallcheck
    put gRoom & Wallcheck into OppWall
    set gWall = Wallcheck
    Buttons Off
    Teleport Off
    go the frame
    go OppWall
    set gframe = the frame
end
-----------------------------------------------------------------------
-------
-- "Puppets" handlers turn wall sprites on or off
-- "Buttons" handlers turn button sprites on or off
-----------------------------------------------------------------------
-------
```

```
on Hiding Places off
  puppetsprite 10, false
  puppetsprite 11, false
  puppetsprite 12, false
  puppetsprite 13, false
end

on Buttons off
  repeat with n = 32 to 47
    Puppetsprite n,false
  end repeat
  Puppetsprite 6,false
  Puppetsprite 7,false
end

on TELEPORT off
  global gTeleport state
  set gteleport state = "off"
  repeat with n = 8 to 19
    Puppetsprite n,false
  end repeat
end

on Pocket Puppets Off
  repeat with n = 1 to 31
    Puppetsprite n,false
  end repeat
end

on Scenario Puppets Off
  repeat with n = 14 to 31
    puppetsprite n, false
  end repeat
end


---------------------------------------------------------------------
-- Choose Category and level
-- set up a range for each category (0-C1, C1-D1, D1-H1, H1-V1), based on % of total
-- PP to determines level
---------------------------------------------------------------------
on Choose Category
  global CommunityP,DrammvitzP,HalucinogsP,ViolenceP,PP,gCat
  if HalucinogsP > 0 then
    set Halucinogs = HalucinogsP
  else
    set Halucinogs  = 0
  end if
  if DrammvitzP > 0 then
    set Drammvitz = DrammvitzP
  else
    set Drammvitz  = 0
  end if
  if CommunityP > 0 then
    set Community = CommunityP
  else
    set Community  = 0
  end if
  if ViolenceP > 0 then
    set Violence = ViolenceP
  else
```

```
      set Violence  = 0
  end if
--   set PPTot = (Halucinogs + Violence + Drammvitz + Community)
-- if PPTot = 0 then set ppTot = 1
--set Cl = (CommunityP * 100)/PPTot
--set Dl = ((DrammvitzP * 100)/PPTot) + Cl
--set Hl = ((HalucinogsP * 100)/PPTot) + Dl
--set Vl = ((ViolenceP * 100)/PPTot) + Hl
-- set Cat Num = Random(PPTot)
  set Cat Num = Random(4)
  if Cat Num = 1 then
    set gCat = "C"
    set PP = Community
  else
    if Cat Num = 2 then
      set gCat = "D"
      set PP = Drammvitz
    else
      if Cat Num = 3 then
        set gCat = "H"
        set PP = Halucinogs
      else
        set gCat = "V"
        set PP = Violence
      end if
    end if
  end if
  if PP = 0 then set PP = 1
  if PP < 0 then set PP = 1
end


--------------------------------------------------------------------------
-- list Num scens has # of scenarios in each level of each category
-- Pick Level picks a random scenario within category (at or below level specified in
cat level)
--------------------------------------------------------------------------
on Pick Level
  global
PP,gCat,gScen Name,gBackground,gframe,gmovie,gPlayer Num,gPlayers,gPICT,gTalk,gHorz,gVert
  set Num Scens =
[C 1:3,C 2:2,C 3:1,D 1:2,D 2:1,D 3:1,H 1:2,H 2:3,H 3:2,V 1:4,V 2:2,V 3:1]
  -- ·· testing
  put "PP: " & PP
  put "category: " & gcat
  set Cat = integer((PP/100) * 3) --· number may change, need to know how high PP's get.
  put "cat: " & cat
  if Cat < 1 then
    set Cat Level = 1
  else
    set Cat Level = Random(cat)
  end if
  put "cat level: " & cat level
  if Cat Level > 3 then set Cat Level = 3
  set Scen Check = gCat & " " & Cat Level
  put value ("getaprop(Num Scens,#"& Scen Check & ")") into Scen Num
  set gScen Name = gCat & Cat Level & "." & Random(value(Scen Num)) -- Don't Need?
  set Cast number = the castnum of sprite 1
  set gBackground = the name of cast Cast Number -- to carry B/G into scenario movie
  -- Get Hiding Places
  put the frame into gframe
  -- to reset ghost wall location in scenario movies, to resolve cursor ghost problem
```

```
    set gHorz = the locH of sprite 2
    set gVert = the locv of sprite 2
    put the movie into gmovie
    --put "I am leaving movie " & gmovie & " from frame #" & gframe --·· testing
    put " " & gCat into New Movie
    put the picture of cast Cast Number into gPICT
    set the picture of cast "BackgroundPlaceholder" to gPict
    set gTalk = "no"
    go frame 1 of movie New Movie -- allow scenarios list to be loaded
    -- go frame gScen Name of movie New Movie
    put line gPlayer Num of field "Player Names" into field "My Name"
    --set gScen Name = "V3.1" --·· testing
    --go frame 1 of movie " V" --·· testing
    set gPlayer Num = gPlayer Num + 1
    if gPlayer Num > gPLayers then set gPlayer Num = 1
end

on Get Hiding Places
  put Empty into field "SpriteHolder"
  repeat with n = 10 to 13  -- channels designated for hiding places
    set temp = the castnum of sprite N
    if temp = 0 then
      set fill field = "This is empty."
    else
      set temp name = the name of cast temp
      set fill field = n & "," & Temp name & "," & the locH of sprite n & "," & the locV
of sprite n
    end if
    if field "SpriteHolder" = "" then
      put fill field into field "SpriteHolder"
    else
      put Return & fill field after field "SpriteHolder"
    end if
  end repeat
end


------------------------------------------------------------------------------
-------
-- swapdir: swap one cast member with various others.
-- swapcast: swap cast with next of previous. May be able to consolidate. Have 3 sets of
these.
------------------------------------------------------------------------------
-------                     ●                           `

on Swapdir
  global gNewCast,gField State
  --· Switch control panel castmember, so buttons appear to be pushed
  Puppetsprite 37, true
  set the castnum of sprite 37 to the number of cast gNewCast
  Updatestage
  -- put "the cast of sprite 37: " & the castnum of sprite 37 --··testing
  --·Close open fields before changing screens
  if gField State = "Open" then
    Puppetsprite 37, false
    go the frame
    Close field
    repeat with n = 1 to 3000
    end repeat
  end if
end
```

```
on Swapcast1
  global Clicked
  -- Switch to new castmember
  Puppetsprite Clicked, true
  set the castnum of sprite Clicked to the mousecast + 1
  set the ink of sprite Clicked to 36
  Updatestage
  --go the frame
end

on Swapcast2
  global Clicked
  -- Switch to new castmember
  Puppetsprite Clicked, true
  set the castnum of sprite Clicked to the mousecast - 1
  set the ink of sprite Clicked to 7
  Updatestage
  --go the frame
end

--·· Delete this if not necessary -- So far it's necessary, can I somehow consolidate
with 1 & 2?
on Swapcast1a
  set clicked = the clickon
  -- Switch to new castmember
  Puppetsprite Clicked, true
  set the castnum of sprite Clicked to the mousecast + 1
  --set the ink of sprite Clicked to 36
  Updatestage
  go the frame
end

--·· Delete this if not necessary
on Swapcast2a
  set clicked = the clickon
  -- Switch to new castmember
  Puppetsprite Clicked, true
  set the castnum of sprite Clicked to the mousecast - 1
  --set the ink of sprite Clicked to 7
  Updatestage
  go the frame
end
```


```
-- "Open" and "close" fields when triangle buttons pushed
-- movie button and corresponding castmember left or right.
```


```
on Open field
  global clicked,gField State,gsent
  Puppetsound "open"
  set gsent = "no"
  Puppetsprite Clicked, True
  set the castnum of sprite clicked = the number of cast "Light Green Triangle"
  Puppetsprite 36, true
  if clicked = 38 then
    set the castnum of sprite 36 to the number of cast "Comm Triangle"
    Updatestage
  end if
  if clicked = 39 then
```

```
    set the castnum of sprite 36 to the number of cast "Message Triangle"
    Updatestage
end if
if clicked = 40 then
    set the castnum of sprite 36 to the number of cast "Incoming Triangle"
    Updatestage
end if
-- Flash three times slowly
-- The repeat loop slows down the flash
set Number Flash = 1000
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Light Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Light Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Light Green Triangle"
Updatestage
repeat with n = 1 to 5000
end repeat
set the castnum of sprite clicked = the number of cast "Light Green Triangle-close"
Updatestage
--· Move the button and related cast(six channels above) left
set Clicked2 = clicked - 6
Puppetsprite Clicked2, true
--· Find current location
set OldLoc = the LocH of sprite Clicked
--· Ease in
repeat with N = 1 to 5
    set OldLoc C = the LocH of sprite Clicked
    set OldLoc C2 = the LocH of sprite Clicked2
    set the LocH of sprite clicked = OldLoc C - N
    set the LocH of sprite clicked2 = OldLoc C2 - N
    Updatestage
end repeat
set Newloc = (OldLoc - 360)
repeat while the LocH of sprite clicked > NewLoc
    set OldLoc C = the LocH of sprite Clicked
    set OldLoc C2 = the LocH of sprite Clicked2
    set the LocH of sprite clicked = OldLoc C - 20
    set the LocH of sprite clicked2 = OldLoc C2 - 20
    Updatestage
end repeat
--· Ease out
repeat with N = 1 to 5
```

```
      set K = 6
      set OldLoc C = the LocH of sprite Clicked
      set OldLoc C2 = the LocH of sprite Clicked2
      set the LocH of sprite clicked = OldLoc C - (K-N)
      set the LocH of sprite clicked2 = OldLoc C2 - (K-N)
      Updatestage
    end repeat
    set gField State = "open"
end

on Close Field
    Global clicked, gField State
    Puppetsound "Close"
    --· Move the button and related cast(six channels above) right
    set Clicked2 = clicked - 6
    Puppetsprite Clicked2, true
    --· Find current location
    set OldLoc = the LocH of sprite Clicked
    set the castnum of sprite clicked = the number of cast "Green Triangle"
    Puppetsprite 36, false
    Updatestage
    --· Ease in
    repeat with N = 1 to 5
      set OldLoc C = the LocH of sprite Clicked
      set OldLoc C2 = the LocH of sprite Clicked2
      set the LocH of sprite clicked = OldLoc C + N
      set the LocH of sprite clicked2 = OldLoc C2 + N
      Updatestage
    end repeat
    set Newloc = (OldLoc + 360)
    repeat while the LocH of sprite clicked < NewLoc
      set OldLoc C = the LocH of sprite Clicked
      set OldLoc C2 = the LocH of sprite Clicked2
      set the LocH of sprite clicked = OldLoc C + 20
      set the LocH of sprite clicked2 = OldLoc C2 + 20
      Updatestage
    end repeat
    --· Ease out
    repeat with N = 1 to 5
      set K = 6
      set OldLoc C = the LocH of sprite Clicked
      set OldLoc C2 = the LocH of sprite Clicked2
      set the LocH of sprite clicked = OldLoc C + (K-N)
      set the LocH of sprite clicked2 = OldLoc C2 + (K-N)
      Updatestage
    end repeat
    go marker(-1)
    set gField State = "Closed"
    Puppetsprite 32, false
    Puppetsprite 33, false
    Puppetsprite 34, false
    If Clicked = 40 then put EMPTY into field "Bottom Green"
end

on send Message The Message
    global Clicked,gsent
    set gsent = "yes"
    put The Message into field "Bottom Green"
    set the forecolor of field "Bottom Green" to 0
    Updatestage
    set Clicked = 40
```

```
puppetsprite clicked, true
-- go marker(1) --DELETE THIS
set Number Flash = 1000
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Light Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Light Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite clicked = the number of cast "Green Triangle"
Updatestage
repeat with n = 1 to Number Flash
end repeat
set the castnum of sprite 40 to the number of cast "Light Green - Incoming"
Puppetsprite 40, true
Updatestage
end


-----------------------------------------------------------------------------
-------
-- Show comm button name on rollover
-----------------------------------------------------------------------------
-------
on ExitFrame
  Check Comm
end

on Check Comm
  global gsent
  if rollover(38) then
    puppetsprite 39, false
    puppetsprite 40, false
    updatestage
    set the castnum of sprite 38 to the number of cast "Light Green - Comm"
    Puppetsprite 38, true
    updatestage
  else
    if rollover(39) then
      puppetsprite 38, false
      puppetsprite 40, false
      updatestage
      set the castnum of sprite 39 to the number of cast "Light Green - Message"
      Puppetsprite 39, true
      updatestage
    else
      if rollover(40) then
        puppetsprite 38, false
        puppetsprite 39, false
        updatestage
```

```
        set the castnum of sprite 40 to the number of cast "Light Green - Incoming"
        Puppetsprite 40, true
        Updatestage
      else
        puppetsprite 38, false
        puppetsprite 39, false
        if gsent <> "yes" then puppetsprite 40, false --·· testing
      end if
    end if
  end if
end


on Check Comm Num
  global gCommChoice
  set CommClick = the clickon
  if the mouseH > (the left of sprite CommClick + 398) then
    --Do Nothing
  else
    if the mouseH > (the left of sprite CommClick + 342) then
      set the castnum of sprite CommClick = the number of cast "Creep"
      updatestage
      set gCommChoice = "Creep"
    else
      if the mouseH > (the left of sprite CommClick + 286) then
        set the castnum of sprite CommClick = the number of cast "Counselor"
        updatestage
        set gCommChoice = "Counselor"
      else
        if the mouseH > (the left of sprite CommClick + 230) then
          set the castnum of sprite CommClick = the number of cast "Friend"
          updatestage
          set gCommChoice = "Friend"
        else
          if the mouseH > (the left of sprite CommClick + 176) then
            set the castnum of sprite CommClick = the number of cast "Parent"
            updatestage
            set gCommChoice = "Parent"
          else
            if the mouseH > (the left of sprite CommClick + 118) then
              set the castnum of sprite CommClick = the number of cast "Teacher"
              updatestage
              set gCommChoice = "Teacher"
            else
              if the mouseH > (the left of sprite CommClick + 62) then
                set the castnum of sprite CommClick = the number of cast "911"
                updatestage
                set gCommChoice = "911"
              else
                if the mouseH > (the left of sprite CommClick) then
                  set the castnum of sprite CommClick = the number of cast "sent"
                  updatestage
                  Make Call
                end if
              end if
            end if
          end if
        end if
      end if
    end if
  end if
end
```

```
on Make Call
  global gCommChoice,gScen Name,clicked,gField state
  if gScen name <> EMPTY then
    Complete Scenario ("Comm",gCommChoice)
    set gField state = "closed" --otherwise it tries to close a closed field
  else
    if gCommChoice = "911" then
      set LifePoints = (LifePoints - 8)
      put LifePoints into field "Life Points"
      set message = "       Please keep this line open for emergencies."
    else
      if gCommChoice = "Creep" then
        set LifePoints = (LifePoints - 5)
        put LifePoints into field "Life Points"
        set message = "       Whattaya need? Guns? Halucinogs? Drammvitz? I got it."
      end if
    end if
    set clicked = 38
    close field
    set gField state = "closed"
    teleport off
    buttons off
    go the frame
    send message (message)
  end if
end


on Check Address
  if rollover(15) then
    if the MouseV < ((the top of sprite 15) + 16) then
      set the castnum of sprite 15 to the number of cast "Zertz"
      Updatestage
    else
      if the MouseV < ((the top of sprite 15) + 32) then
        set the castnum of sprite 15 to the number of cast "School"
        Updatestage
      else
        if the MouseV < ((the top of sprite 15) + 48) then
          set the castnum of sprite 15 to the number of cast "GSec"
          Updatestage
        end if
      end if
    end if
  end if
end


------------------------------------------------------------------------------
-------
-- Used for pocket frame
------------------------------------------------------------------------------
-------
on Check Clicked
  global gDecoder,gLetter,gScroll Clicked
  -- reset previously clicked symbol
  if gScroll Clicked <> "" then
    if gScroll Clicked <> the clickon then
      set the ink of sprite gScroll Clicked to 0
      updatestage
    end if
  end if
```

```
  set gScroll Clicked = the clickon
  -- hilite the selected scroll
  if the ink of sprite (the clickon) = 0 then
    set the ink of sprite (the clickon) to 4
    Updatestage
    put the name of cast (the castnum of sprite (the clickon)) into field "Guess"
    set the blend of sprite 31 to 0
    updatestage
  else
    set the ink of sprite (the clickon) to 0
    put "" into field "Guess"
  end if
end

on whichkey
  if (the key = RETURN) or (the key = ENTER) then
    dontpassevent
    Check Code
  end if
end

on whichPlayer
  if (the key = RETURN) or (the key = ENTER) then
    dontpassevent
    Check Player
  end if
end

on check player
  global gPlayer Num, gPlayers
  put field "Enter Player Name" into line gPlayer Num of field "Player Names"
  set gPlayer Num = gPlayer Num + 1
  put EMPTY into field "Enter Player Name"
  if gPlayer Num >  gPlayers then
    put line 1 of field "Player Names" into field "My Name"
    set the forecolor of field "My Name" to 32
    set the keydownscript to empty
    go the frame + 1
  else
    go marker(0)
  end if
end


on Check Code
  global gDecoder
  put field "Guess" into Temp
  put word 2 of Temp into Scroll
  if Scroll <> "" then
    put value("getaprop("& gDecoder & ", " & Scroll & ")") into Check
    if Check <> field "Test Field" then
      beep
      put EMPTY into field "Test Field"
      puppetsprite 35,true
      set the blend of sprite 35 to 100
      Updatestage
    else
      Puppetsprite 34,true
      set the blend of sprite 34 to 100
      Updatestage
      Empty_Pocket
```

```
      end if
   else
     beep
     puppetsprite 31,true
     set the blend of sprite 31 to 100
     updatestage
   end if
end
```

```
gframe, gmovie
  --put "Choice: " & Choice
  if (Choice = "Talk") or (Choice = "Comm") then
    set gTalk = "no"
    put value("getaprop(" & gScen name & ",#" & Choice & ")") into Temp Talk
    --put "Temp Talk" & Temp Talk --·· testing
    put value("getaprop(" & Temp Talk & ",#" & Msg & ")") into Temp List
    --put "Temp List: " & Temp List --·· testing
  else
    if choice = "Leave" then
      if gChoice = EMPTY then
        put Choice into Temp Choice
      else
        put gChoice into Temp Choice
      end if
    else
      put Choice into Temp Choice
    end if
    put value("getaprop(" & gScen name & ",#" & Temp Choice & ")") into Temp List
    -- put "getaprop(" & gScen name & ",#" & Temp Choice & ")" into Testing --··testing
    -- put "Testing: " & testing
    -- put "Temp Choice: " & Temp Choice
  end if
  -- put "Temp List: " & Temp List
  put value("getaprop(" & Temp List & ",#Response)") into Response
  put value("getaprop(" & Temp List & ",#Consequence)") into Consequence
  put value("getaprop(" & Temp List & ",#Life)") into Life
  put value("getaprop(" & Temp List & ",#CP)") into Community
  put value("getaprop(" & Temp List & ",#DP)") into Drammvitz
  put value("getaprop(" & Temp List & ",#HP)") into Halucinogs
  put value("getaprop(" & Temp List & ",#VP)") into Violence
  put value("getaprop(" & Temp List & ",#Help)") into gHelp Me
  -- Tally It Up
  repeat with n = 1 to 5
    put " " into field "Life Points"
    put " " into field "Good Prob"
    put " " into line 1 of field "Bad Prob"
    put " " into line 2 of field "Bad Prob"
    put " " into line 3 of field "Bad Prob"
    put Life into field "Life Points"
    put Community into field "Good Prob"
    put Drammvitz into line 1 of field "Bad Prob"
    put Halucinogs into line 2 of field "Bad Prob"
    put Violence into line 3 of field "Bad Prob"
    starttimer
    repeat while the timer <30
      nothing
    end repeat
  end repeat
  set LifePoints = LifePoints + Life
  set CommunityP = CommunityP + Community
  set DrammvitzP = DrammvitzP + Drammvitz
  set HalucinogsP = HalucinogsP + Halucinogs
  set ViolenceP = ViolenceP + Violence
  repeat with n = 1 to 50000
  end repeat
  put " " into field "Life Points"
  put " " into field "Good Prob"
  put " " into line 1 of field "Bad Prob"
  put " " into line 2 of field "Bad Prob"
  put " " into line 3 of field "Bad Prob"
```

```
      repeat with n = 1 to 5000
      end repeat
      put LifePoints into field "Life Points"
      put CommunityP into field "Good Prob"
      put DrammvitzP into line 1 of field "Bad Prob"
      put HalucinogsP into line 2 of field "Bad Prob"
      put ViolenceP into line 3 of field "Bad Prob"
      --·· UPDATE SCORE IN FIELDS!!!
      --if Consequence <> "" then go movie Consequence
      set gScen Name = EMPTY
      Puppetsprite 2, False
      go frame gframe of movie gmovie -- return to the frame you just came from
      send Message (value(quote & "        " & Response & quote))
      --·· for testing only
      --put "The Response: " & Response
      --put "The Life Points: " & Life
      --put "The Consequence: " & Consequence
      --put "The Community Points: " & Community
      --put "The Drammvits Points: " & Drammvitz
      --put "The Halucinogs Points: " & Halucinogs
      --put "The Violence Points: " & Violence
      --put "Help Me: " & gHelp Me
      set gchoice = ""
end


on Check Object Object
   global gChoice,gOldH,gOldV
   if gChoice = Object then
      set gChoice = EMPTY
      Scenario Puppets Off
      if object = "Paper wad" then
         complete scenario ("paper wad")
      else
         go the frame
      end if
      --·· for testing
      --put "Put back: " & Object
   else
      puppetsprite (the clickon), true
      Puppetsprite 20, true
      put the locH of sprite (the clickon) into gOldH
      put the locV of sprite (the clickon) into gOldV
      set the locH of sprite (the clickon) = the locH of sprite 20
      set the locV of sprite (the clickon) = the locV of sprite 20
      set the blend of sprite 20 to 100
      set gChoice = Object
      if object = "Gun" then
         set the castnum of sprite (the clickon) to the number of cast "Gun Back"
      end if
      --·· for testing
      --put "Picked up: " & Object
   end if
   Updatestage
end

on Check Mzurflick
   global gChoice,gDClick,gtalk
   set Dclick = false
   StartTimer
   repeat while the timer <15
```

```
        if the mousedown then
           set Dclick = true
        end if
     end repeat
     if Dclick = true then
        Complete Scenario ("Attack")
     else
        if gChoice <> EMPTY then
           set Given = the clickon
           Puppetsprite Given, True
           set the locH of sprite (the clickon) = the locH of sprite Given
           set the locV of sprite (the clickon) = the locV of sprite Given
           set OldCast = the castnum of sprite Given
           set NewSprite = (the number of cast OldCast) & " hold object"
           set the castnum of sprite Given to the number of cast NewSprite
           set gChoice = "Gave " & gChoice
           Complete Scenario (gChoice)
        else
           if gtalk = "yes" then
              go marker (-2)
              set gtalk = "no"
           else
              go marker(2)
              set gtalk = "yes"
           end if
        end if
     end if
end



on startmovie
  global gBackground
  if the movie = "C" then
     set the castnum of sprite 1 to the number of cast gbackground
     Puppetsprite 1, true
  end if
end



on Tally BlackBoard Category,amount
  global CommunityP,DrammvitzP,HalucinogsP,ViolenceP,LifePoints, LifeP
  repeat with n = 1 to 50000
  end repeat
  put " " into field "Life Points"
  put " " into field "Good Prob"
  put " " into line 1 of field "Bad Prob"
  put " " into line 2 of field "Bad Prob"
  put " " into line 3 of field "Bad Prob"
  repeat with n = 1 to 5000
  end repeat
  put LifePoints into field "Life Points"
  put CommunityP into field "Good Prob"
  put DrammvitzP into line 1 of field "Bad Prob"
  put HalucinogsP into line 2 of field "Bad Prob"
  put ViolenceP into line 3 of field "Bad Prob"
end

on Tally Trash
  global LifePoints,TrashCaught
  set AddLife = integer(TrashCaught/10)
```

Script of Cast Member779

```
on mousedown
  Puppetsprite (the clickon), true
  set the ink of sprite (the clickon) = 33
  updatestage
end

on mouseUp
  set Said = "Jerk"
  Scenario Puppets Off
  Complete Scenario("Talk",Said)
end
```

Script of Cast Member780

```
on mousedown
  Puppetsprite (the clickon), true
  set the ink of sprite (the clickon) = 33
  updatestage
end

on mouseUp
  set Said = "Jerk"
  Scenario Puppets Off
  Complete Scenario("Talk",Said)
end
```

Script of Cast Member957:Recruited1

```
on mouseUp
  Check Mzurflick
end
```

Script of Cast Member958:Recruited2

```
on mouseUp
  Check Mzurflick
end
```

Script of Cast Member971:Small Orange Mad

```
on mouseUp
  Check Mzurflick
end
```

Script of Cast Member974:Upset Green

```
on mouseUp
  Check Mzurflick
end
```

Script of Cast Member977:Kritzlen

```
on mouseUp
  Check Mzurflick
end
```

Script of Cast Member978: Green

```
on mouseUp
  Check Mzurflick
end
```