

# Sir Basil Pike Public School

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AWARDS

## Give Children the Virtual Experience to Stop Bullying

### Please don't tell me. Show me.

*"When my thirteen year old daughter came home from school in a dark cloud, it was clear that something awful had happened. She was both angry and fretful about an upcoming sleep-over party in which one of her loose group of friends had to be excluded. She wanted me to help her negotiate. As we talked, we both realized that this was a bigger problem and we decided to try to map it out. That conversation was the seed that started a collaboration on a school yard simulation." - Michael Gibson*

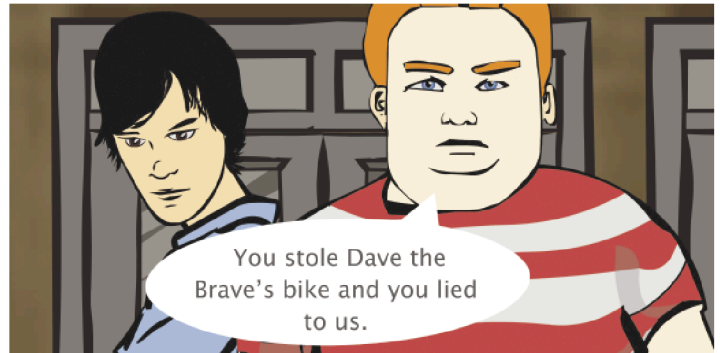
Sir Basil Pike Public School is an interactive narrative role playing game that explores the dynamics of bullying among boys and girls aged 10-14 (grades 5-9).

The user can follow either the boys' story or the girls' story. Both stories intersect for the conclusion. In the boys' story, the user is accused of stealing another boy's bike. At issue is the truth and honour. The girls' story revolves around a sleepover party where all but one is invited and the consequences of being nice or competitive are explored.

The purpose of the game is to show what's really going on in a couple of common schoolyard conflicts and to challenge the user to *think* about the consequences of impulsive action. The game presents a non-linear approach to problem solving that reveals to the user the cause and effect of different strategies of conflict resolution.



Sir Basil Pike Public School, the girls' game



Sir Basil Pike Public School, the boys' game

### Subject Matter Experts

**Dr. Joanne Cummings Ph.D. C.Psych.**

**Dr. Debra Pepler**

The game, Sir Basil Pike Public School, was piloted at four grade 7 classrooms last fall. Dr. Joanne Cummings described the pilot in her report as follows:

*"As soon as the game started, students were attentive and quickly engaged. Indeed, within a short time, they became highly aroused and there was a palpable feeling of excitement. In this atmosphere, the students' decisions seemed spontaneous. They openly expressed strong reactions to the action in the story. They exhibited several strong feelings: a keen desire not be left out, derision for some of the characters, empathy for others, nervous laughter when one character felt hurt and alone, expressions of sympathy, and expressions of ambivalence and confusion. Lively debates about complex issues ensued. The children clearly enjoyed trying out social behaviours that they themselves labelled as bad, and they were equally keen on subsequently going back to try a better choice."*



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