Hero High

A tabletop roleplaying game about superpowered teenagers going to high school and getting into shenanigans. Fans of *Sky High* and similar media can play out high school drama and fight villains as a group of teenage heroes.

Student Life

Hero High is a **4+ player** game, including a Game Master (GM). Players will take on the role of **students** at a high school for superheroes where they will have to save the prom, solve a mystery, or stop a villain.

What You Need

All you require to play *Hero High* is a six-sided die (**d6**).

You also may want a writing utensil and some paper, where you can record your **Permanent Record** and **Incident Report**. These act as character sheets and campaign notes, respectively. Blank versions are included at the end of this document, for printing.

Permanent Record

Each player should go through these steps on their own and fill out their Permanent Record where needed.

1. **Name** your student.

2. Pick a **grade**. Is your student a bright-eyed freshman or an exhausted senior? How does this change or influence the student's feelings towards high school and other students?

3. Choose the student's **stats**. You can assign the numbers 2, 3, 4, and 5 to the stats or roll a d6 for all four. Generally, a higher score is a better score, as it is easier to roll a success. See **Rolling Die** for more information.

4. Pick a **power**. What are its strengths? What are its weaknesses? Does your student like their power? What are its limitations?

Incident Report

The **Incident Report** is a place for you to write down all the information about the game and keep track of that information. Its especially helpful

Incident Report: Students

As a group, everyone should go through these steps and fill out the first half of the Incident Report and the rest of your Permanent Records.

1. **Name** the high school for superheroes.

2. Decide what **semester** this scenario is taking place during: Fall, Spring, or Summer School.

3. Decide what the **relationships** are between each of your students. Are they friends? Enemies? Rivals? What are your students' impression of each other by the beginning of the game?

Remember that your student will be **collaborating** with these other students throughout the game—what will keep the group from immediately splitting up? Will it be a relationship, a personality trait, or promise of a reward? Keep this in mind as you establish your students as characters.

Incident Report: GM

The GM should fill out the rest of the Incident Report on their own, keeping its contents secret from the players.

1. Describe the **basics** of the incident. What is the main conflict? What is the potential end of the plot? Who is the villain, if there is one? When does the conflict take place, or when is the deadline for the students to thwart the plot?

2. Who are the **other people involved** in the game? Write down any major NPC's name and a brief description of them for reference.

3. What are the **plot scenes** for this incident? See **Running the Game** for more information on scenes. Planning out a basic framework of plot scenes before starting the game is recommended.

Rolling Dice

Whenever the result of an action is unknown or contested, the player performing the action should **roll a d6** and compare it to the most applicable stat. The four stats are **Body**, **Brain**, **Power**, and **Risk**.

Rolling **less than or equal to** your stat is a **success**. If they roll **greater than** the stat, the action will still succeed, but there will be **consequences**.

This section is also addressed to the players—from here on, "you" refers to the players specifically, just to keep things simple.

Stats

The four stats are **Body**, **Brain**, **Power**, and **Risk**. Each of these stats can have a minimum value of 1 and a maximum value of 6.

Body

The Body stat refers to your **physicality**. It's useful for endurance, athletic ability, and physical combat.

Actions that would fall under Body include feats of speed or strength, punching or kicking a foe, enduring a physical attack against you, playing a sport, and dancing ability.

Brain

The Brain stat refers to your **mental ability**. It's useful for scholastic prowess and mental combat, such as resisting mental powers.

Actions that would fall under Brain include feats of mental fortitude, analyzing a situation, reading a person's body language, understanding a piece of technology, resisting mind control or mind reading, and doing well in class.

Power

The Power stat refers to your control and mastery over your **powers**. It's useful for pushing the limits of your powers and performing difficult tasks.

Actions that would fall under Power include trying something new with your power, pushing past mental barriers with mental powers, using extreme precision or extreme amounts of energy, and pushing past your natural limits.

Risk

The Risk stat refers to your **risk factor** of being classified as a villain. It's useful for intimidating people, finding criminal sources, and connecting with villains.

This stat is **different** from the rest, as the Risk stat can increase or decrease due to actions. The higher the number, the easier it is for you to do villainous actions but the harder it is to hide your villainous intentions.

If your Risk stat ever hits 6, you are officially **classified as a villain**, and law enforcement, heroes, and other students will treat you as such. Depending on the school, there can be consequences, including expulsion. On the flip side, being classified as a villain opens a whole new world to you, as villains and criminals will now be friendlier towards you.

You can **increase** your Risk stat by performing villainous actions such as grand theft, kidnapping, murder, or other extremely illegal actions, and getting caught or leaving evidence of these actions. Petty crimes will not increase your Risk stat, but may get you in trouble if caught. The GM will tell you to increase your Risk stat by a minimum of

1 each time this happens. Actions such as murder, for example, may increase Risk by 2 or 3.

You can **decrease** your Risk stat by **atoning** for your villainy. You can spend an entire investigation scene living out a punishment or performing some kind of community service, decreasing your Risk stat by 1.

As a group, you can also decide to **ignore this rule** in favor of a more light-hearted experience. The Risk stat is meant to add some nuance to the characters and the story while providing built-in consequences for villainous actions; it is by no means required for a balanced game.

Consequences

Whenever you roll **greater than** your stat, your action will have a consequence decided by the GM. The consequence should be a logical extension of the action, and somewhat proportionate to what was attempted.

Most consequences will be immediate. These will include injuries incurred during an action, damage to property, a new obstacle falling in the way, offending an NPC, or collateral damage from a power.

Sometimes, however, a delayed consequence would be more appropriate for the situation. These will often be in the form of getting in trouble for your previous actions with a teacher, parent, or other adult.

Running the Game

Hero High is a simple game focused more on interesting storytelling and roleplay over realism. It uses a scene-based style of narration to keep the game flowing, similar to several other systems. There are two kinds of scenes: **plot scenes** and **investigation scenes**, described below.

This section is also addressed to the GM—from here on, "you" refers to the GM specifically, just to keep things simple.

Plot Scenes

Plot scenes are **framed by the GM**. There should usually be a minimum of **three** plot scenes: an **opening scene**, a **midpoint scene**, and a **climactic scene**. If you feel like the story demands more scenes, replace the midpoint with as many plot scenes as you feel are necessary.

These are generally moments that the students have no control over, such as villain attacks, being pulled aside by a teacher for no reason, or a school event such as a dance happening.

Plot scenes scenes all follow the same general framework:

1. Describe **where** the students are and **what** is happening around them. Generally, this should be a place that makes sense for them to meet up; it could be a common area of the school, such as the cafeteria or library, or it could be a meeting place designated by the students earlier.

Allow the players to describe why their students are there, if necessary. For example, if the students are meeting up in detention, have each player explain or describe how their student ended up in detention.

2. Let the scene start to unfold through roleplay for a few minutes, allowing the space to fill in around the students.

3. After a few minutes, reveal the **main point** of the scene. Examples include giving the students new information, staging a new conflict, introducing a twist, or revealing a time limit. Have something happen and allow the students to react to it as they see fit.

4. Once the scene comes to a close, wrap it up by having each player state a **goal** they want to accomplish in the investigation scenes to follow. The goals do not have to be unique, but encourage the students to try and be specific, as these goals will guide how the investigation scenes are framed.

5. **Roll a d6** and divide the number by 2, rounding up whenever the result is not whole. That is the number of investigation scenes the students have until the next plot scene. You can tell the players this number or keep it a secret to introduce a challenge.

You can also **ignore this rule** and have an investigation scene for each student in the game, if that is how the group prefers to play. Rolling for the investigation scenes is meant to provide a bit of a challenge and create some tension, but is by no means required.

Opening Scene

The **opening scene** is how each player will establish their students through roleplay, how the group will come together, and will introduce the main plot.

Decide what will **initially draw** all the students together? Keep in mind the relationships between the students—if some of them don't know each other, how will they end up in the same room?

Example Draws: Detention, lunch, put in a group project, in the bathroom/locker room, in a club/school organization, tutoring each other, studying in the library, etc.

Midpoint Scene

The **midpoint scene** is where you will bring all the students back together, remind them of the conflict, show the fruits of their investigation scenes, and introduces new threads for them to follow.

It serves as a place to allow the students time to reconnect after the investigation scenes and as a place for you to

Example Midpoint Scenes: The villain attacks, the students discover a ticking time bomb, they find the villain's lair, they are caught by a teacher/parent/hero, they find another major clue to the mystery, etc.

Climactic Scene

The **climactic scene** is the last big scene of the game, where the main conflict should be resolved. This is where the final battle occurs, the big mystery is revealed, or the ticking time bomb goes off. The students spent all of their investigation scenes planning for this moment, so it will be a big one.

At the **end of this scene**, the players don't have to state any goals and you don't have to roll for the number of investigation scenes. Move on to an epilogue if you want to play through the aftermath of this climax, or just wrap up this scene with a job well done.

Investigation Scenes

Investigation scenes are **framed by the players** and should be in pursuit of the goals they have stated in the last plot scene, as well as places to develop their characters, relationships, and side plots. A player can **only frame one scene** until the next plot scene, but can be involved in all of them if they so choose.

These are where the students actively go out to perform an action such as snoop around, train their powers, or study up on something.

Investigation scenes all follow the same general framework:

1. Have a player **volunteer** to frame the next scene. They should repeat their goal, then frame the scene with a description of where their student is and what they are doing.

If they want to, they can invite other students to join in at the beginning of the scene, if the players agree to it. Otherwise, they begin the scene alone, roleplaying through their actions.

2. At any point in the scene, another player can decide their student will **join the scene** to help accomplish the stated goal. Have them narrate out how their student comes to join the scene.

If a player believes their student joining the scene would be a good opportunity for character development, regardless of achieving the goal, encourage them to join! Investigation scenes are great places to explore character dynamics and drama.

3. Once the goal is accomplished, more or less, wrap up the scene. The next player to frame a scene should be someone who **wasn't involved** in the previous scene; if no such player exists, anyone who hasn't framed a scene yet in this batch of investigation scenes can volunteer.

Permanent Record

First Name: **Last Name:**

Grade: □ 9 □ 10 □ 11 □ 12

Body: **Brain:**   **Power:**   **Risk:**

Power Name:

Strengths:

Weakness:

Notes:

Relationships:

Name: **Relationship:**

Name: **Relationship:**

Name: **Relationship:**

Incident Report

High School Name:

Semester: ☐ Fall ☐ Spring ☐ Summer

Students Involved:

Incident Description:

People Involved —

Name: **Desc:**

Name: **Desc:**

Name: **Desc:**

Name: **Desc:**

Name: **Desc:**

Name: **Desc:**

Name: **Desc:**

Key Moments —

Opening Scene:

Midpoint Scene:

Climactic Scene:

Other Scenes —

1.

2.

3.

4.

5.