



Beginner Box Kids' Track

This document is exclusively for Game Masters. You should be familiar with the Beginner Box Hero's Handbook and Game Master's Guide.

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The Pathfinder Roleplaying Game rules can be found online as part of the Pathfinder Roleplaying Game Reference Document at paizo.com/pathfinderRPG/prd



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KIDS' TRACK 1:

THE BARE BONES

Remember your audience. Keep explanations short and simple, and use vocabulary that's appropriate to the age of your players.

Don't overexplain. This session is about giving the players the skills to play through a combat, not anything else. Skill checks and even feats are outside the scope right now. If the players ask during the scenario about using a feat or something else, however, go ahead and let them do it.

Necessary Materials *Beginner Box Bash: Ruins*, character sheets, set of dice for each player



INTRODUCTIONS

5 MINUTES

Introduce yourself, and ask the players to introduce themselves as well. If you have table tents, get the

players to place the table tents in front of themselves to help them remember each other's names.

WHAT IS THIS GAME, ANYWAY?

Briefly explain the concept behind Pathfinder. Here are the key ideas to hit in your explanation:

- It's a game of make-believe, where you pretend to be a hero.
- It takes place in a fantasy world of wizards and dragons, elves and dwarves.
- You control your hero by describing what he or she is doing; if you need to find out whether you're successful, you roll a die.

WHAT'S WITH ALL THESE CRAZY DICE?

10-15 MINUTES

Go through the dice with the players and look at each one; maybe have them put the dice in order by the number of sides from smallest to largest. Emphasize the importance of the d20—if the players want to do something, that's the die they will roll to see if it works.

Dice Game: Pair the players up and have them play the following dice game.

Each person chooses a die without letting the opponent know which die it is. Players roll at the same time, and the higher roll wins a point. Players may only roll each die once, so there are seven rolls in the game; the player with the most points at the end of the game wins.

Once the game is over, have the winners play each other, and the losers play each other, so that each player gets two games.

The point of this game is twofold. The first point is to break up the discussion a little bit and have the players do something more active. The second point is to get them to think about the dice and probability. To that end, encourage the players to think about which dice they're choosing—if they think their opponent is choosing a "big" die (one with more sides), is it better to choose a big die or a small one? There's little strategy in this game, but you can use it to speak—*briefly*—about probability.



d4



d6



d8



d10



d10



d12



d20



INTRODUCTIONS

5 MINUTES

Briefly outline the abilities and strengths of the four characters and have the players decide which character each would like to play. Encourage the players to decide among themselves and discuss

preferences, but if need be, organize a tie-breaker in a fair way—a d20 roll-off or some other option using the dice is the best way.

WHAT CAN I DO?

10–15 MINUTES

Ask the players to look at their character sheets. For this session, focus on the following portions of the Beginner Box character sheets. Ask the players to find the relevant part of the character sheet and answer the questions below. Encourage the parents to help if the players are having trouble with the language on the character sheet.

Section C: “How fast does your character move? How many squares on can you move on the board?” Show the players one of the maps for *Beginner Box Bash: Ruins*, so they can see what the squares look like.

Section F: “How many hit points do you have?” Explain what hit points are and how they work.

Section G: “What is the total of your Initiative?” Explain that initiative helps decide what order players’ turns go in, and how to roll for initiative.

Section G: “What weapons do you have?” Explain what the Attack Bonus means and how to resolve an attack, then ask one of the players to summarize what you said.

Section H: “What is your total Armor Class?” Explain what the Armor Class means and how it works, then ask one of the players to summarize what you said.

Section K: “What spells do you have?” For spellcasters, explain what each spell does and how to cast spells in combat—including the fact that it may not be a good idea to cast a spell if you’re next to an enemy.

BEGINNER BOX BASH: RUINS

Run *Beginner Box Bash: Ruins*. Because skill checks are not part of this session, make the following adaptations to the scenario.

PAGE 2

- Ezren knows the runes on the platform are Thassilonian; the others do not.
- If Kyra or Merisiel speaks to the envoy, they satisfy it. Ezren and Valeros are not able to.

PAGE 3

- Ezren knows the historical significance of the device; the others do not.
- Merisiel is able to act on the surprise round; the others are not.

GENERAL ADVICE

Because class features and feats are not covered in this session, the characters don’t have easy access to lots of healing or damage potential. This may

require a lot of dice fudging to keep the characters alive. Be nice!

THOUGHTS FOR MIKE

I have purposely chosen to avoid talking about class features and feats here, which means that in this scenario, the cleric can’t channel energy, the rogue can’t use sneak attack, the wizard can’t use Hand of the Apprentice or Arcane Bond, and the fighter

can’t use Power Attack. This is primarily for time and attention-span purposes. Adjusting the adventure to compensate for this may take a little more work than is suggested in the “General Advice” above.

KIDS' TRACK 2:

SKILLS AND CLASS FEATURES

Remember your audience. Keep explanations short and simple, and use vocabulary that's appropriate to the age of your players.

Necessary materials *Beginner Box Bash: Relics*, character sheets, set of dice for each player



INTRODUCTION

5 MINUTES

Introduce yourself, and ask the players to introduce themselves as well. If you have table tents, get the

players to place the table tents in front of themselves to help them remember each other's names.

WHAT DID YOU LEARN LAST TIME?

10–15 MINUTES

Review with the players the different things that they learned about the characters last time they played. The best way to do this is by asking the players questions about each concept ("How many squares do you move?", "How do you tell who goes first in a fight?", etc.). In particular, review the following elements.

- Movement: **Section C** of the character sheet
- Initiative and Attacks: **Section G** of the character sheet
- Armor Class: **Section H** of the character sheet
- Hit Points: **Section F** of the character sheet
- Spells: **Section K** of the character sheet

WHAT'S MY CHARACTER GOOD AT?

10–15 MINUTES

Ask the players to look at the skills part of the character sheet (**Section D**). Tell them how to read the list of skills (if you can use the skill, then there will be a number in the "Total" column at the end). Emphasize that not everyone is good at everything, but everyone's good at something—this list of skills helps you to see what your character is good at. Reinforce this idea as much as possible.

Go through the list of tasks below, and ask the players to identify which skill they think might be appropriate for each task.

- Walking along a balance beam (Acrobatics)
- Climbing over a wall (Climb)
- Identifying some ancient writing on a dungeon wall (Knowledge: History or maybe Knowledge: Arcana or Religion)
- Convincing someone to help you (Diplomacy)
- Finding a coin you dropped (Perception)
- Sneaking past a goblin (Stealth)
- Identifying a spell that someone else is casting (Spellcraft)
- Taking apart a trap so it can't hurt anyone (Disable Device)
- Trying to trick someone (Bluff)
- Identifying plants in the forest (Knowledge: Nature)
- Figuring out whether someone is tricking you (Sense Motive)



WHAT MAKES MY CHARACTER SPECIAL?

10–15 MINUTES

Ask the players to look at their character sheets. For this session, focus on the following portions of the Beginner Box character sheets. For each question, have the players find the relevant part of their character sheets and then answer the question.

Section F: “What class features do you have?”

Explain that class features are what makes each character class special. Make certain to go over the class features that must be explicitly used in order to have an effect: Channel Energy, Rebuke Death, Sneak Attack, Arcane Bond, and Hand of the Apprentice.

Section I: “What feats do you have?”

Explain that feats allow characters to be better than average at certain things. Make sure that the players know that most feats’ effects are already built into the character sheets, and go over the feats that must be explicitly used to have an effect, such as Power Attack.

BEGINNER BOX BASH:

RELICS

Run *Beginner Box Bash: Relics*.

KIDS' TRACK 3: PERSONALITIES

Remember your audience. Keep explanations short and simple, and use vocabulary that's appropriate to the age of your players.

Necessary materials *Beginner Box Bash*: *Tomes*, character sheets, set of dice for each player, Description Cards (see "What Kind of Person Is Your Character?"), small rewards (dice, wrapped candy, etc.)



INTRODUCTION

5 MINUTES

Introduce yourself, and ask the players to introduce themselves as well. If you have table tents, get the players to place the table tents in front of themselves to help them remember each other's names.

WHAT DID YOU LEARN LAST TIME?

20-25 MINUTES

Review with the players the different things that they learned about the characters last time they played. The best way to do this is by asking the players questions about each concept ("How many squares do you move?", "How do you tell who goes first in a fight?", etc.). In particular, review the following elements.

- Movement: **Section C** of the character sheet
- Hit Points: **Section F** of the character sheet
- Class Features: **Section F** of the character sheet
- Initiative and Attacks: **Section G** of the character sheet
- Armor Class: **Section H** of the character sheet
- Feats: **Section I** of the character sheet
- Spells: **Section K** of the character sheet



WHAT KIND OF PERSON IS YOUR CHARACTER? 10–15 MINUTES

Remind the players that Pathfinder is about make-believe—it's about pretending to be someone they are not. Sometimes it's fun to pretend to be brave, or scared, or cheerful, or selfish, or anything else that might be different from who they are in real life.

Pass out a deck of Description Cards. Ask each player to choose three cards: two to describe themselves, and one that is the opposite of their real personality. Try to ensure multiple cards of the same description

are in the deck to avoid disagreements at the table. You can also have the players choose one card at a time, either taking turns or rolling dice to see who chooses first to make it fair.

These cards will be used during the scenario to represent the characters' personalities. One at a time, ask the players to show their cards and explain why they chose them. Below is a list of adjectives you could use to make a deck of Description Cards.

Bossy, Cheerful, Energetic, Excited, Generous, Good Listener, Helpful, Lazy, Loud, Nice, Quiet, Rude, Sassy, Selfish, Sulky, Supportive, Thoughtful

BEGINNER BOX BASH:

TOMES

Run *Beginner Box Bash: Relics*.

ROLEPLAYING REWARDS

To incentivize the players to roleplay, have them put their adjective cards on the table, next to their character sheets. Their goal is to play all of their cards as they go through the scenario.

In order for a player to play a card, his or her character has to act in a way that matches the description on the card. The player must declare that they are doing so. ("My card says I'm selfish,

so I'm going to pick up that gold without telling anyone else about it.") In situations where they have to roll to see whether they succeed, like in the above example, success or failure doesn't matter—the intent is enough to play the card.

Reward the players every time they play a card before the end of the scenario.

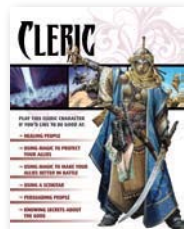


KIDS' TRACK 4:

ROLEPLAYING

Remember your audience. Keep explanations short and simple, and use vocabulary that's appropriate to the age of your players.

Necessary materials *Beginner Box Bash: Terrors*, character sheets, set of dice for each player



INTRODUCTION

5 MINUTES

Introduce yourself, and ask the players to introduce themselves as well. If you have table tents, get the

players to place the table tents in front of themselves to help them remember each other's names.

WHAT DID YOU LEARN LAST TIME?

10-15 MINUTES

Review with the players the different things that they learned about the characters last time they played. In this session, the questions should be much briefer and more open-ended ("What is your character good at? What is your character not so good at?") For reference, these are the sections of the character sheet that have been emphasized over the first three sessions.

- Movement: **Section C** of the character sheet
- Hit Points: **Section F** of the character sheet
- Class Features: **Section F** of the character sheet
- Initiative and Attacks: **Section G** of the character sheet
- Armor Class: **Section H** of the character sheet
- Feats: **Section I** of the character sheet
- Spells: **Section K** of the character sheet

INTRODUCE YOUR CHARACTER

10-15 MINUTES

Describe a scene where the characters are meeting a new person for the first time. This should be someone they are interacting with, but not trying to get something from. Maybe it's a city guard at the gates who needs to know who the characters are before letting them in, or a guildmaster who's meeting them for the first time. Ask the players what kind of person they think the NPC is, and why they think so ("Did he say he was greedy? Then how do you know?").

Now give the players a few minutes to think about what kind of people their characters are. Is the

character loud or quiet? Brave or timid? Boastful or modest? Then have the players think about the kinds of things their characters might say and how they might act when meeting new people.

If the players have trouble thinking about what the characters might say to each other, you can have an extra deck of Description Cards (see Kids' Track 3 for details) to give them some ideas.

One at a time, have the players introduce their characters to each other in character. Once one player is finished, ask the other players to describe his or her character.

BEGINNER BOX BASH: TERRORS

Run *Beginner Box Bash: Terrors*.