

# -CONTENTS-

Player Rules.....	1
Player Creation.....	1
Rolls and Moves.....	3
Player vs Player Interaction.....	7
Life Events.....	9
Game Master Rules.....	11
Role of the Game Master.....	11
Campaigns and Game Length.....	12
Following Modules.....	12
Popularity.....	13
NPC Mechanics.....	13
Physical Obstacles.....	15
Intellectual Obstacles.....	15
Modules.....	17
Detention and the Mystery of the Paint Bomb.....	17

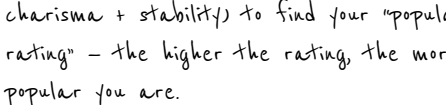


# -PLAYER RULES-

## PLAYER CREATION

Player creation is quick and easy in Henderson High. The game begins when you enter your first year of high school, and can be played until the students graduate and continue with the rest of their lives.

Player creation takes only 3 steps in Henderson High:

- 1) Choose your character's nickname and pronouns.
  - 2) Roll for your attributes. Each player has 6 attributes: beauty, strength, intelligence, cunning, charisma, and stability. For each attribute, roll 2D6, so that each of your attributes has 2-12 attribute points. Add up your attribute points (beauty + strength + intelligence + cunning + charisma + stability) to find your "popularity rating" - the higher the rating, the more popular you are.
- 



3) Roll for your first impressions. Each player rolls once for every additional player. For each other player in the game, roll 1D6, and depending on the number, that is your first impression with the other player:

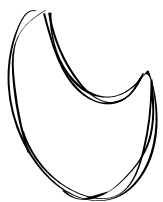
- 1) Friendly with \*
- 2) Enamored by
- 3) Dislikes
- 4) No opinion \*
- 5) Hates \*
- 6) Intimidated by



The characters in Henderson High are dynamic; they change in small and big ways over the course of the game due to stability rolls, life events, and changing impressions. Therefore, a character may be very different at the end of the game than they were during the initial character creation.



As the characters change, their attribute points will also fluctuate. There is no maximum for attribute points, but the minimum is zero.



## ROLLS AND MOVES

Rolls work using an  $xD6$  model, where the  $x$  is the number the character has for the specific attribute needed to make the roll. For example, if I needed to overcome an obstacle using my strength, and I had a strength of 8, then I would roll 8 dice. For the purposes of this game, a "hit" is when player rolls either a 5 or a 6.

There are five difficulty levels obstacles or NPC encounters:

- Weak: 1+ hits
- Low: 2+ hits
- Moderate: 4+ hits
- High: 6+ hits
- Extreme: 8+ hits

If the player succeeds after rolling by getting enough hits, the player's action succeeds and they achieve what they aimed to do. However, if the player fails, the Game Master punishes the player in a way that seems fit.

If a player fails a roll, they gain one "experience point". After each campaign, each player's experience points are added up and divided by four. That number plus one is how many "life events" the player receives. Life events change the value of the attributes of the players. Read further about life events in the section "LIFE EVENTS".

Dice rolls can be made in order to perform one of these actions:

Beauty:

- Distract (draw attention away from another player or situation)
- Deflect (pin the blame on another player or NPC)
- Charm (attempt to get past a human obstacle)
- Flirt (manipulate for information)

Strength:

- Hurt (physically damage a player or NPC)
- Protect (aid another character from physical harm)
- Lift/Push (attempt to get past a physical obstacle with strength)
- Bully (to manipulate for information)



### Intelligence:

- Deduce (learn something new about the surrounding area)
- Question (convince not to trust a player or NPC)
- Solve (attempt to get past an intellectual obstacle)
- Convince (gain the trust of a player or NPC)

### Cunning:

- Con (lie to or deceive another player or NPC)
- Sneak (move without being noticed)
- Finagle (attempt to get past an intellectual obstacle)
- Finesse (attempt to get past a physical obstacle with agility)

### Charisma:

- Defend (aid another character when their trustworthiness is in question)
- Persuade (convince player or NPC to follow an idea or do some thing)
- Entrust (gain the trust of a player or NPC)
- Plead (attempt to get past a human obstacle)

Stability rolls are unlike other rolls. If a player fails a roll, they can decide to try once again in exchange for a punishment by making a stability roll. If the roll is successful, they succeed the original action for the price of a temporary destabilizer. If they fail, however, they get the temporary destabilizer, a permanent -1 stability, and fail the original action.

For a stability roll, the player rolls against the number of hits they missed plus one. Returning to our previous example, if I needed to overcome an obstacle using my strength, and I had a strength of 8, then I would roll 8 dice. If the difficulty was moderate, then I would need 4 or more hits to succeed. If I only get 3 hits, then I could choose to roll my stability (let's say it was 6) against the 1 hit I missed plus 1, meaning I would need 2 or more hits to succeed. Here are two possible outcomes of the roll:

hello...

it's me...  
6

-I get 2 or more hits, meaning I successfully overcome the obstacle, but hurt myself in the process, getting a temporary -1 on my strength until I find a bandage or ice or pain killers (therefore, for any further strength rolls, I only roll 7 dice). The player still gains one experience point for messing up the first roll.

-If I get less than two hits, I still get the temporary -1 on my strength, but I also take a permanent -1 on my stability (now giving me a 5 in stability and a 7 in strength). The player now gains two experience points, one for messing up the first roll, and a second for failing this one

## **PLAYER VS PLAYER INTERACTION**

If a player decides to do something to another player, the second player can defend themselves using a stability roll. For example, one character can roll to Persuade another character. In response, the effected player can choose to roll a stability roll to refuse—but if they fail, they follow along with the idea. Basically, a players stability is like an NPC's willpower or an obstacle's resistance.



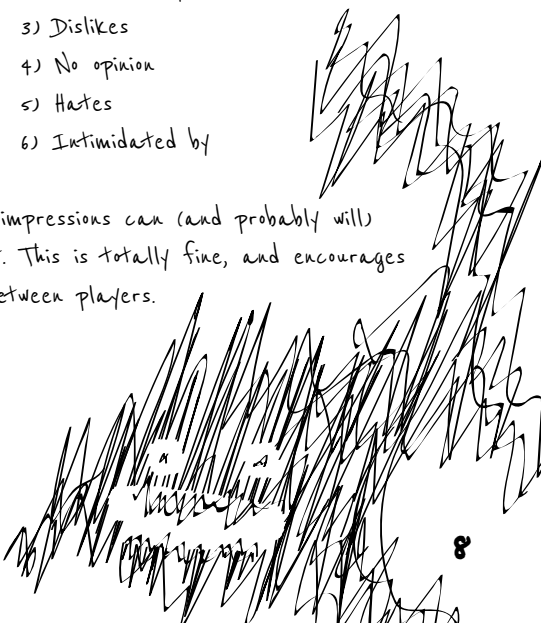


Players also have "impressions" of the other characters. Impressions are randomly assigned by dice rolls at the beginning of the game, but can change over time. The impressions change at the end of each campaign, when a player can make redefine their impression about a character depending on how they acted during the campaign.

To create impressions via dice rolls, the player selects another player and rolls 1D6. Depending on the number they get, the player impressions are defined as such:

- 1) Friendly with
- 2) Enamored by
- 3) Dislikes
- 4) No opinion
- 5) Hates
- 6) Intimidated by

Player impressions can (and probably will) conflict. This is totally fine, and encourages story between players.



## LIFE EVENTS

If a player decides to do something to another player, the second player can defend themselves using a stability roll. For example, one character can roll to Persuade another character. In response, the effected player can choose to roll a stability roll to refuse—but if they fail, they follow along with the idea. Basically, a players stability is like an NPC's willpower or an obstacle's resistance.

Life events are decided by dice rolls and the Game Master's imagination. At the end of each campaign, each player gets one life event for every four experience points received.

Life events occur by rolling  $3D6$ . The dice define:

Dice 1 - the attribute effected:

- 1) Beauty
- 2) Strength
- 3) Intelligence
- 4) Cunning
- 5) Charisma
- 6) Stability

0	X	
0	X	0
0		X



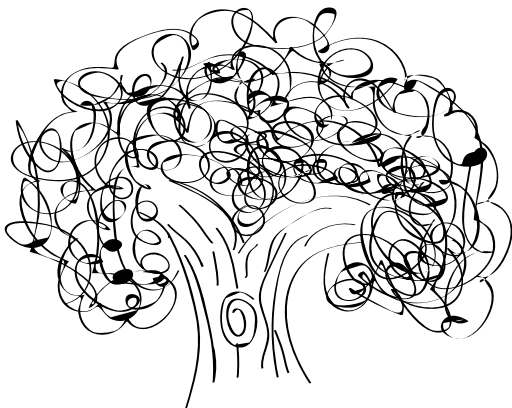
0	0	X
	X	X
0		X

Dice 2 - an odd number has negative effect and an even number has a positive effect

Dice 3 - The strength of the effect

For example, let's say I got 6 experience points last campaign, meaning I get one life event during the break. If I roll 3D6 and get a 1, 5, and 4, then I would get a negative beauty effect of 4. Therefore, if my beauty was an 11 in the previous campaign, my beauty will be a 7 from now on.

The Game Master then can elaborate on the life event - for example, he or she might explain that I got acne, effecting my physical appearance.





# -GAME MASTER RULES-

## THE ROLE OF THE GAME MASTER

The Game Master, like in most RPGs, is there to facilitate an enjoyable playing experience, as well as create drama and adventure for the other players. They can do this by following a module, or by creating a more personalized story for the players. In Henderson High, the Game Master is encouraged to push the tension between characters whenever possible, as well as frustrating the players by limiting them from having too much freedom (breeding the trapped high schooler feeling).

The Game Master plays as parent and school board, friend and foe, and even as social media and gossip when appropriate. The Game Master, in all reality, has incredible amounts of freedom.

## CAMPAIGNS AND GAME LENGTH

Henderson High can be played as a one shot, but can also be played over the course of the characters' high school career. For example, a game could consist of four campaigns (one for each year of high school), eight campaigns (one for each semester), or sixteen campaigns (one for each quarter), depending on how long the players decide on playing for.

## FOLLOWING MODULES

In Henderson High, modules are but a starting point, the spark that creates a story. Although they have no clear endings, they are built to begin campaigns and can be a valuable resource for the first time Game Master. When they have a "(A)" or "(B)" (and so on), fill in with the characters' names. Remember to be creative! If your players search a trash can, give them a clue to find. If they successfully manipulate an extreme willed NPC, reward them with information that will further the story!



## POPULARITY



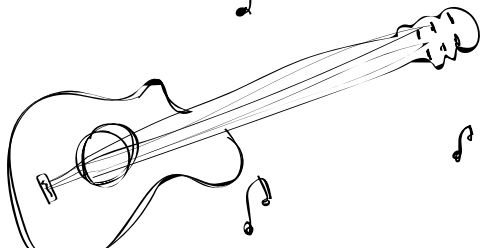
Popularity is a game mechanic that the Game Master can fully engage with or care little about. Basically, the higher the number, the more popular the character is. This could change the way that NPC's interact with characters, define the story of the campaign, cause contention and competition between characters, and more. Do with it what you will.



## NPC MECHANICS



NPCs, or Non-Player Characters, can portray a variety of characters, from parents to teachers, and even other students. Their willpower defines how difficult it will be to get past, manipulate, etc. the NPC. If a player succeeds in using a move to gain the NPC's trust (such as *Entrust* or *Convince*), the overall difficulty will permanently lower for the individual or the rest of the group, depending on what the player using the move decides.



NPCs also have weaknesses, which are undisclosed to the players of the game. Even if there is an incredibly stubborn student who has extreme willpower for example, they may be weak to beauty moves. To exploit an NPC's weakness, two things must be true:

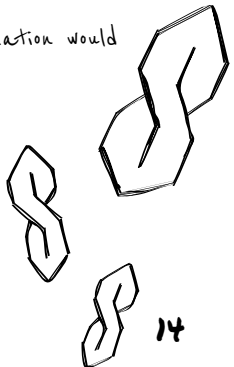
-The player's attribute points in the weak area must be more than the hits required by the NPC's willpower (for example, an extreme willpower needs 8 hits, so the player must have 8 or more points in beauty), and

-The player must get at least half of the initially required hits to pass (for example, for an NPC with an extreme willpower weak to beauty, the player rolling only needs to make 4+ hits using a beauty move).

The example NPC student's information would look like:

-Willpower: Extreme

-Weakness: Beauty



NPC's can also act as obstacles, and, if the players choose, can be treated with brute force or mental trickery. However, these courses of action will increase the difficulty level of the NPC if they are interacted with later. In these cases, the willpower of the NPC stands in for their resistance (and the weakness rules still apply).

## **PHYSICAL OBSTACLES**

Examples: doors, locks, fences, chains, etc.

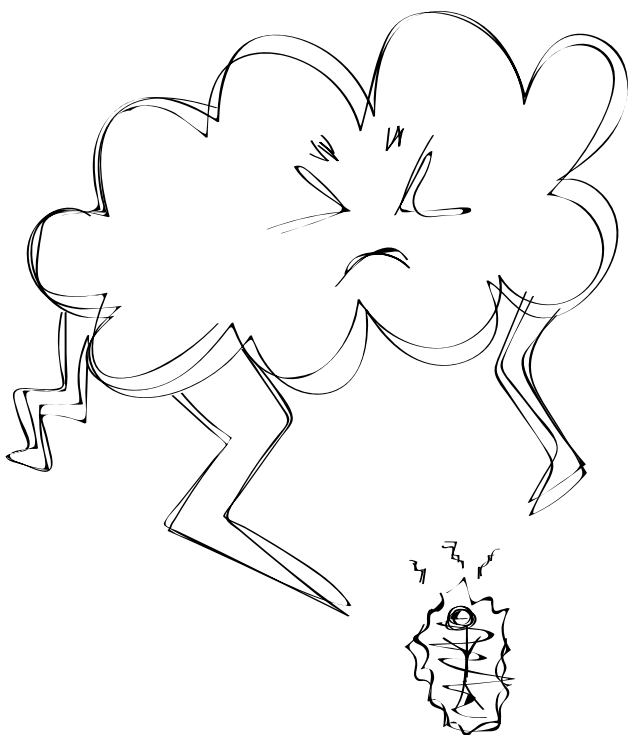
These obstacles can be broken, picked, climbed over, smashed, etc., depending upon the player's choice of using strength or cunning to overcome them. The resistance of the obstacle is a difficulty rating. For physical obstacles with high or extreme resistance, there is often a key or other method of overcoming it.

## **INTELLECTUAL OBSTACLES**

Examples: passwords, codes, riddles, puzzles, equations, etc.



These obstacles can be cracked, guessed, overridden, solved, etc., depending on the player's choice of using intelligence or cunning to overcome them. The resistance of the obstacle is its difficulty rating. For physical obstacles with high or extreme resistance, there is often a hint or person who can be manipulated for the answer.



## -MODULES-

### "DETENTION AND THE MYSTERY OF THE PAINT BOMB"

10:26; Last Tuesday; Second Period

#### READ OUT LOUD

"You were sitting in Ms. Lewinski's Ancient History class—otherwise known as The Most Boring Class Henderson High Has to Offer. Ms. Lewinski could've given a first-person account of the fall of Rome she's so old. It wasn't that the subject matter itself was particularly boring — she could have made it more engaging by using a slide show or changing the tone of her voice every once in a while — but alas, the period of time between 10:00am and 11:35am somehow managed to last longer than the Bronze Age itself.

But last Tuesday was unlike anything you have ever experienced in any class at Henderson High.

On that day, just 26 minutes into class, the strangest and most exciting thing to ever occur in all of Ms. Lewinski's hundred years of teaching happened. At 10:26, only 4 minutes after (A) left for the bathroom, just 24 minutes after (B) began (pronoun) daily nap, and 11 minutes after (C) started passing notes with (D), Ms. Lewinski turned a page in her binder full of yellowed old notes, setting off a blast of red paint, right onto her face.

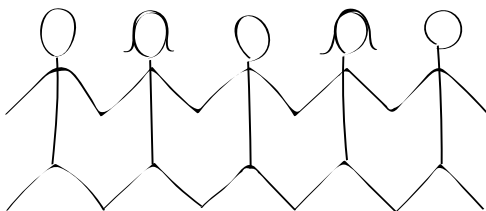
The next few things happened all at once: (B) woke up with a start, (A) froze in the doorway, (D) dropped the note (pronoun) was writing, and Ms. Lewinski, stepping back in shock, slipped on some paint, and hit her head on the floor.

For a moment, everyone was still. Then, somebody screamed.



Ms. Lewinski, her gray hair red with paint and blood, lay still as the world whirled around her. Teachers rushed in, soon followed by EMTs, who carried Ms. Lewinski away on a stretcher, motionless. Together you sit, dazed, your hearts racing from all the confusion. The rest of the day, you and your classmates are yelled at, interrogated, and falsely accused by the teachers and staff of Henderson High. However, as the school day comes to a close, no one knows who planted the paint bomb. Even more unsettling, none of the students have heard any news about Ms. Lewinski.

unable to keep the students after the final bell, Principal Jones made an announcement over the PA: "Since we still don't know who created the distraction earlier today, everyone in Ms. Lewinski's second period ancient history class will receive detention every day, starting next week." The classmates around you groan. "UNLESS, of course, the culprit comes forward. You have until Friday."



Whispers throughout the halls continued for the rest of the week, but no one came forward.

Somehow, Ms. Lewinski's substitute was even more boring than Ms. Lewinski herself, making class linger longer than the Bronze, Iron, and Middle Ages combined. You were even starting to miss her monotonous voice.

As you walk out of the building on Friday afternoon, pink-slip in hand, questions buzz through your head: Who planted the paint bomb? It had to be just a joke. Whoever did it didn't mean to hurt Ms. Lewinski... Did they?"

## **GAME MASTERS EYES ONLY**

Randomly choose the culprit - this can be done by making a roll, drawing names out of a hat, or just deciding.

Let the culprit know they did it without letting anyone else find out (give everyone slips of paper that say whether or not they are, whisper in everyone's ear, play "heads up seven up" style, or whatever you see fit).

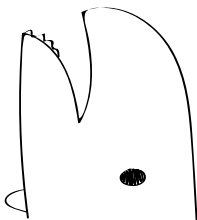


The culprit and the other students will join together to discover who the culprit is and why. The real culprit can aid or abet the rest of the team in finding the culprit, or even try to convince them not to tell the teachers it was them.

If the rest of the team finds out who did it, the ultimate decision of this round is whether or not the players will turn the culprit in, or withstand detention indefinitely in solidarity. This can be placed up to a vote, or one rogue character can tell.

If the game master wants to create an even more difficult narrative, follow steps above, but don't tell anyone they are the culprit. Instead, create an NPC and clues leading up to them being the culprit. Maintain a feeling of suspicion and paranoia within the group.

Yes, the group can turn in the wrong character. Yes, the real culprit can lie about if they did it up until the bitter end. Yes, you as the game master can lead the group intentionally off track.



## ROUGH OUTLINE THAT THE GAME MASTER CAN FOLLOW

THIS IS NOT THE ONLY PATH THE GAME CAN TAKE! Be creative :)

Each student has to either tell their parents about the detention using a charisma roll (with the possibility of being further interrogated and/or punished) or forge the signature with a cunning roll (with the possibility of getting in further trouble with the school and/or raising suspicion of them being the culprit).

Parents:

Willpower: Low or Moderate

Weakness: Intelligence



Read aloud or summarize: "Detention is held in the same classroom as the incident. There is still some red paint in the little spaces where the floor meets the wall. You are told to sit equidistant apart and not to talk, but the teacher watching, a young Mr. McGlee, quickly pulls out a laptop, puts headphones in, and becomes immediately distracted by watching something. He is barely even facing you anymore, so he probably won't notice if you have a quiet conversation..."

In detention, players can whisper, pass notes, etc. Encourage a plan to discover who the culprit is. The students may:

- Distract the teacher in charge of detention
- Lie and go to the bathroom (go to the art room, find paint?)
- Look around the desks, etc. (find the note on the floor—perhaps it says something incriminating?)
- Question one-another on why they would've or wouldn't have done it—alibis?

Here are some NPCs and obstacles to possibly include:

Mr. McGlee (Detention Monitor)  
Willpower: Moderate  
Weakness: Cunning

Austin Lucas (Football Player)  
Willpower: Low  
Weakness: Beauty

Angie Gonzales (AV Club President)  
Willpower: High  
Weakness: Charisma

Ms. Lewinski's Office (Locked)  
Resistance: Moderate





An example of a play through can be that the students create a game plan while in the detention room; sneak out of the room past Mr. McGlee or convince him to let them go for a little; are on their way to the AV room to check the video recordings to see if someone went into Ms. Lewinski's office; run into Austin who, only being in the school after hours because he has practice, asks why the group is creeping through the halls; they get past him by lying or convincing him not to tell; then they run into an AV club meeting lead by Angie, who is upset and doesn't want help at first; they convince her to check the cameras, they see that one of them (NOT THE PERP) went into the office the morning before the incident; they defend themselves, the group doesn't believe so they decide to check the office out; they attempt to unlock the door but can't; Danny rounds the corner, stuck up and preppy, and threatens to tell on them; one of the students threatens Danny into keeping his mouth shut and finding the keys to the room from his dad's office; then the team gets into the room, finds evidence revealing who the real perp is, the team decides if they will turn in the perp or not.

