

《遭遇10年校园霸凌后，她把亲身经历做成了游戏》

From junior high school to college, Xi Zi suffered from long-term exclusion and bullying. But it wasn't her fault, she was socially disabled with Asperger's syndrome (AS). 从初中到大学，溪子长期被排挤和欺负。但这不是她的错：她患有阿斯伯格综合征（AS），在社交方面有缺陷。

In September 2010, Xi Zi enrolled in the local junior high school in Shaoguan, Guangdong province. For Xi Zi, school was not a paradise.

2010年9月，溪子在广东省韶关市一所初中就读。对于溪子来说，学校不是天堂。



Adolescence should be the age of physical and emotional development. However, boys in Xi Zi's school made fun of her for dressing in old-fashioned clothing with her corpulent physique and always called her a "tomboy". The feelings of humiliation about her appearance made Xi Zi feel inferior.

青春期应该是生理和心理成长的年龄。然而，溪子的男同学嘲笑她穿着老土，体型臃肿，总是叫她“假小子”。外貌羞辱使溪子感到自卑。

During breaks, students in blue and white striped school uniforms filed out of the classroom, chasing and making fun of each other in the hallway. Xi Zi remained in the front seat of the classroom, staring at cartoons on the table, and no one noticed her. She usually spent playtime alone.

课间休息时，身穿蓝白条纹校服的学生列队走出教室，在走廊里互相追逐和嬉笑。溪子留在教室的前排座位上，盯着桌上的卡通画，没人注意到她。她通常一个人玩。

In October, the school organized a military training. After changing into camouflage training clothes, everyone went to the queue. From the front row to the last row, wherever she stood, students said they didn't want to stand with her, and finally she had to move to the edge of the queue.

10月，学校组织了一次军训。在换上迷彩训练服后，每个人都去排队。从前排到最后一排，无论溪子站在哪里，同学们都说他们不想和她站在一起，最后她不得不走到队伍的边缘。

Back in the dormitory, if something got lost, her roommates would slander Xi Zi as the thief. At first, she would subconsciously retreat, pretending to be inaudible. Later, she thought it was her fault since everyone was making the same accusations, and she felt guilty.

在宿舍里，如果有什么东西丢了，溪子的室友会污蔑她是小偷。起初，她会下意识地退缩，假装听不见。后来，她认为这是她的错，因为每个人都提出同样的指控，她感到内疚。

There was a popular classmate named Xiao Qian who was beautiful and social. In the third grade, Xi Zi and Xiao Qian sat at the neighboring tables. Xiao Qian's mobile phone fell from the desk during the class, Xi Zi bent over to pick it up. Xi Zi, thinking that the teacher wasn't serious about playing with mobile phones, stood directly from the table to hand the phone back. Xiao Qian was angry about that. Wait until after class, she scolded her in front of everyone. Xi Zi was so frightened that she cried.

有一个很受欢迎的同学叫小倩，她很漂亮，社交能力很强。三年级时，溪子和小倩坐前后桌。上课时小倩的手机从课桌上掉下来，溪子弯腰捡起。想到老师对玩手机管得不严，溪子就直接从座位上站起来，把手机还回去。小倩对此很生气。等到下课后，她当着大家的面骂溪子，把她吓得哭了。

Xi Zi looked forward to her high school life. She thought that as long as she didn't put a spotlight on herself, she could make good friends there. Not long after school had started, students needed to clean the top floor. Xiao Zhou, one of her classmates who everyone knew was not good to provoke, romped on the floor. As one of the class committee, Xi Zi reminded him to behave himself. Yet, her reprimanding annoyed Xiao Zhou. Xiao Zhou spread the story of Xi Zi's past in the high school to classmates until, finally, everyone isolated her.

溪子期待着高中生活。她认为只要自己低调一点，就可以在高中交到好朋友。开学后不久，学生们需要打扫顶楼。溪子的同学小周在地板上跳来跳去，大家都知道小周不

好惹。作为班委，溪子提醒小周规矩一点。然而，她的斥责激怒了小周。小周把溪子过去在学校的故事传到同班同学那里，最后大家都孤立溪子。

The experience of high school caused Xi Zi low self-esteem and she began self-attacking: she blamed herself for not doing well enough. As a result, she was unable to study properly, her grades plummeted, and she repeated a year of school before she went to college.

中学的经历使溪子自卑，她开始自责：她责备自己做得不够好。导致她无法正常学习，成绩一落千丈，复读了一年才考上大学。

When she went to college, she was asked to move out of the dormitory because she often returned late for attending activities in school associations.

溪子上大学时被要求搬出宿舍，因为她经常因为参加学校社团的活动而晚归。

In 2018, as a junior college student, she was diagnosed with Bipolar Disorder (BD) and depression. The seeds of inferiority, self-doubt and sensitivity planted by past experiences had grown, she even wanted to die. After multiple consultations, the counselor told her she had Asperger's syndrome.

2018年，溪子大三时，被诊断患有双相情感障碍（BD）和抑郁症。过去的经历埋下了自卑、自我怀疑和敏感的种子，她甚至想轻生。经过多次咨询，咨询师告诉她她患有阿斯伯格综合征。

Asperger's syndrome, also known as Asperger's, is a neurodevelopmental disorder characterized by significant difficulties in social interaction and nonverbal communication, along with restricted and repetitive patterns of behavior and interests. 阿斯伯格综合征是一种神经发育障碍，其特征是社交和非言语交流存在严重困难，行为和兴趣模式受限且重复。

According to the World Health Organization, the important features of AS is the difficulty to socialize and use nonverbal communication, accompanied by narrow interests and repetitive specific behaviors, which also means that children in this category are more likely to be marginalized and isolated in interpersonal communication because of birth defects.

据世界卫生组织称，阿斯伯格综合征的显著特征是难以社交和使用非语言交流，伴随着狭隘的兴趣和重复的特定行为，这也意味着这类儿童更可能因为出生缺陷而在人际交往中被边缘化和孤立。

后来，溪子将自己的经历做成了一款叫《转校生的抉择》的桌游。《转校生的抉择》列举了诸多校园欺凌会经历的情景，玩家需要在游戏中通过三位主角的故事情节来推进游戏。通过这种情景剧，玩家可以客观地观察校园欺凌并产生共情。游戏中的三位主角分别对应欺凌者、被欺凌者和旁观者，同时也把那些多动症等特殊群体的孩子写进了故事里。

【游戏介绍】

三位性格迥异而彼此间摩擦不和的少年，因一次意外，一同被一股神秘力量吸入异世界。在未来的三十天异世界校园生活中，他们共同面临来自靖江一中校园欺凌的情景挑战。三位主人公需要通力合作，不断破解难题！

这款《转校生的抉择》桌游，列举了诸多校园欺凌会经历的情景，由这些常见的欺凌形式，构成这款叙述性养成游戏，就像桌面角色扮演游戏和谈判类型游戏一样，通过文字，小倩和小希以及身边同学的故事情节来推进游戏。

你需要在游戏中对文本，小倩和小希说一堆难听的话，也许会让你不舒服，也可能因此而乱说一通情绪化的废话。通过这种情景剧，玩家可以客观地观察校园欺凌，并产生共情。请慎重考虑你说话的内容，因为或许会让你扮演的玩家送命，也或许成为让他/她续命的发言。

【游戏背景】

我曾遭遇长达十年的校园欺凌，那些痛苦、不甘成为了制作这款游

戏的动力源泉。在这款桌游中，我以视觉语言呈现了许多常见的欺凌场景与解决方式。我由衷地希望大家能够从中体会到受欺凌者的痛苦与欺凌者的恶，共同抵制校园欺凌！让每一个孩子都能在爱与阳光的滋润下健康成长！



On August 7 2021, the 7th iSTART Children's Art Festival opened and The Choice of Transfer Students won the More One Go Special Attention award. According to curators, the theme of the art festival was Game School, schools are not only colorful, but also encounter some relatively "dark" corners.

2021年8月7日，第七届iSTART儿童艺术节开幕，《转校生的抉择》赢得了More One Go特别关注奖。据策展人介绍，艺术节的主题是“游戏校园”，学校不仅是五彩缤纷的，也有一些相对“黑暗”的角落。

Xi Zi hoped that speaking out about her experiences would help bullied children "fight for their voice and stop staying in the 'hurt' narrative. I hope they know that in the face of bullying, we also have the ability to fight back." said Xi Zi.

溪子希望说出自己的经历能帮助被欺负的孩子“为自己的话语权而战斗”，不再停留在“被伤害”的叙事里。溪子说：“我希望他们知道，面对霸凌，我们也有能力去反抗。”

Bullying is one of the most common forms of violence on school campuses, according to a UNICEF report released in 2018, and over a third of students aged 13 to 15 worldwide have experienced bullying. Among them, marginalized children are particularly vulnerable to bullying, such as children with disabilities.

根据2018年联合国儿童基金会发布的一份报告，霸凌是校园内最常见的暴力形式之一，全世界13至15岁的学生中有三分之一以上遭到霸凌。其中，边缘化儿童特别容易受到霸凌，例如残疾儿童。

In general, symptoms such as Asperger's syndrome and Tori's syndrome do not affect a child's intellectual development. Several parents said they wanted their kids to be educated in ordinary schools. But because of physical disorders, this category of children is vulnerable to exclusion and bullying at school. It should be noted that bullying at schools is different from violence at schools. According to the Ministry of Education of the People's Republic of China, violence in schools focuses on the damage to the lives and property of teachers and students, while bullying in schools focuses on mental harm which is "private and difficult to observe directly".

一般来说，阿斯伯格综合征和托里综合征等症状不会影响儿童的智力发展。一些家长说，他们希望自己的孩子在普通学校接受教育。但由于身体障碍，这类儿童在学校容易受到排斥和霸凌。应该指出的是，校园霸凌不同于学校里的暴力行为。教育部称，校园暴力强调的是对教师和学生生命财产的损害，而校园霸凌强调的是“隐秘的、难以直接察觉的”精神伤害。

We need comprehensive education. On the one hand, special children need extra attention. On the other hand, parents, teachers and school administrators are responsible for preventing bullying in schools. Teachers and parents need to be more understanding and tolerant for children who do not receive timely support and assistance.

我们需要全面的教育。一方面，特殊儿童需要特殊关注。另一方面，家长、老师和学校管理者有责任防止校园霸凌。教师和家长需要给那些没有得到及时支持和帮助的儿童更多的理解和宽容。

翻译：董静

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