

Panty Explosion

パンティ爆発



a psychic schoolgirl adventure game
by
Jake Richmond & Matt Schlote

Party Explosion

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a psychic schoolgirl
adventure game



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Part 1: What is Panty Explosion?

Panty Explosion is an adventure game about Psychic and mundane Japanese schoolgirls battling nightmarish demons, ghost, government agents and often each other. It's also a game about enduring high school, making friends, besting rivals, achieving goals and having fun in modern Japan.

In Panty Explosion you and your friends take the role of Japanese High School girls. At least one of you will have Psychic powers. As a group you will create a story about how your Students survived and triumphed against the adversity of otherworldly demons, shadowy agents and the Japanese educational system. Read the rules on the following pages to discover how to create a Student and play the game.

Panty Explosion is a game for 4 or more players. One player will take the role of Superintendent, designing the games Demon and guiding the other players through the games story. The other players will take the roles of Students. To play Panty Explosion you'll need a copy of this book (of course) and some dice. This game requires the use of 6, 8, 10 and 12 sided dice. You can make do with just one or two of each, but it's best if you have a few for each player. You'll also need a pencil and a School Record sheet for each player. You can photo copy the School Record sheet out of this book, or download one from our website. You'll also need a comfortable place to play. A big table or comfortable living room will work great, and an empty floor does in a pinch. A school clubroom, the library, a local park or a quiet tavern are good choices too. Make sure to have beverages and snacks handy if your group likes that kind of thing.

Part 2: Creating a Student

In Panty explosion you take the role of a female Japanese high school student.

Your Student will have to make difficult choices and face desperate odds. The Japanese high school system is notoriously daunting, with demanding exams and fierce competition to get into the best schools. Many students

suffer breakdowns under the exhaustive workload and pressure to succeed from their family and teachers. And there are worse things than school.



Lurking deep in the recesses of Japanese society are ancient horrors that feed on the minds, flesh and fluids of men and women. These monstrous Demons are spawned by the apathy, hate, lust and avarice of the Japanese people and wait only for the chance to enter our world and extend their frightful influence. These nightmarish creatures operate in secret, often disguising themselves as average men and women to better prey on human kind.

Fortunately the Japanese people are not defenseless. For generations rare Psychic powers have manifested in troubled young women.

This secret phenomenon allows these schoolgirls to harness destructive powers to battle the Demons that seek them out to feed on their Psychic essence. Unknown to the world, battles are fought between bloodthirsty Demons and fragile, frightened Psychic schoolgirls in schoolyards, gyms and swim halls across Japan.

Psychic powers are as much a curse as they are a gift. Most Schoolgirls have little understanding or control of their massive powers, and often cause harm to themselves and others. Since Psychic powers often manifest themselves in strange and unsettling ways, most Psychic girls are feared or hated for being strange, difficult or dangerous. Many are driven to suicide or insanity. Some schoolgirls revel in their power, using it to humiliate and hurt their rivals. These girls are often the quickest to draw the attention of the Demons, who crave not just their Psychic energy, but also their flesh and minds that have been tainted by malevolence and hatred.

Demons are not a schoolgirls only concern. Mysterious government agents routinely abduct students for unknown reasons. Savage ghosts haunt the halls and grounds of school buildings, seeking revenge for long forgotten wrongs. Girls with Psychic powers have the means to protect themselves, but the average schoolgirl is practically defenseless in the face of these supernatural horrors!

In Panty Explosion you take the role of a Japanese schoolgirl trying to make her way through high school. You may be cursed with Psychic powers, or you may be left defenseless as a regular girl. It is up to you to see that your Student survives both the supernatural and mundane horrors of the Japanese educational system.

2.1 Filling out a School Record

While playing Panty Explosion you'll need to keep track of personal information like your Students Blood Type and Birth Day as well as the games more mechanical

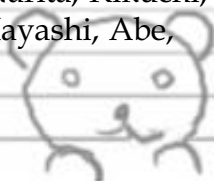
information, such as how many dice your Student has available to use. You can track all of this information on your Student Record. A blank copy of the Student Record can be found in the back of this book and can be easily photocopied so all of your friends have one to use. You can also find and print the Student Record from the Panty Explosion website, or just record all the information on a blank sheet of paper. It's okay if you don't understand what everything on the Student Record means right now. As you go through the process of creating a Student you'll fill out each part of the Student Record, and you'll discover what each part means. Ready? Let's begin!

2.1.1 Choosing a name

Let's start by choosing a name for your Student. Since your Student is a young Japanese female you'll want to choose an appropriate name. Sally is a great name for a young American student, but isn't very Japanese. Resist the temptation to choose joke names or offensive names if at all possible. Part of the fun of playing Panty Explosion is fully taking on the role of your Student and interacting with other Students. If you have trouble thinking of a good name there's a list of Japanese names below that you can draw from. Remember, in Japan family names come first, followed by given names. Once you choose a name make sure you write it on your Student Record.

Sample Female Japanese Given Names: Aiko, Akako, Aneko, Aoi, Anzu, Arisu, Ayaka, Chikage, Chinatsu, Cho, Emi, Eriko, Etsu, Fujita, Gin, Haruka, Hikari, Hoshi, Ishi, Izumi, Junko, Kameko, Keiko, Kiku, Kotone, Kumiko, Leiko, Mika, Manami, Michie, Miyoko, Moe, Nanami, Nyoko, Oki, Reina, Rini, Ruri, Sachi, Satoko, Shina, Sora, Sumi, Tamae, Tori, Tsukiko, Ume, Yasu, Yoshi, Yui, Yuuka

Sample Japanese Family Names: Sato, Suzuki, Takahashi, Tanaka, Watanabe, Ito, Kimura, Sasaki, Narita, Kikuchi, Endo, Arai, Nakamura, Saito, Yamada, Hayashi, Abe,



Mochizuki, Kato, Inoue, Maeda, Fukazawa, Mochizuki, Hara, Komatsu, Ochi, Oshiro, Arakaki, Higa, Goto, Kai

Cindy has decided her Japanese high school girl will be named Naoko, which means Honest.

Bill, grinning, names his character Mai.

2.12 Determining Blood Type

The idea that Blood Type is associated with an individual's personality has been a popular part of Japanese culture since the 1920's. Even though there is little scientific evidence to lend credence to the theory that Blood Type determines or influences personality, Blood Type remains a common way of both identifying ones self and judging others. Blood Type is often used to determine romantic compatibility and career paths. Most Japanese companies ask for Blood Type on their application forms, and all Students have their Blood Type listed on their School Record. Most Japanese know their own Blood type and that of their relatives and close friends.

Each of the 4 Blood Types is associated with different personality traits. Choose one of the 4 Blood Types listed below for your Student. While Blood Type doesn't dictate your Students personality, it will help define it. Later you will also choose a Trait based on your blood type. Suggested Traits are listed below.

Type A are often calm, composed, serious, reliable, trustworthy, perfectionists and tend to suppress their emotions. They can be shy, arrogant, and sensitive. Type A's are the most artistic of the blood groups. Type A claims more of the Japanese population (38%) than any other Blood Type. Suggested Traits for Type A Students are "able to admit when she is wrong", "has never had an embarrassing outburst", "people know they can rely on her", "has won awards for her tanka poetry" or "rarely gets close enough to anyone to truly be hurt".

Type B are goal-oriented individualists. They are curious, bright, cheerful, enthusiastic, superficial, unreliable or selfish. When they start a task they will continue until it is completed. Suggested Traits for Type B Students are “others have low expectations of her”, “is always the organizer for her class’ Culture Day and school festivals”, “has few responsibilities at home”, “asks the right questions” and “makes sure everyone is on the same page and helps keeps her friends organized”.

Type O is carefree, generous, independent, flexible, clumsy and sometimes flighty. Type O’s are the most outgoing and social of all the Blood Types, and are often self confident and well liked. Suggested Traits for Type O Students are “has lots of friends from outside of her class”, “owns a cell phone with an amazing coverage and minutes plan”, “always willing to try something new”, “always dreaming up some new scheme” or “devil’s advocate”.

Type AB is considered to be the least desirable Blood Type because it indicates a divided personality. Type AB’s are sensitive, considerate, careful and efficient but can also be strict, timid and moody. Type AB’s are trustworthy, but tend to buckle under the weight of too much responsibility. Suggested Traits for Type AB **Students** are “people avoid hurting her feelings”, “thinks before she acts”, “appreciates others sacrifices”, “knows the cool places to be or shop” or “knows when the shit is about to hit the fan”.

2.13 Determining age using the Junishi

Decide in what month your character was born. This determines her zodiac sign. The Chinese Zodiac, known in Japan as Junishi, is a 12-month cycle with each month represented by an animal. Junishi is part of the old system for the division of time into days, month and years. This system of division originated in China and was adopted in Japan by order of Empress Suiko in the seventh century.

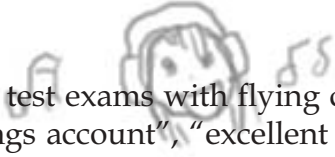
Each month in the cycle of Junishi is represented by an animal. Each animal is represented by a number of characteristics, and people born in the month of a specific animal are said to reflect these characteristics. The month your Student was born determines her Junishi Animal. Is she a snake, a rooster or a bull? Later you will also choose a Trait based on your Junishi Animal. Suggested Traits are listed below.

Rat (January) Rats are imaginative, charming, clever and honest. They watch their money closely, but can be generous with loved ones. Rats are both ambitious and opportunistic. They tend to have short tempers and can be over critical. **Suggested Traits for Rats are** "does theatre", "has doting parents", "spots auspicious moments", "tactful in dealings with peers" and "has amazing eyesight".

Ox (February) Ox are natural leaders that inspire confidence. They are patient, kind, talented and smart. They are strong and silent, and when they do speak they are eloquent and inspiring. Ox expect to get their own way. **Suggested Traits for Ox are** "team manager", "adults hear her out", "expert Go player", "has a very clear view of right and wrong" and "takes change in stride".

Tiger (March) Tigers love for life is stimulating and their energy and vivacity are contagious. They are courageous, self-assured, daring, passionate and empathetic. They are often rebellious and dynamic needing to be the center of attention. Those born at night are more likely to be restless. **Suggested Traits for Tiger are** "excellent at sneaking out from home", "has the attention of several boys", "enjoys karaoke immensely", "participates in dangerous sports" or "doesn't back down".

Rabbit (April) Rabbits are renowned scholars. Rabbit is one of the most fortunate of the Junishi signs. They are peace loving, talented, virtuous, eloquent, honest, and intelligent in business and have impeccable manners. Their over sentimental nature makes them seem superficial and are sometimes moody and indifferent. **Suggested Traits for**



Rabbits are “passed test exams with flying colors”, “hall monitor”, “has savings account”, “excellent calligraphy skills”, “knows the tea ceremony” or “maintains a club newsletter”.

Dragon (May) Dragons are magical, intuitive, artistic, and extremely lucky, exhibiting energy, power and inspiring trust and awe in others. Their emotions are strong and fierce, often making them stubborn and overbearing. They can forgive someone the moment an outburst is over and expect others to forgive them as quickly. These people are often egotistical, eccentric, foolhardy, perfectionists who intimidate those who challenge them. **Suggested Dragon Traits** are “unerring sense of direction and self-worth”, “award winner at rock-paper-scissors”, “has an unnerving stare”, “has a knack for remembering Shinto facts” and “can read tarot”.

Snake (June) Snakes are the deepest thinkers of the Junishi zodiac. They are the quiet, wise philosophers with a deep understanding of the world. They are independent and their hobbies tend to reflect this. Not communicating well with others, they are stingy by nature, procrastinating and relying only on their own judgment.. While known for their beauty, Snakes are often ostentatious and will react selfishly if crossed. **Suggested Traits for a Snake** are “well read in ancient Chinese texts”, “skilled koto player”, “member of the archery club”, “can read four languages” or “has deep understanding of the i-ching”.

Horse (July) Horses are independent and showy, often being seen as egotistical. They have a raw sexual appeal as opposed to being great beauties and will fall in and out of love easily. A Horse is a hard worker who is skillful, quick, and able to react and change with a moment’s notice, while remaining very cheerful. They are diplomatic, perceptive and talkative. **Suggested Traits for a Horse** are “glamour girl”, “has a job”, “always has a smile”, “can easily navigate Tokyo” or “easily spot a friend in trouble”.

Sheep (August) Sheep are the Good Samaritan of the cycle. They are taken in by sob stories, often being emotional pessimists who worry about everything. On the other hand they are charming, generous, charitable, passionate, artistic, creative and at times fashionable. Also possessing a mind for business and known for their intelligence. They forgive easily. Close to nature, they enjoy animals and children, but dislike strict schedules or being scolded. **Suggested Traits of Sheep are** “always there for her friends”, “has a really nice wardrobe”, “has two family dogs”, “gets along in a crowd” or “class treasurer”.

Monkey (September) Monkey being closest to man is most similar to mankind’s intelligence and capacity for deceit. Monkeys are clever, inventive, fast learners with good memories and great social skills. Monkeys are successful at whatever they put their mind to. They also use their wits to beguile others and take advantage of them and are opportunistic of anything that comes along that might make their life easier or more profitable. **Suggested Traits of a Monkey are** “able to confound others views”, “member of the robotics club”, “photographic memory”, “has younger brother fooled into being her servant” and “impeccable manners”.

Rooster (October) Rooster is the most eccentric sign of all. Roosters appear aggressive and self-assured; while at heart they are conservative and old-fashioned. Hard working, resourceful, systematic, confident, socially popular and dramatic while remaining reputable define most Roosters. Roosters also have a dichotomy, either they are extremely talkative or deadly solemn observers who can see through a person’s facade. They can also be boastful eccentrics who like to argue to show off how knowledgeable they are. They are extravagant dressers and dreamers. **Suggested Traits of Roosters are** “knows when someone is lying”, “owns several gorgeous kimonos”, “unshakeable sense of self”, “dutiful behavior has won her parents trust” or “has taken martial arts classes since age of four”.

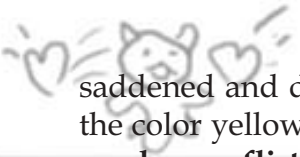
Dog (November) Dogs are honest and faithful, with a deep sense of loyalty and responsibility. The most likeable sign of the cycle, Dogs are intelligent, prosperous, and magnanimous with a sharp sense of justice. Because of this they tend to worry a lot, find fault in others quickly and are defensive and guarded about themselves despite maintaining an outer calm. They are often egalitarian and will meet others halfway and are always willing to listen and can be counted on to do their share. **Suggested Traits for a Dog are** “has many friends”, “adults see her as humble”, “respected for her blunt honesty”, “has a strict moral code” or “noted for always trying her best”.

Boar (December) Boars make great companions. They are strong, chivalrous, intelligent, indulgent, cultured and hate quarrels. They often are self-indulgent to the point of gluttony and are sometimes insecure. They are not deep thinkers. At times naïve; they are materialistic but are not good with money. Luckily fortune is always with them. Due to their bravery, gallantry and sincerity they make the best and most loyal friends of the cycle. **Suggested Traits for a Boar are** “stands up to bullies”, “successful at pachinko”, “helps friends duck bad situations”, “trusted” or “has several long standing friendships”.

2.1.4 Choosing Elements and Assigning Dice

The *Godai* represent categories and concepts in which all things can be placed and analyzed in a spiritual or philosophical manner. All things and people fall into one of the 5 elemental categories, and your Student is no exception. Choose the element below that you feel best represents your Students personality. Later you will also choose a Trait based on the Element that best represents your personality. Suggested Traits are listed below.

Earth represents the hard, solid objects of the world. People bound to Earth are confident, stubborn and stable, and are resistant to influence and change. Students who embody Earth have a desire to see things remain as they are, and are



saddened and disturbed by change. Earth is represented by the color yellow and the direction center. **Use Earth to resolve conflicts by holding your ground, resisting physical force, refusing to change your mind, exerting physical strength and enduring hardship. Earth can be used to push open a locked door, stare down a threatening bully, resist crying when you learn your dog has died, stick to your opinion regardless of what your friends think or to get back on your feet after you fall. Suggested Earth Traits are “unwilling to be persuaded from her goals”, “not fooled by sleight of hand or tricks of perception”, “trained in Thai kickboxing”, “gets along well with others” and “ has divorced parents who both live within the school district”.**

Water represents change and the ability to adapt. People bound to Water are flexible, open minded and supple, but can also be defensive and emotional. Students who embody Water are willing to go with the flow and are open to change. Water is represented by the color black and the direction North. **Use Water to resolve conflicts by expressing or controlling your emotions, effecting change, stretching and flexing your body and adapting to the situation. Water can be used to tell a friend how you really feel, convince your parents that you are responsible enough to have an after school job, keep yourself from falling when you loose your balance or calm yourself down and call an ambeulance after you witness a serious auto accident. Suggested Water Traits are “able to see numerous points of view”, “spent a year as an exchange student in another country”, “rarely drawn into fights”, and “does Tai-Chi with her grandparents every morning”.**

Fire represents aggression and passion. People bound to Fire are fierce, competitive and driven; but often have short tempers and can lash out at others. Students who embody Fire have found a purpose and are driven toward a goal. Nothing can stand in their way. Fire is represented by the color red and the direction South. **Use Fire to resolve conflicts by attacking with words or force. Fire can be used to viscously insult a rival, strike at an attacker or force**

Yomi
1040

yourself to study harder to achieve the classes best grade. Suggested Fire Traits are “strongest in her class”, “bully”, “won’t back down from a challenge”, “must get into Tokyo University” and “has two older brothers”.

Air represents both wisdom and movement. People bound to Air are quick in both mind and body. They are intelligent, compassionate and graceful, but can also be evasive and distant. Students who embody Air prefer to use words over force, and avoid conflict whenever possible. Air is represented by the color blue and the direction east. **Use Air to resolve conflicts through reasoning or rational discussion, by ignoring the problem entirely, by running away or by dodging an attack. Air can be used to get out of the way of a speeding car, rise above a rivals insults, intelligently counter an argument, do a popular dance or think out a complex problem. Suggested Air Traits are** “on the track team”, “skilled dancer”, “often able to remain above conflicts” and “is the mediator among her extended family”.

Void represents things that are not physical such as human communication and interaction. People bound to Void are expressive, creative and spontaneous, and often have a greater sense of the world around them. They can also be impetuous and condescending. Students bound to Void are leaders and prodigies, but often have few close friends. Void is represented by the color white and the direction west. **Use Void to resolve conflicts by communicating your ideas and getting your point across, by talking and listening and by perceiving that which may otherwise go unnoticed. Void can be used to tell if someone is lying, find a secret hidden door, convince your teachers that something horrible is about to happen or to see a ghost that no one else can see. Suggested positive Void Traits are** “works on a relatively well known manga”, “opponents find her hard to read”, “always the one with a new idea”, “knows many of Buddha’s teachings”, “leads the junior ikebana community center class” and “has a large collection of “worthless” found items”.

2.15 How do I use the Godai Elements?

Each of the five elements of the Godai represents a different approach to resolving conflicts. Elemental dice are used when you want to take actions and resolve conflicts. While creating a Student you assign dice to each Element. Choose the element that you feel best represents your Student and assign it 5 dice. There is a place on your School Record where you can write that down. Is your Student aggressive and short tempered? Then Fire is the element for you. Is your student intelligent and quick with a comeback? Maybe Air is your element. Write a 5 on your Record next to the element which suits your student best. Now choose the element that you feel is most alien to your Student. Is your student clumsy and awkward? Then Water's probably not your thing. Assign only a single die to this element, writing a 1 next to it on your Record. Three elements now remain. Think about who your Student is and how she reflects these elements. Assign 4 dice to one of these, 3 to another and 2 to the last. Now all your dice have been assigned and should look something like this:

Earth 4 Water 3 Fire 1 Air 5 Void 2

These numbers can be thought of as your character stats, and determine what your Student is capable of accomplishing during a conflict. You have 15 dice during any given conflict. The type of die that you roll is determined by your Popularity and can be modified by being Psychic or using Traits. We'll talk about Popularity, Traits and being Psychic more later.

Cindy chews on her pencil as she decides on the stats for Naoko. Finally she writes down a 5 in Void, making her Student creative and good in conversation and a 4 in Fire showing Naoko's passion and physical prowess. She puts a 3 in Earth to represent her Students solid family background and show how driven Naoko is, a 2 in Air since her Student is moderately graceful, and finally a 1 in Water to represent her aloofness and close mindedness. Honestly, Cindy wanted the other stats more than Water.

Bill, listening to what others are deciding quickly goes through and fills in some gaps. A 5 in Air since Mai should be graceful and able to get out of the way; 4 in Water since Bill himself often goes with the flow and he thinks of himself as open minded. A 3 in Fire because Mai should be able to throw down when needed; 2 in Void for intuition; and a 2 in Earth since if Mai is good at Air, Water and Void she should be able to dodge most bad things no matter where they come from.



22 Is Your Student Psychic?

Psychic powers are as much a boon as they are a curse, and deciding whether your Student is Psychic can be a difficult decision. At least one Student in your group needs to be Psychic. There's nothing wrong with having a few Psychics in your group as long as not every Student is. If the players cannot decide which Students should be Psychic then the decision is left to the Superintendent.

If you decide that your Student is Psychic make sure to indicate so in the space provided on your Student Record. The benefits and drawbacks of Psychic powers are detailed in the Psychic Powers section later.

23 Choosing Traits

Each Student has areas in life that she excels in. Special talents, hobbies, natural abilities, relationships or possessions that set her apart from her fellow students. These are represented by Traits. Some Traits represent significant parts of your Students life that are obvious to everyone, others describe small details that may be important only to her. Some Traits represent secrets the Student keeps from even her family; others embody moments of pride that can be shared with everyone. "Pretty" might be a Trait. "Tall for her age" might also be a Trait. So might "Good with computers" or "Rides a bike to school". Not all Traits are positive. "Parents just got divorced" or "Ugliest girl in school" are perfectly acceptable Traits as well.

A Trait lets you increase the size of an elemental die when making an action related to that Trait. In this way a 6 sided die becomes an 8-sided die, and an 8 sided die becomes a 10 sided die and a 10 sided die becomes a 12 sided die. A Student with the "I'm the fastest Girl in Class" Trait would be able to increase the size of the dice used in her Air roll to outrun the dog that's chasing her. Students should always

be able to justify using a Trait to increase their die size. You can only use one Trait per die roll and once a Trait has been used it cannot be used again in the same scene. You can also not stack two traits to raise an 8 sided die to a 12 sided die. Traits cannot be used during a Psychic action.

When you create a Student choose 5 Traits, one based on Blood Type, one based on Junishi, one based on Godai, one based on Friends and Family and one based on Hobbies. You can find sample Traits in the Blood Type, Junishi and Godai sections above, and samples of Traits based on Friends and Family and Hobbies below. The Traits listed in these sections are just suggestions. You should feel free to create new Traits that represent your student.

Traits based on Blood Type Choose a single Trait based on your students Blood Type

Traits based on Junishi Choose a Trait based on your Students Junishi Animal

Traits based on Jikkan and the Godai Choose a Trait based on your Students highest element.

Traits based on Friends and Family Choose a Trait that has something to do with your Students friends or family

Traits based on Hobbies Choose a Trait that has something to do with your Students hobbies or pastime.

23.1 Traits based on Friends and Family

Social interaction with friends, classmates, teachers and relatives are an important part of your Students life. Choose a Trait that represents or describes a relationship with a person your Student is close to. **Suggested Friends and Family Traits** are “has a secret crush on her sisters boyfriend”, “needs to please her parents”, “misses her dead grandfather”, “is very popular” or “trusts her brother more than anyone else”.

232 Traits based on Hobbies

A schoolgirls free time is at a premium, and what your Student chooses to do when she doesn't have to do anything speaks volumes about who she is. Choose a Trait based on your Students hobby, interests or favorite pass time.

Suggested Hobby Traits include "likes to ride her bike", "is on the community soccer team", "wants to be a manga artist", "is really into clothes", "owns a Playstation" or "is a huge fan of T.M. Revolution".

Cindy chooses "able to get a sense about new people" for her Void Trait. Cindy decides on Blood Type A since that provides an interesting clash with her strongest Godai element. Naoko was born in February so is an Ox. With the group all discussing their Students, tossing out ideas and quoting Buffy: The Vampire Slayer, Cindy eventually decides on her Students other traits. For Blood Type A she chooses "able to dodge hostile arguments". Next to Junishi she writes "created and runs her neighborhood ikebana club". For Friends and Family she puts down "very close to her older brother". Finally for Hobbies Cindy decides besides flower arranging that Naoko is also "great at romantic karaoke songs". While she waits for her friends Cindy starts writing down Naoko's relationships and things she might carry with her on a typical day.

Bill had been thinking about some of his traits while writing down his Godai stats so quickly writes on his School Record "was a medal winning Jr. ice skater" next to Godai and "always there for her friends" beside Blood Type (which is O, another inside joke for Bill). Stumped as to what to do for his remaining Traits Bill sits idly drawing Mai on his School Record, giving her a skirt that is much to short to be allowed in any school. Hearing a couple good ideas Bill writes down Horse next to Zodiac Sign then "has a adorably cute smile" beside Junishi. For Friends and Family he writes "had two boyfriends last year", and puts down "knows the back streets in the good shopping districts" next to Hobbies.

2.4 Choose a Best Friend and a Rival

Every Student has someone she trusts more than anyone else. A friend who she tells her secrets to, a constant companion or a person she admires. Select one of the other players Students as your Best Friend. Now select another players Student as your Rival. A Rival may be someone your Student hates with all her heart, someone she competes against or someone she just doesn't like much. Remember to write the names of your Best Friend and Rival on your School Record in the spots provided. Keep in mind that your admiration or dislike for other Students may not be mutual. The Student you choose as your Best Friend may not choose you to be her Best Friend. She may even decide to make you her Rival!

Cindy quickly decides on Bill as her Best Friend and Jo as her Rival.



Bill gets caught up in the conversation and loses where they are in the Student creation process. When asked who his Best Friend and Rival are he says Prestons character is Mai's Best Friend and Jo is the Rival.

Jo wonders what people have against her.

2.5 Select Agendas

At the beginning of each game Students should each select at least one Agenda. The Superintendent may have you select more than one. Agendas are tasks, goals or missions that your Student must try to resolve before the end of the game. The Demon the Students will inevitably face is strengthened by the Students unresolved Agendas, so it's important for the Students to complete as many of their Agendas as they can before facing the Demon. While Students may wish to keep their Agendas secret from the other characters in the game, they must reveal at least one of their Agendas to their Best Friend.

Students also receive benefits for resolving Agendas. If your Student successfully resolves her Agendas before the end of the game then she may acquire a Trait related to that Agenda. Students may choose to take on extra Agendas to gain extra Traits.

Here's a list of sample Agendas. We suggest you randomly select one Agenda for a quick game, or two or more Agendas for longer or multi session games. Students may wish to work with the Superintendent to create their own Agendas as well. Make sure both the Superintendent and your fellow players are aware of your Agendas so they can help you work toward completing them. We suggest that while choosing Agendas you discuss them with the other players and pick or make some that will allow for some inter-student conflict. This will give you a quick jumping off point for some scenes in case you ever get bogged down. The Agendas have been numbered in case you wish to roll randomly for your Agenda(s).

2.5.1 List of Agendas

- 1 Wants to get a good grade on the upcoming test so she can impress her teacher who doesn't think she's a good student. Or so she can impress the boy who sits in front of her.
- 2 Wants to join the swim team so she can make friends with the popular captain. But every time your Student wears a swimsuit she gets embarrassed.
- 3 Wants to keep anyone from finding out her embarrassing secret while she tries to make friends at her new school.
- 4 Your Students family died in a fire that she accidentally started. However, she believes that a Psychic killed her family, and she'll do anything to root out the Psychics she suspects are in her school.
- 5 Your Student suspects her boyfriend is cheating on her with a Psychic girl. She'll need to spy on him to make sure.
- 6 Your Student is addicted to psychic energy, but the only Psychic she knows has disappeared. She has to find a new source to get her psychic hits from.
- 7 Has a good friend who is much less popular then she is. Student wants to find a way for her friend to be accepted.
- 8 Wants to reveal her crush on her best friend
- 9 Wants to practice English for trip to America
- 10 Wants to take revenge on teacher for singling her out and making fun of her in class.
- 11 Wants to secretly get a job so she can keep up with her friends.
- 12 Your Student hates her family and school and wants to run away.



13 The spirit of your Students dead sister has revealed to her that one of her classmates is psychic. Your Student must confront this psychic girl to put her sister's spirit to rest.

14 Your Student is plagued by a spirit who torments her at night, preventing her from sleeping and causing her to perform poorly on tests. She must find a Psychic who can help her get rid of the spirit.

15 Your Student has rediscovered her families' ancient ancestral sword. But the spirit that inhabits the sword cries for blood. Your Student must kill someone or something with the sword.

16 Wants help controlling her psychic powers

17 Wants to find lost cell phone

18 Wants to prove how responsible she is to her parents

19 Wants to get a good enough score on the practice test to get into a good university

20 Wants to regain the love and connection she had with her father when she was young.

21 Wants to go on a date with the cute boy from class 3

22 Wants to discover and sell out a Psychic to the government for the reward.

23 Wants the newest cell phone with all the best features

24 Wants to mend things with her former best friend from Jr. High

25 Wants to prove herself to the tough girl click so they will stop teasing her.

26 Wants to become captain of the sports team/club she's in.



- 27 Wants to protect her younger brother from the girls who pick on him at the elementary school he attends.
- 28 Wants to help her parents be in love again.
- 29 Wants her grandmother to feel appreciated and loved in what could be her last two months alive.
- 30 Wants to see her friend succeed at her entrance exams for college.
- 31 Wants to quash the rumor that she is a slut.
- 32 Wants to gain the attention of the girl she admires from class 1, though they were in the same class last year.
- 33 Wants to help her brother get the girl from his cram class to become his girlfriend.
- 34 Wants for all her friends to be able to go to her grandparents place near the beach for break.
- 35 Wants to convince her parents to let her have a pet.
- 36 Wants to change her hair color.
- 37 Wants for the boys to notice her and not the girl who sits next to her.
- 38 Wants to start a new club at school.
- 39 Wants to get a new, more unique wardrobe.
- 40 Wants to earn money with her craft/hobby.
- 41 Wants to get a job that isn't shameful and makes enough to help her family.
- 42 Wants to be able to go to Hokkaido for summer vacation.
- 43 Wants to win an award with her craft/hobby.

44 Wants to keep the old neighborhood park from being torn up and replaced by a shopping arcade.

45 Wants for her older sister to stop picking on her for still being a kid.

46 Wants to befriend the exchange student who has fallen in with the tough kids.

47 Wants to lose weight.

48 Wants to be able to go to the cool dance club.

49 Wants to get a piercing/tattoo.

50 Wants to get a glowing letter of recommendation from her teacher.

51 Wants to find a way father can be home more.

52 Wants to earn enough to go to a theme park with all her friends..

***Cindy** asks the Superintendent, Steve, if she can make up her own Agendas. Steve says of course, but he'll need to approve them. Cindy starts contemplating Agendas since the others are pawing through the book trying to find the right ones for their characters. "Wants to prove she doesn't need to go to cram school so she can have more free time" is the first Agenda Cindy writes down and before before discussing the idea with the group she adds "wants to spend part of Golden Week on her cousin's farm in Hokkaido". The Superintendent sits in grim judgment over these two Agendas, but then hearing some of the Agendas others have chosen he alters his idea slightly for the game and hands the piece of paper back to Cindy with approval.*

***Bill** chooses the Agenda "wants to keep her father from moving back into the house" and explains to the Superintendent that her father has to work in Iwate so he can afford to send Mai to a good high school. Everyone really likes that Agenda. Preston comments that it says a lot about Mai's moral character. He then*

writes down a new Agenda "needs to get her levitation power under control" and hands that to the Superintendent to see if it's acceptable. Steve nods and passes the agenda back.



J.RICHMOND

Part 3: Playing Panty Explosion

You've made a Student, so now it's time to learn how to play Panty Explosion.

Even best friends can fight. Arguments, disagreements and conflict are a fact of student life, especially when you go to school with Psychic girls. When you play Panty Explosion you'll want to have your Students get involved in all kinds of conflicts. It's what makes the game fun. Your Students will pick fights, tease each other, sneak out of their parents homes, participate in sporting events, compete for the attention of boys (or girls), argue with each other, use their

Psychic powers to blow peoples heads up and maybe fight a demon or two. It's all part of being a teenage girl in modern Tokyo. What counts as a conflict? Well, if you punch a girl in the face, that's definitely a conflict. If you get into a karaoke contest,



that's a conflict as well. A conflict doesn't have to involve another person. If you fall into the school pool and you can't swim, then the conflict becomes whether you will drown. If you need to drive your father's car to get your friend to the hospital, but you've never driven before, that can be a conflict as well.

Here are the 6 steps you need to follow to start a conflict and see it through.

Step 1: Announce the Conflict

Step 2: Take an Action

Step 3: Resolve the Action

Step 4: Respond to the Action

Step 5: Continue the Round

Step 6: See if the Conflict is resolved.

Step 1: Announce the Conflict. Either the Superintendent or one of the Students may announce a conflict. If a Student announces a conflict then she has the option to act first. If the Superintendent announced the conflict then he will choose who acts first. Each Student (or non-student character played by the Superintendent) taking part in the conflict gets to take an action. Once each Student has taken an action the Student that initiated the conflict can choose to continue into a new Round by taking another action.

Announce the conflict by telling the other Students what you are going to do. Let's say you announce, "I'm going to humiliate that weird girl to show her who is boss". That's pretty good. Other examples of conflict include:

"I'm going to go over there to tell them to stop making fun of my friend."

"I'm going to ask Toshi if he'd like to study at my house after school."

"I'm going to use my Psychic powers to levitate up to stop the suicide jumper."

Step 2: Take an Action. Now that the conflict has been announced you'll decide what action you want to take. In any conflict you will have 15 elemental dice available to you. These are the dice you choose for your Godai that you listed on your Student Record. Announce your action and roll an elemental die that is appropriate for the action Do you want to yell at the girl and call her a name? Roll a Fire die. Do you want to trip her as she walks by? You'd roll a Fire die for that as well. Challenge her to a race? Roll an Air die. Maybe instead you'll engage her in conversation, draw her out and let her show everybody just how stupid and backwards she really is. Roll a Void die for that. In Panty Explosion there are 4 types of dice, 12 sided, 10 sided, 8 sided and 6 sided. The type of dice you roll depends on your Students popularity (for more information see **How Popularity affects Students** below). A result of 5 or more on any roll is a success. Anything else is a failure. You can roll multiple dice of the same element to try to increase your chances of success. If the result of any of these dice is a 5 or more then you succeed. After you roll a die you must then remove it from the number of elemental dice, of the element used, that you have for this conflict. If you rolled multiple dice then remove them all from the number of dice you have left. If you have no more elemental dice of a certain type then you can no longer take actions associated with that element. Your Student will have to find another way to solve her problems. All elemental dice are replenished after the conflict concludes. There is no way to replenish elemental dice during a conflict.

For example, if you have 2 Fire dice available and you roll them both to slap that weird girl across the face, then you will no longer have any Fire dice available to you for the duration of the current conflict. You'll have to find another

way to resolve the conflict. Perhaps you can talk your way out with Air dice.

Step 3: Resolve the Action. If your roll is a success then your Best Friend gets to describe the nature of the success. She describes how your insults devastated the girl and made you look cooler in the eyes of your classmates or how after you slap the girl she falls to her knees sobbing and swears she'll give you her lunch from now on. If the roll is a failure then the job of describing it falls to your Rival. Your Rival has free reign to describe how the girl ignores your insults, and the eyes of your classmates fall on you in disgust, or how you stride across the room to slap the girl but slip and end up exposing your stained panties to the whole class. Your Best Friend and Rival get to describe the results even if their Students aren't there to witnessing them. The Superintendent can describe the actions of the characters he controls or ask one of the other players to do it for him.

Step 4: Respond to the Action. As soon as your action is resolved any other Student (or character played by the Superintendent) can announce that they want to react to your action. They may then take an action that is in direct response to your own action. This action is resolved as described above, with its success or failure described by the Students own Best Friend or Rival. Only one Student may respond to an action. If more then one Student announces they want to make a response then a quick round of Paper, Rock, Scissors can be used to determine which student gets to take an action. If there are no other Students or characters involved in the conflict then this step should be skipped.

Step 5: Continue the Round. You have now announced your conflict, taken your action (the result of which was described by your Best friend or Rival based on your success) and given others a chance to respond to it. Now it's someone else's turn. The Student who you took your action against now has a chance to take an action of her own. She'll also roll to see if her action succeeds, and her Best Friend or Rival will describe her success or failure as

well. You or another student will also have a chance to respond to her action as described above. If no other student was the target of your action then the Student sitting to your left gets to take the next action instead. Once their action is resolved the student to their left takes a turn. When every Student involved in the conflict has taken a turn then the round ends and it is time to move to the next step and see if the conflict has been resolved.

Step 6: See if the Conflict is resolved. Once every Student has had a chance to take an action then the Student who announced the conflict must decide if she wants it to continue into a new round. If she decides to continue she can do so by taking an action as normal. If she decides she wants to end the conflict she must take an action that will remove her from the conflict (such as using an Air die to run away). If the action is a success then she leaves the conflict, and the next Student must choose whether they will take an action or attempt to leave the conflict. And so on. If every Student (and the Superintendent) agrees the conflict has reached its conclusion then the conflict immediately ends and the Students do not have to take an action to leave it. A conflict usually ends when the Student that initiated it succeeds or fails at their stated goal. Sometimes this is simple.

For example: Hirono wants to try to jump over the hole that the demon emerged from. She rolls an Air die to use her speed to make the jump. She succeeds, and is described as leaping safely to the other side. Her success ends the conflict.

But sometimes it isn't apparent when the conflict has been won or lost, or when the Student who instigated it should give up! Often a Student must be removed from the conflict before it can be resolved. If a Student meets any of the conditions listed below then they may no longer participate in the current conflict.

-If a Student or other character fails three actions in a row then they may no longer take part in the conflict. The

description of their failure must include them being removed from the conflict.

-If the character is incapacitated, bound, dead or otherwise unable to take part in the conflict then they may no longer take part in the conflict.

-If the character uses an elemental die to make an action that will remove them from the conflict, then they may no longer take part in the conflict.

-If the character has no elemental dice to use they may no longer take actions in the conflict, although they can still have actions taken against them.

Who is involved in the conflict? The Student (or Superintendent) who announced the conflict and her target (whether a fellow student, a non student character or something else) are always involved in the conflict. When a conflict is announced any other Student present can announce that they will participate. At the beginning of any following round any Student can announce that they will participate.

Do I have to use elemental dice to resolve every conflict? No, of course not. Often a conflict will be announced and no one will object to the actions taken. In this case no dice need ever be rolled. However if any of the Students or the Superintendent do not agree that the action should be an automatic success then the conflict should be resolved using elemental dice as described above.

Can non-student characters controlled by the Superintendent announce and participate in conflicts? Yes, non-student characters can announce and participate in conflicts in the same way as Students. The Superintendent may also introduce conflicts based on the scene or the environment, such as a sudden rainstorm that threatens to soak the students, a raging fire or a devastating earthquake.

I tried to pull my best friend from the clutches of the Demon, but I failed and my Rival described how we are both pulled into the beasts gaping maw and devoured. What the fuck!? Can she do that? Sure. That description may be a little extreme, but it is completely acceptable. The consequences and benefits of a Students action should be



commensurate with the action itself. It's unreasonable for Tomo's Best Friend to describe her finding a 50 thousand yen note in her pocket when Tomo roles a success to see how much spending money she has. By the same token, Tomo's failure at running down the street to catch the train shouldn't be described by her Rival as a sprint that ends with a fall and a broken neck. If the description of the outcome of an action seems unreasonable then it can be put to a vote.

The Superintendent just killed my Student! Seriously, can he do that? Sure. While the Superintendent should absolutely not abuse his power over life and death, the fact of the matter is that your Students will likely engage in dangerous activities and fight deadly enemies. It's important to remember that while death is a likely outcome, the Superintendent should avoid killing his Students if at all possible, unless the Student puts herself in a position where she accepts that she is likely to die. As we saw above, Rivals are completely capable of killing their fellow Students

through description. They don't need the Superintendents help!

Here's an example of a conflict.

It's been a long school day already for our group with morning announcements, an exam and having to decide what the class will do for the culture fair. The new girl has also been acting strange.

Cindy/Naoko - Announcing the conflict: *While hanging out with Mai (Bill) and Akane (Preston), Naoko (Cindy) spots the new girl Yumi (played by Steve the Superintendent), walking down the hall, Cindy announces that Naoko will attempt to humiliate Yumi.*

Cindy/Naoko - Taking an action: "I'll trip Yumi as she walks by using a Fire die."

Resolving the action: Cindy decides to roll just one die and succeeds. Bill playing Cindy/Naoko's best friend describes the outcome. "Yumi stumbles, almost seeming like she'll keep her balance but then topples sending her books scattering."

Bill/Mai - Responding to the action: Bill/Mai announces "Mai responds to this by pointing and laughing at the new girl to bring more attention to the embarrassing state she's in." He decides to roll two Air dice. Since Mai is the least popular girl in the group she is only rolling 6 sided dice.

Resolving the action: Bill fails to roll a five or better on either 6 sided die. Jo, whose character Aya is off speaking with the class president still gets to describe the outcome because she is Mai's Rival. "Mai starts to point and laugh but then lets out a big snort, causing the attention to shift to her. There are a couple of giggles from her classmates."

Yumi - Reacting to the action: Steve, having pre-made a few sets of stats for students, teachers, salespeople and the like flips his notebook to stats for students and picks a set at random for Yumi. He declares, "Yumi attempts to collect her things and walk away with her dignity and show a brave front to her peers."



Resolving the action: Steve rolls two 6 sided water dice (since as a new girl Yumi is probably not well liked) and succeeds. Steve describes the outcome, "Putting her cell phone and keys back in her purse Yumi gathers her books and rises up, showing that this callous act had no effect on her."

End of round one: The group checks to see if conflict is over, but Naoko decides she wants to pursue Yumi.

Cindy/Naoko - Taking an action: "I'm pissed off now because she isn't humiliated. I say "Nice key chain, are they still into Doraemon where you come from?"

Resolving the action: Cindy rolls two Fire dice and succeeds. Bill speaks up again as her Best Friend, happy to turn the crowds attention away from Mai's snort, "The kids in the hall all having seen the Doraemon figure dangling from the key chain turn and snicker or point while whispering conspiratorially to their neighbors about the childish artifact." Jo fills in Preston on who Doraemon is.

Preston/Akane chimes in with "Akane watches with sadness in her eyes, beside herself, wanting to support her friend but also knowing the pain of being the new kid."

Bill/Mai sighs in relief as the attention moves away from his Student.

No one responds with an action. Steve/Yumi says, "Yumi tries to remain above it all and maintain her composure, fearing what would happen if she acts out." He rolls two Earth dice but fails. Steve decides instead of doing it himself he'll have Preston describe Yumi's failures. Preston ponders for a moment then states, "Even while trying to remain above it all Yumi's eyes still have begun to tear up at the hurtful laughter from the crowd. She fails to be fully aware of where she is going and trips over a tall nice boys foot. Though this time she doesn't drop anything."

End of round two and clearly the scene is not over.

Cindy/Naoko starts the action again by taunting Yumi, "You're too busy crying like a little blue butt to see where you're going?"

Aww." She calls out derisively. The game stops due to laughter at the term "blue butt" and time is spent explaining the etymology of the term and its significance in the scene. After the group calms down Cindy rolls two Air dice and surprisingly, being the most popular girl in the group, fails.

Resolving the action: Jo quickly jumps in with, "The other students begin feeling pity for this poor new kid and calls start to come from the crowd of "Leave her alone. What's she done to you?" and the like as the cute, tall boy goes to help her up."

Bill/Mai responds to the action wanting to prove herself after the snorting laughter. "Mai slips through the crowd closer and nudges the boy helping Yumi up so he tumbles into her."

Resolving the action, Bill decides to use two Void dice and make this a Psychic enhanced action. He succeeds on both dice. Preston describes, "The tall boy falls forward into Yumi. His jacket splits up the entire length of the back seam, while Yumi's skirt unravels some and one of her shoes falls off."

Yumi - reacting action: Steve picks up two dice as he ponders Yumi's next move. "Yumi scrabbles out from under the cute boy blushing. Grabbing her shoe she throws it at Naoko."

Resolving the action: Steve rolls the two dice and fails. Preston then says, "The shoe goes wide and people step out of the way of the clumsy throw. No one approves of this violence."

End of round three. Cindy admits she doesn't feel any need to harass Yumi any further. Steve says that Yumi just wants to run away and cry. Bill has no intentions to continue the scene, and instead will probably try to find a place to avoid people remembering Mai's laughter. Preston says Akane will stick around to help the boy up and clean up the place. Perhaps she will try to return the shoe Yumi left behind. Since no one wishes to pursue the conflict the scene ends and the group focuses on Aya and her meeting with the class president.



3.1 Popularity Votes

Not every Student is equal. There is always one girl who rises above the rest and is admired and praised by her friends. And there is always a girl who is scorned by her fellow students, teased and made fun of. In Panty Explosion Students vote to determine which Student is the most popular. These votes should take place at the beginning of each game and again at the beginning of each school day, although Superintendents may wish to call for a vote at any time, especially if something has happened that may increase or decrease a Students popularity.

Voting should be done in secret. Each player should write down the names of the player controlled Student they want to see as most popular and least popular and hand them to the Superintendent. The Student with the most popular votes gains the title of Most Popular, while obviously the Student with the most least popular votes gains the title of Least Popular. In case of a tie the Superintendent can cast

the deciding vote. Unless the tie is between a psychic and a non-psychic at which point higher forms of popularity always favor the non-psychic. It's important to note that Popularity Votes don't actually happen within the game. The Students never sit down for a formal vote. Unless your characters are just that catty. Instead these votes represent the general moods and affection of the Students.

Psychic girls are creepy and moody, and even the nicest ones are unsettling to be around. Because of this a Psychic student can never be voted most popular.

Cindy/Naoko votes that Mai remain lowest because of her snorting and other social issues that make the group look bad. She votes that Preston/Akane be most popular because of her kindness.

Bill/Mai votes for Jo/Aya, Mai's rival, to be least popular and for Preston/Akane be most popular.

Preston/Akane votes for Jo as most popular due to her handling of the culture fair events and for Cindy/Naoko to be least popular for picking on that poor new student.

Jo/Aya votes for Preston/Akane for most popular because Akane is Aya's best friend and Mai to be least popular for being so creepy and stupid looking (a totally fair reason in high school).

3.1.1 How Popularity affects Students

Students' popularity affects the game in a very real and important way. When your Student takes an action and uses her elemental dice, the type of dice she uses is dependant on her popularity. The Most Popular Student will always roll D10s (a 10 sided dice) while the Least Popular Student will always roll D6s (a 6 sided dice). All other students roll D8s (an 8 sided dice). Because your Student must always roll a 5 or better to succeed at an action, it's easy to see why being unpopular is a huge disadvantage.

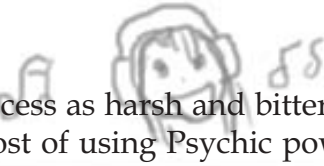
Akane received 3 votes to become the most popular girl, with Aya picking up the remaining vote. For least popular Naoko and Aya each received 1 vote, while Mai received 2. Mai continues to be least popular and will roll 6 sided dice while Akane, as the new popular girl, now gets to roll 10 sided dice for her actions. Naoko and Aya are neither popular or unpopular, and will roll 8 sided dice.

3.2 Psychic Powers

Nothing good every came of Psychic powers. Psychic powers will destroy your Students life. She will be hunted and persecuted by her fellows, stalked by demons and hounded by government agencies. However, her mysterious powers will allow the Psychic Schoolgirl to stand up and face the demons that lurk in the shadows and met out punishment to her enemies.

When a Student with Psychic powers uses dice to make an action she can declare that she is using her powers. When using her Psychic Powers the student will roll 10-sided dice for the action instead of her normal dice. If the roll results in a failure the Student will be able to immediately make a reroll with a single die. When Psychic powers are used to enhance normal actions the description of that actions success or failure must always include strange or supernatural elements such as a crippling cold that creeps into the room, a sinister shadow that falls across the Psychic girl, invisible rippling energy that courses through the bodies of all that are present or strange ghostly voices that call out from the unseen corners of the room.

It's important to remember that the use of Psychic powers is never a good thing. While the results may be temporarily beneficial, the powers themselves are disturbing and unsavory, and always result in great hardship for the girl that uses them. Friends will fear her and rivals will seek to hurt her or humiliate her. Once a Psychic girl uses her powers her Rival will describe both her failures and her successes for the remainder of the scene. While the Rival must describe a success as a success, she is free to make the



description of the success as harsh and bitter as she can to better illustrate the cost of using Psychic powers.

Here are some examples of using Psychic powers to enhance normal actions:

Yoko uses her powers to intimidate Saki. "As Yoko yells at Saki the lights in the hall flicker and a charge of static electricity ripples through the air. Saki and the other students recoil in horror at this blatant display of demonic power"

Noriko uses her powers to keep Yomi from leaving. "As Yomi turns to leave the room the door slams shut with a tremendous force, as if pushed by a phantom wind. A cold shiver runs down Yomi's spine and she trembles as she turns to face Noriko"

Mai attempts to use her powers to resist the taunting of Tomo, but fails. "Mai cringes from Tomo's insults, tears welling in her eyes. She clenches her fists as she begins to cry. Suddenly the lockers on each side of the hall burst open as books and paper explode from within them".

While Students can use their Psychic abilities to enhance normal actions, they also have access to two unique powers. A Student can use these powers in the same way they might make a normal action, but the dice they use for that action are always 10-sided and cannot be modified to a 12-sided with the use of a Trait.

Levitation: The Student can choose to levitate. The height and speed at which she can levitate are left to the judgment of the player describing the action. **Levitation** requires the use of either Void, Air or Water dice.

Make Heads Explode: The Student can make someones head explode. This involves the targets head literally bursting and spraying gore and bone fragments in all directions. Because the Student does not have much control over this power, sometimes this will simply cause a

nosebleed or the breaking of bones. Occasionally a victim's entire body might explode. The effects of this power are left to the player describing the action. Students should be wary of other Psychic schoolgirls, as many develop a lust for bloodshed and exploding heads. **Make Heads Explode** requires the use of either Void, Earth or Fire dice.



Part 4: Running a game of

Panty Explosion

A game of Panty Explosion does not just happen. While other players take the roles of Students a single player must take on the duties of Superintendent.

4.1 The role of Superintendent

The Superintendent is responsible for overseeing the game and making sure it runs smoothly. Here's a list of what is expected of you as Superintendent.

Tell the story: The most important part of your job as Superintendent is one you share with the other players: creating and telling a story. While each player will take a hand in building, exploring and expanding the games story, it is up to you to create the games plot and introduce it to the other players.

As the game progresses and the story unfolds it will be up to you to provide the other players with opportunities for conflicts, to help them create scenes and to ultimately move the story and the game to its climax and conclusion. See **Creating Scenes** below to see how to involve all the players in creating a scene and telling the games story.

Create the Demon: Every Story needs an antagonist, and in Panty Explosion that role is filled by the Demon. The Demon comes in many forms. Sometimes it is a lecherous teacher or abusive parent. Sometimes it is a shadowy secret society or a mysterious branch of the Japanese Self Defense Force. Often it is a ghost or a spirit, or another psychic. But most commonly the Demon is an actual Demon, a foul monster from another realm intent on making Japan its home and destroying anyone that gets in its way. It is up to you to decide what role the Demon will play in the story.

See **Demons, Ghosts, Agents, other Monsters and non-Student Characters** below for more details on creating and playing Demons.

Create the School: As the Superintendent it's up to you to design the school and its staff. Since the school will probably be the setting where most of the story will take place it's important to give it some detail and attention. See **Creating a School** below for suggestions on creating a school.

Playing non-Student characters: The Superintendent takes the role of every teacher, every friend, every parent and every other character the Students come in contact with. While most of these characters will only make brief appearances in the story, some will have extended roles and become involved in conflict with the other players. Again, see **Demons, Ghosts, Agents, other Monsters and non-Student Characters** to find out how to give these characters elemental dice, Agendas and Traits.

4.2 Creating Scenes

Scenes are where the action of PE takes place. Anytime your Students do anything in the game they are doing it in the context of a scene. Scenes can be simple and short or complex and lengthy. Scenes can involve just a single Student or can include a number of students and other characters. A scene can last a few seconds, a few minutes or even a few hours. Here are a few examples of scenes:

A. The school gym late in the afternoon. The gym is deserted except for two girls whispering by the far door, and the only light comes from the windows set high in the wall.

B. The local café after school. A dozen students stand in line or sit at tables, laughing and talking excitedly.

C. The old shed behind Yomi's house, late at night. The air is cold and wet and water drips from the sheds roof. There are strange and disturbing sounds coming from behind the locked door, and a feeling of dread lingers in the air.

When do we build a Scene?

Build a scene anytime you want your Students to do something. Do you want your Students to take a trip to the shopping district? Build a scene describing it. Will your Students sneak off between classes to smoke behind the school? Will they have a sleep over at a friend's house? Are they all taking a test together? You'll want to build a scene for any of these events.

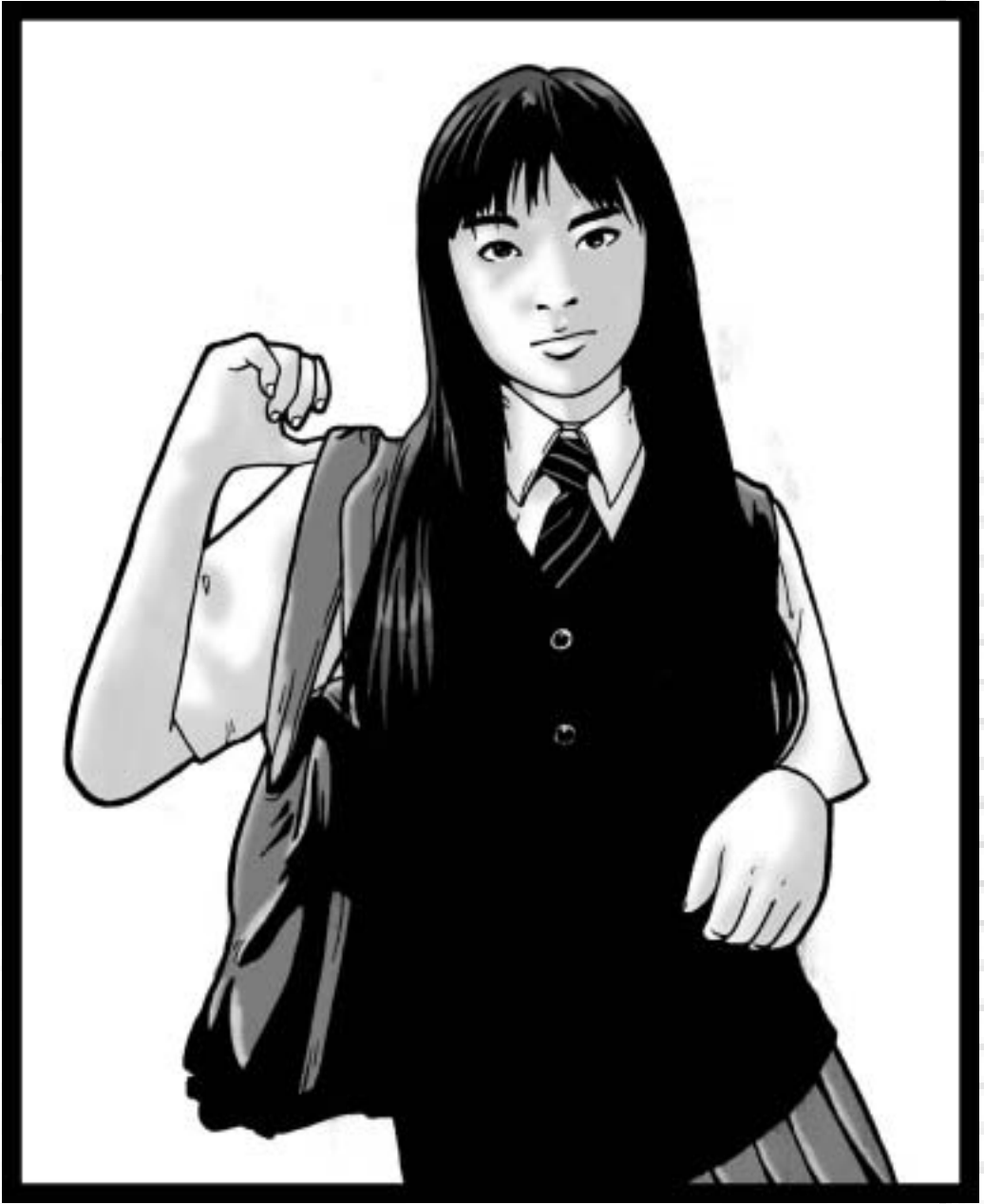
Think of each game of Panty Explosion like a movie. A movie is a series of scenes that tell a story. Each scene tells an important part of the story and leads the characters to the next scene and ultimately to the end of the movie. PE works the same way. Each scene lets the Students and the Superintendent take actions that will move the game toward its climax. And just like in a movie, there's no reason for scenes to portray everyday stuff like going to the bathroom, sleeping, doing chores, working on homework and walking home (unless these events are going to lead to a more exciting scene).

How do we build a Scene?

Building a scene is easy and fun, and once you get the hang of it you can do it in just a few seconds. Each scene is comprised of five elements based on the Godai. Each element represents an important aspect of the scene, although it's not necessary for each scene to include all five elements.

Earth/Location: Where does the scene take place? In the classroom? One of the Students homes? A public restroom? Describe the location. Is it day or night? Is it cold, raining, noisy?

Air/People: Who is here? Of course we'll want to know which Students are in the scene, but we'll also need to know if there are any other people here. Is there a classroom full of students? An old man eating lunch by himself? A shadowy figure peering through the window? Are there any animals



in the scene? Keep in mind that the scenes location will help determine the people who are likely to be there.

Water/Mood: What's the mood? Mood will be largely determined by who is in the scene and the scenes location. If the Students walk into a classroom and find a group of rival girls the mood is likely to be tense and hostile. At a sleep over the mood will probably be light hearted and playful. A

sporting event might be intense or exhilarating. If the Students find themselves in a dark hallway in the middle of the night the mood might be frightful. A quiet shrine might be described as peaceful. Keep in mind that the mood of a scene can change suddenly!

Fire/Action: What's going on? What's happening when the students enter the scene? Did the Students run into the classroom just as the teacher was handing out a test? Is there an argument breaking out between two students? Is a crowd gathering around a poor girl who was hit by a car? The action of a scene is going to be largely influenced by its mood, people and location. This action can be as simple as a train passing in the distance or as complex as soccer game. Keep in mind that even though the Students aren't required to participate in or even acknowledge the action, describing it is still an important part of setting the scene.

Void/Psychic: Is there any Psychic phenomena in this scene? Is anything weird going on? Use this element to describe any bizarre occurrences or strange events that are part of the scene. Do the Students hear strange unearthly voices coming from behind a door? Is there an unnatural static charge in the air? Do the Students glimpse a strange figure out of the corner of their eye that disappears when they turn to look? This element doesn't have to be used just to describe supernatural elements, but could also be used to describe suspicious or criminal activity, the actions of government agents, alien abduction or any other violent, disturbing or bizarre elements you wish to include in the scene. Obviously you shouldn't feel you need to describe the Void element in every scene. It can be more effective and interesting to save these elements for special scenes.

Either the Superintendent or one of the Students can start a scene by describing the Location and People present. The Superintendent could then go on to describe the rest of the scene, but where's the fun in that? Instead, the Superintendent and Students should determine the remaining elements of the Scene together. Other students

should also feel free to suggest additional elements for Location and People. While the Superintendent has the final word over what will make it into the scene, he should try to work with the Students to build a scene they will all enjoy.

Example Scenes:

Superintendent sets the scene (signified by Earth/Place):
"The roof of the school at lunchtime."

Cindy jumps in with *"Eno-chan and her friends sit eating lunch."*
This is an example of Air/People.

Jo mentions *"Eno-chan and her friends roll their eyes at the Students as they arrive on the roof. They want to be left alone."*
This represents Water/Mood fairly well.

Preston says *"Umm, The girls' gossip and smoke stolen cigarettes as they eat lunch?"* Everyone nods in approval so Preston sighs in relief. Preston has also done well at adding Fire/Action to the scene.

Everyone look at Bill. Bill looks up from his drawings *"Huh?"* He adds. After describing the scene again to Bill he states *"Oh, that's cool."* After a quick agreement there isn't anything in the scene that represents Void/Supernatural the scene is set.

Later in the game:

Superintendent begins the scene with *"The dark halls of the school in the middle of the night"* Earth/Place

Preston states *"No one is about"* Air/People

Jo whispers *"The halls are frightening. The school is a scary place at night, and strange sounds and shadows make it even more terrifying."* Water/Mood

Bill adds *"The Students are searching for their friend, who they heard call out to them from inside the school."* Fire/Action

Cindy finishes the description with “Ghostly voices whisper from down dark halls, and shadows move in the corner of the Students vision.” Void/Psychic.

4.3 Creating a School

The school your Students attend will be the stage on which most of the game unfolds, so it’s a good idea to take some time to develop it and give it little character. This may sound time consuming, but it’s actually pretty quick, and you only have to do it once! Even better, you can sit down with your Students and create a school together. By doing this you’ll get a good idea of the kind of environment your players are interested in seeing. You’ll want a piece of paper to keep track of the information you generate while creating your school.

Start with the School itself. Write down a few different School Traits. These Traits don’t affect dice like a Student’s Traits, but instead are just easy ways to describe your school. Write down 4 or 5 different Traits on your paper. Here are a few things you should know about your school to help you come up with Traits.

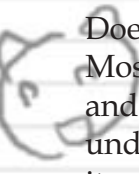
Is your school co-ed, or is the student body entirely female? This is a very important question. Decide whether you want to keep it all girls or if you want to have a school full of boys.

How old is the school building itself? Many Japanese high schools were built by occupying forces after the Second World War. There’s been a recent surge in the construction of new schools, but a majority of these relics from the last century are still in use, and there are several schools that actually predate the war and can claim to have stood for more than a century.

What kind of clubs and associations does the school offer? Your Students will likely choose to be involved in a club of some kind, but there will certainly be other school

organizations which your Students aren't part of. Making a list of these clubs, sports teams and groups and sharing it with your Students can give your school a sense of size and population. They can also be very useful for providing story ideas and characters for your Students to interact with

Does your school have a history? Was it built over a Shinto temple? Was it used as a prison during the war? Were several schoolgirls found dead there under mysterious circumstances? Does the school have a history of abuse complaints? A schools history can provide a lot of neat story ideas, and helps it feel like a real place.



Does the school have any outstanding or unique features? Most Japanese high schools have a gym, swimming pool and outdoor track. Does your school connect to underground maintenance tunnels? Does it have a shrine? Is it near a park? Does it have strange or unusual architecture? Does it have closed off sections or buildings where Students are not allowed?

Now that you have a feel for the school it's time to start thinking about its staff. We'll start with the Students Homeroom Teacher. Since all your Students share the same homeroom their Teacher will be an important figure in their lives. Start by deciding if the Teacher is a man or woman, and by giving them a name. Next assign the Teacher elemental dice in the same way you would a Student, dividing 15 dice between the 5 elements. Give the Teacher two or three Traits as well, maybe one based off their strongest Godai element and one based of their weakest. It's as simple as that.

After you finish the Homeroom Teacher take a few minutes to flesh out some other staff members. Chances are your Students will have contact with the principle and vice principle, other teachers, coaches, office staff and janitors. Building 2 or 3 of these characters will really help flesh out the school. Give each of these characters a name, and decide which element they are strongest in and which they are



weakest in. Give them a Trait related to one of those elements. You don't actually need to assign dice to these characters unless you want to or you plan on using them in conflicts in the game.

Do Teachers vote for popularity amongst themselves? Probably, but that's not how you decide what type of dice they use. When a Teacher or other staff member is in their classroom (or gym, pool, office, etc) they will always roll 10-sided dice for conflicts. While they are in the school or on school grounds but not in their natural territory they will roll 8-sided dice. Outside the school they will roll 6-sided dice. Teachers carry great authority in their class room, but encounters outside the traditional school setting can be awkward for both the Teacher and the Student.

4.4 Demons, Ghosts, Agents, other Monsters and non-Student Characters

There are at least four hundred thirty two thousand three hundred twenty two known forces that work actively against the common Japanese high school girl. There is at least twice that number that seeks the destruction of the Psychic subset of these young women. These forces range from demons and ghosts to principles, statesmen, the military and the ever-present unnamable secret government organizations. In this section we focus on the movers and shakers who seek the destruction of Japanese high school girls: the demons, military and covert agencies.

Demons have always been wary of female Japanese students, and while the CIA only discovered their potential power after the Second World War, it is rumored that the Japanese military has been harnessing the power of young Japanese girls since the late Heian period.

These forces, with their myriad reasons for ruining these poor young women's lives, have developed as many ways to achieve their nefarious ends. Whether it is through possession, mind control, affecting ones permanent record

or chances of getting into a good college, or through a girl or boy the teenager might like, these sinister powers will find a way to attack Japanese high school girls so that one day they might be able to rule over all of Japan (the prodigal stepping stone to the rest of the world).

4.5 Creating the Demon

This section will help you design a Demon and use it to maintain a level of drama and intrigue in your game. The Demon represents the main challenge you intend to pit your Students against, and can be an actual Demon, a natural disaster, a shadowy secret organization, an abusive teacher, a branch of the military or anything else you can imagine. You may be asking what Demons have in common with government branches or agencies and secret societies. The answer is everything. Demons are nothing more than an agency from another time, space or dimension that has decided to try to dominate Japan. Their means may be slightly different on the surface but effectively the same in purpose.

The first thing to decide before creating your Demon is what sort you will use. Will it be ancient demons once harnessed by Nobunaga who were locked away for hundreds of years, unleashed by the spilling of innocent blood on the rock that entombed them at their shrine? Will it be the JSDF who needs to harness the power of Psychic schoolgirls with a mysterious research lab that happens to be located under the Students high school? Or will it be the an ancient Russian secret society that plans to destroy Japan's infrastructure by turning its guardian Shinto spirits against them, but are in turn being challenged by a devout Buddhist family who owns one of the largest gene engineering firms in Japan?

Now you've decided what sort of Demon to use in the story you want to tell. Great. Now how will it antagonize those darn Japanese high school girls? It turns out it oddly enough has the same five stats based on the Godai as your Students.

However, beyond just their elemental dice pools, the Demon also gets some extra dice that are modified through play. The Demon gets 2 extra dice for each Agenda the Students have failed to resolve before confronting it. If the Agenda belonged to a Psychic Student then the Demon receives 4 dice instead of 2. All of the Demons dice are 10 sided. Additionally, the Demon gains 2 dice anytime a Student uses Psychic powers during the game. Further proof that it's not always so great to be a psychic.

It's important to remember that when we refer to the Demon what we are talking about is the Students main antagonist for the game. This may be a singular Demon, or it may be several. This may be a single government agent, or it may be a whole organization. Even if your Demon is in fact several different individuals they will all draw from the same dice pool for the entire game.

"But wait." You cry out. "This Demon has way too many dice and has a much better chance of rolling a success then most of my students! Surely he will kill the Students that I am the benevolent guardian of."

Don't worry. Now that you have all these dice split them up to be used for different encounters throughout your story. Do not throw more than a third of your dice during any encounter other than the climax of your story. Do use the dice for extra encounters. Set up an 8 die encounter of a would be boyfriend who has been possessed, a 10 die government thug that is also hunting the Demon, or a 9 die run in with a Yakuza drug dealer that the Demon has sent after your Students.

"But what if I want more dice?"

Remember the life of a Psychic schoolgirl is a dangerous one that brings woe to all who know her. Every time a Psychic schoolgirl uses her psychic powers she gives the Superintendent 2 more dice to add to his Demon pool. In this way your Demons dice pool should increase. However if you want to throw more small encounters at the high

school girls because you are a cruel and capricious Superintendent, much like those evil forces that prey on these youthful heroines, then feel free to do so.

Extra encounters should be unrelated to the Demon itself and won't rely on the Demons dice pool. Instead these encounters represent random conflicts the students find themselves in. When one of your Students decides to pick a fight with the new girl, don't allocate part of your Demons dice to resolve that conflict. Save those dice for later. Instead quickly assign the new girl 15 elemental dice and let the conflict unfold as it will. You may wish to challenge your students with other encounters that have nothing to do with your Demon. A lecherous salaryman on the train home, a mysterious foreigner who asks strange questions, an ethereal spirit that haunts the classroom during the evening or a sudden earthquake that collapses a nearby building can all lead to interesting conflicts that have nothing to do with your Demon. Again, don't waste your Demon dice on these conflicts; instead give them 15 dice of their own.

4.6 What does a game of Panty Explosion look like?

Once you and your players become familiar with Panty Explosion you'll find that your games unfold naturally, with the players pursuing their Agendas as you lay out the clues and plots that will lead them to their confrontation with the Demon. When you first start playing this may be more difficult. As the Superintendent you must learn how to manage the players and plan the how you will use your Demon, and the players will need to get used to describing each others actions and working with you create scenes.

It's important to remember that while a game of Panty Explosion can start anywhere, it will only end after the Students have confronted the Demon. Other than that one simple requirement a game of Panty Explosion can be



played in any way you like, and it's easy to use the 5 elements of the Godai to structure your game. Here's an example.

Earth/the Setting: The setting where most of the action of the game will take place, usually the school, should be established early in the game.

Air/the Story: Since Demon is the central antagonist of the story clues to its existence and nature should be introduced early in the game. If the Students are to have any hope of defeating the Demon they'll need to know that it exists and they'll need to be able to devise ways to battle it (or escape it). Early

scenes can be used to introduce story elements that will put the students on the trail of the Demon and can include minor encounters with the Demon or other supernatural phenomena. The important thing with these scenes is to let the Students know that the Demon is out there. Once the Students are aware of the threat they can choose how to deal with it.

Water/the Agendas: Starting early in the game Students should be given the chance to pursue their Agendas. Between their Agendas and the Demon Students should

have plenty to keep them busy for the entire game. Be very aware of your Students' Agendas. Every scene should offer an opportunity for a Student to work toward resolving an agenda. Encourage your Students to play together by tailoring both your story and your Demon to their Agendas. Don't force your Students to complete their Agendas, but make sure they have the opportunity to do so if they wish. Only after you've given your Students a chance to complete their Agendas should you proceed to the game's climax.

Fire/the Demon: Your Students have been made aware of the Demon and have had a chance to complete their Agendas, so it's now time to move on to the game's climactic encounter.. Everything that's happened in the game so far has led to this point, so make sure that the confrontation is as exciting and challenging as you can make it. It's important to remember that the Demon doesn't have to be a monster, but can instead be any kind of significant challenge. While your Demon should be a challenge, you should also make sure that your students have a way to defeat it, or at least a way to resolve the conflict the Demon represents. Also, while the Psychic Student will probably take the lead in battling the Demon, make sure the other Students have roles to play in the scene as well.

Void/the End: Once the Demon has been defeated it's time to wrap up the game. Give your Students a final chance to resolve any Agendas they haven't had a chance to tie up yet and make sure that there are no additional scenes that you or your Students wish to play out. If the Demon has been dealt with, the Students have had a chance to resolve all of their Agendas and there are no more scenes or plots from earlier in the game that need to be followed up on then the game can be ended. After the game is over take a few minutes to help players choose new Traits based on the Agendas they accomplished, and decide when your group will meet to play next.



Here's an example of how a game might progress.

Earth/the Setting: The action of this game takes place at the Students school. The school has recently reopened its long derelict swim hall and shower facility.

Air/the Story: Many girls have reported hearing strange voices calling out in the early mornings and late evenings from the recesses of the decrepit swim hall. Students say that the showers turn on even when no one is using them and that when they are alone in the restrooms the lights flicker on and off and they can hear the sound of wet feet walking across the tiled floor. Even the teachers are wary of the old building. To make matters worse, several girls on the new swim team have gone missing!

Water/the Agendas: The Students have several different Agendas, many of which can be accomplished in or around the swim hall. The Superintendent also makes the effort to tie his Demon to the Students Agendas. By working toward their Agendas the Students discover more about the Demon, a Kami-kiri that lurks in bathrooms and showers and preys on young girls. The Superintendent goes even further, allowing the Students to discover more information about the Demon or perhaps letting them encounter it in a minor confrontation. The GM knows that one of the Students has the "Wants to keep anyone from finding out her embarrassing secret while she tries to make friends at her new school" Agenda, so has the Demon rummage through the Students locker and threaten to reveal her secret.

Fire/the Demon: The Students track down the Kami-kiri to its lair in the maintenance rooms behind the shower, where they find the remains of several of the missing girls from the swim team. The Demon cowers in the corner of the room, chewing on the hair of its victims. The Demon is threatening but not overly powerful, and after it learns that one of the Students is Psychic it flees to the pool itself, where the

Students trap it and use a ritual they discovered earlier to banish it from the earth.

Void/the End: Once the Demon has been defeated the Students decide to flee the scene instead of telling their teachers, parents or the police about what happened. They make sure to visit a shrine and say prayers for the souls of the girls the Demon killed. One of the Students requests a scene to resolve an Agenda that she wasn't able to finish before they confronted the Demon.

4.7 Sample Non Player Characters

Here's a selection of the many characters and people, both supernatural and mundane, that your Students may meet over the course of a typical adventure. Some of these characters will be friends and allies and will help your Students and protect them. Others will be viscous enemies that wish to feast on your Students flesh and fluids. Many are too involved in their own lives and dramas to care for your Students at all. Not surprisingly, these characters tend to be the parents, family members and teachers your Students will come to for help the most.

4.7.1 Supernatural Characters. Ghosts and Monsters

Ama-no-jaku: A small Oni-like creature with chicken feet, a horn coming out of the middle of its forehead and hands ending in claws. Its skin spans the normal range of Oni colors from orange to red and blue. Unlike Oni, the Ama-no-jaku is a not physical brute but is instead a mind reader that uses its ill-gotten knowledge to ruin people's lives. They will also wear the skins of people they've eaten as costumes to impersonate the dead. The Ama-no-jaku is stronger in Void or Air and weak in Earth.

Ama-no-zako: The daughter of the god Susano-o-No-Mikoto. She has a ghastly face with a large nose and ears and teeth so sharp they can bite through steel. She will

happily capture people and eat them. This creature is very powerful and would be a good choice for your games main Demon. Ama-no-zako is strong in all elements, period. If



you have to choose something she is weak in Water is a good bet. She's not the most open minded princess god.

Ao-nyôbô: The first of the monsters you don't want anyone male that you like to go near is the Ao-nyobo. Ao-nyobo is a ghoul found haunting the halls of ancient places where nobility once resided. She looks like a lady of the court who happens to have blackened teeth. She will eat young men.

Depending on how you wish to play this monster she can be strong in Fire or Water, while weak in Void or Earth.

Futa-kuchi-onna: A normal woman with a functioning second mouth on the back of her head obscured by her hair. The mouth demands food and if not fed yells horrific things at the woman. Once the mouth becomes powerful enough it can control the woman's hair like tentacles. Unlike the other monsters listed here, the Futa-kuchi-onna is more of a curse. Strong in Air (for talking and moving hair), weak in Water or Earth

Hari-onago: Appears as a beautiful woman on the roadside who laughs derisively at passer-bys. If any male makes the mistake of laughing back that is when this ghoul strikes. Yet another spirit to keep away from your men folk, the Hari-onago eats young men as well and uses her prehensile barb-hooked hair to capture them. Strong in Fire or Air, weak in Earth.

Inu-gami: A monster created by abusing a dog in ritualistic fashion. This spirit is used to torment or attack others but often ends up turning on its master as well. Inu-gami are difficult to get rid of. Strong in Fire or Earth, weak in Water.

Jorô-gumo: Another beautiful woman by day. At night it becomes apparent that this lovely woman is actually a spider ghost. Joro-gumo retains a female figure but with spider legs and an anthropomorphized spider face. It spins webs and eats people, just what you'd expect from a spider ghost. Strong in Fire or Void, weak in Water or Earth.

Jubokko: This tree that has drunk too much blood from the battles that have occurred around it now yearns for more of this human nectar. Stray too long alone under such a battlefield tree and it will snatch you up and eat you. Strong in Fire or Earth, weak in Water and Air. Yes, it is weak against fire.

Kami-kiri: With heads like an angry bird, claws like a lobster, the body of a deformed eight year old and the skin

of a ninety year old, the Kami-kiri look like many Japanese spirits. This one is particularly ruthless against Japanese schoolgirls. It waits hidden from normal eyes in bathrooms, striking to cut off large locks of its victim's hair. Strong in haircutting and Air or Void, weak in Earth or Fire.

Kappa: The kappa are lecherous, hairless monkeys that sometimes have a shell on their backs and always have a hollow filled with water in the tops of their heads. These creatures are good at sumo wrestling, and enjoy eating people or animals, starting with the anus. They are also known for molestation and rape, as well as for drowning small children, and are all in all extremely unpleasant. They are however very honest. Once a deal is struck with the Kappa it will always keep its word. Kappa lose all of their powers if the water in their head is emptied or dried up. Strong in Fire, weak in Void.

Kerakera-onna: This enormous looking ghost of a woman derisively laughs and cackles at people. If an attempt is made to flee this mocking apparition the laughter follows the person wherever they go. Strong in Air, weak in Fire.

Kitsune: Kitsune are shape-changing semi-divine but always-mischievous fox spirits. You can tell how old and powerful a Kitsune is by how many tails it has. It grows a new tail for every century it's been alive. Kitsune are devious creatures always looking for fun, but a few have been known to fall in love. Strong in Water, weak in Earth.

Neko-mata: A cat spirit with a forked tail. Its body alone is often four and a half feet long, not counting the tail. Neko-mata can manipulate the dead and do so for their own gain. In olden days people cut the tails of young kittens short so they could not become such a demon. Strong in Water or Void, weak in Fire.

Ningyo: Japanese mermaids. Ningyo do not look like beautiful women but instead have a monkey/carp like face and very webbed fingers. If you eat the flesh of one you will become immortal, but this is never a good thing. In fact

Ningyo are just bad luck all around. They do not speak but their voices sing like flutes. Ningyo can turn into humans but have to shed a tear first. Strong in Water, weak in Void or Air (though they are fast in water).

Noppera-bo: A spirit that looks like a human without a face. They enjoy nothing more than terrifying people. Strong in Void or Water, weak in Fire.

Oni: Big nasty demons with orange, red, yellow or blue skin. Oni are huge or small muscular creatures that often carry a large thumping weapon. They have the face of a large grotesque human, bird or ape, with monstrous horns protruding from their foreheads. Sometimes they serve as guardians or punishers of sinners, but the rest of the time they are large attacking, or sometimes molesting, monsters. Strong in Fire or Earth, weak in Water.

Tengu: This bird like man-spirit has a long nose and sometimes a cloak or hat made of feather, though other times they have wings and feathers all over their bodies. They often live in mountainous regions. Tengu are expert sword fighters. Magical items Tengu might have include feather cloaks that grant invisibility or feather fans that can kick up tsunami like winds. Tengu at times enjoy debate and always keep their word. They often attack vain or powerful people. Strong in Fire or Air, weak in Void.

Tsukumo-gami: Household appliances and items that have been used and around for over a hundred years gain a Kami and if they have been ill-treated are vengeful. This includes pots, pans, shoes, dresses or anything really. Strong in Air, weak in Earth.

Yama-inu: Spirits of the wolves that once inhabited Japan often attack and kill people. It is possible to call on them to help you through the wilderness. Strong in Fire or Air, Weak in Void.

Yuki-onna: The snow maiden is another man eater, though on occasion will attack women. A disturbingly tall, beautiful

woman dressed in white with pale skin, Yuki-onna is only found when there is snow around. Yuki-onna enjoys stealing babies. She will cry at the roadside holding a baby, imploring people to hold the baby for a moment. When someone does the baby melds around the victims arm and weighs them down so the Yuki-onna can eat them. Strong in Void or Water, weak in Earth.



4.7.2 Mundane Characters

While it is fairly easy to assign elemental dice on the spot, it will help during game play if the Superintendent creates a bunch of characters before hand to populate his story. These character don't have to be fully fleshed out and don't even need names. Create the quiet and shy person that is high in Earth, the embittered person who is high in Air, and so on. You can assign these sets of stats to characters that pop up in your game later. Also decide on what die type these characters will use (6 sided, 8

sided or 10 sided) depending on their social standing within their subset of society. Parents in their own homes or at their own workplaces or high ranking government agents will get better dice while unpopular male students and most salary men will get 6 sided dice. When you find you need a set of stats for one of your non player character simply select whichever set of pre-made stats you think fits best for the moment your Students find themselves getting into conflict with that person, as inevitably at least one of them will.

Female Students: Your fellow female students can be great friends, weird kids who sit in the back of the classroom, over achievers or the meanest bullies in the world. Japan is unlike any other country in the world because of its female students. Only in Japan are females the biggest perpetrators of bullying. Shunning is a common form of bullying in Japanese schools, and in the communal and social society of Japan this can be devastating to another child. Japan has the lowest teen pregnancy rate and the third lowest abortion rate in first world countries. Crushes on other female students are common, though reported homosexuality is extremely low amongst females.

Ways to use female students in the game include having one of them try to steal a male friends attention, shunning, punching or some other form of bullying, having the emotionally fragile girl confess her love to one of the Students, spreading malicious rumors about Students or always dressing better than the clothing aficionado among your Students. Female students may try to find a Psychic at their school to help her with her problem or to turn her over to the government. They may play around with the occult, flirt for the science teachers attention so no other girls get called on, try to beat your Students at all sports, try to oust your Students from the school Culture Fare organizing committee or commit any other random act high school girls try to pull on one another. Female Students can be strong and weak in any element.

G-Men: Government agents come in all shapes and sizes. They could be employees of one of Japans ministries or

could be agents of the JSDF, CIA, NSA, KGB, GRU, MI6 or any other domestic or foreign agency often referred to by an anagram. These agents range from desk clerks to generals, from Special Forces to first responders. They all have designs to take advantage of Psychic schoolgirls or the daughters of someone who has access to important information. Some will send secret agents into your school pretending to be teachers or students. Others will simply launch outright attacks on the Demons or Psychics lurking in your school. These Agents are also the only people in Japan besides those in the underworld who carry guns. It is always best to clear out of any dangerous situation as quickly as possible before the government agents arrive.

Here are some examples of what to do with G-Men (note they are G-Women too): G-Men can barge into class and drag off a kicking and screaming Student. They can tell you to move along, occupy the area of a demon attack after the demon has left, form a standoff between two different government agencies each wanting to get its hands on your Psychic Student, pretend to be a fellow student or exchange student, borrow your Students cell phone to plant a bug or download the information on it, harass Students while trying to find Psychics, stealthily follow your Students while wearing dark suits and shades or promise great rewards for information leading to a Psychic or Demon. There is a lot to do with government agents if that is the way you want your game to go. G-Men can be strong or weak in any Element but are often strong in Air or Fire and weak in Void.

Male Students: Nothing confounds high school girls more than their male counterparts. While they often stick to their own kind they do enjoy the company of female students. At times they can be cruel and capricious, but this behavior is not inherent. Male students are less sexually active than female teens with numbers showing somewhere between thirty and fifty percent of Japanese teens have had sex by the time they graduate high school. Male students are also not as fashion conscious as females. They are used to male privilege that is part of Japanese society. It is possible to



find gay male teens that are out, though the amount of out gays in Japan is much lower than what you would find in America or many parts of Europe.

Male students could be used to create conflict or story with such acts as: asking your Students for help studying for a test, being really nice to one of your Students but doing so to get closer to her friend, asking your one of your Students out to dinner, trying to see up a girls skirt, being the smart boy who avoids talking to one of your Students. Male students could be the boy you constantly see hanging out near the paranormal bookstore, the guy who tries to impress you with his motorcycle drivers license or the guy who attacks school girls due to being possessed by spirit. Think back to high school and all the inexplicable and weird things boys did. That alone should fuel game session after game session. Male Students can be strong and weak in any element, although many have weak Water scores when it comes to dealing with female Students.

Parents: Everybody has them and you don't get to choose them. Its parents, those two people who brought your Students into the world and accepted them into their lives. A significant minority of Japanese fathers work a good distance away from where their family lives. This could be because the company moved or their wives moved with the kids to a better neighborhood so they could go to a better school. Fathers can be strict and aloof or may seem incompetent due to his disconnection from the rest of the families' daily life. Within some Japanese families a daughter is desired as the first child because the eldest daughter can help raise any other children the family has. More mothers are working these days. 57% of women are working though 45% of those are working part time and a good deal of them are single. Divorce is on the rise but still very rare (2.3 divorces per 1,000 people in Japan, 2003) and is increasing faster amongst spouses who have been together for twenty or more years.

Ways to use mothers or fathers for conflict in your game is to present them as stern disciplinarians, have them cut off allowances or go to speak to teachers, have them demand to meet their daughters' male friends or have them look a bit too long at that one cute friend of their daughters. Parents can take your Students siblings side, cause jealousy between siblings through time or gifts, exact unfair punishment, go through your Students room and personal affects, plan a family vacation right in the middle of your Students fight with the Demon, enroll your Student in a new activity or cram school, decide that father needs to take the promotion that will force him to move away so your Student only sees him on the weekends, give their children more chores to do, decide to have another baby, look into moving to a better neighborhood, disapprove of their daughters friends or be bigoted against Psychics when their daughter is actually a Psychic. Think of annoying or bad things your parents did and use them to make the players family life come alive. Parents can be strong or weak in an element.

Psychic Schoolgirls: All the power of a demigod with the maturity and stress of a Japanese high school girl. This is not to say that all Psychics are Japanese. Some, perhaps the ones to really watch out for, are foreign exchange students. Psychic Schoolgirls might well be agents for the government or some secret society. They are capricious, scared of being found out and distrustful of others. They too have the ability to blow up heads and levitate, and rumors abound that some possess other never before seen powers. Employing dirty, underhanded tactics they will do whatever is necessary to hurt those they fear and to acquire what they want. They all have issues. Some experience headaches or nosebleeds while others need medication to keep the pain of their powers under control. A powerful group that everyone knows and fears but also one that could be pitied if pity were not an act that could lead to your head exploding.

There are a multitude of ways to use psychic schoolgirls for conflict or story material in your game. Here are just a few. They can forcefully try to steal another girls boyfriend, use

their powers to trip up other girls constantly in gym, try to remain normal despite their constant nosebleeds, kill one of your Students fathers, work for a government trying to recruit other psychics, kill other psychics to become the most powerful, work for a secret society trying to raise a powerful spirit to help them rule the world, run away from home and school only to have your Students come across her while shopping, be possessed by a vengeful spirit, be in love with a demon and help it feed, bully the teachers at the school or flaunt her powers and be caught by some agency. There is much more to be done with this fertile ground of Psychic Schoolgirls, and you should really feel free to go wild with the concept Psychic Schoolgirls can be strong or weak in any element, but the more powerful and deranged ones are often strong in Fire..

Salary Man: Those workers who toil away their lives for the company. They stay out late going to company parties that are an integral part of keeping a good appearance around work. So belittled by their work and with no outlet for their frustration they at times find themselves molesting women on the packed trains, following school girls and asking them on dates and in general being very creepy. There really isn't much more to be said about this lowly type of character. As for how to use them, they do their jobs and they lead their lives; they are victims and without supernatural interference create offenses that are seriously under-reported and not seen as a big deal in Japan. Salary Men can be strong in anything but are usually weak in Void.

Teachers: Perhaps the most dreaded and celebrated of all non-student characters, Teachers can either be an inspiring part of the day, lifting a student to new intellectual heights, or be a feared enemy, painstakingly grinding the Students souls under their cracked brown leather shoes. In Japanese schools the students stay in the same classroom except for classes that require certain equipment, such as lab space, computers and gymnasium, while the Teachers themselves move from classroom to classroom. Teachers can be arrested for stating their political party or political beliefs. Teachers

certainly add to the pressures of being a high school student, inquiring why their grades are down or if they have done enough studying for college entrance exams. Moral lessons are also the domain of Teachers and some will comment if they believe their Students are leading an amoral life. Around 25% of all high school teachers are female.

Ways to employ teachers in your game include: assigning an impossible amount of homework over a vacation break to see how the girls work under pressure, calling on any small infraction your Students make but never noticing their Rivals blatant offenses, talking to your students after class about how they are not meeting their potential, implying Students might need to attend a cram school, always giving a moral lesson about the exact issue your Students had a moral crisis over the day before, leering uncomfortably at a student, not teaching the Students about ancient literature which they need to know for their college entrance exams, coming across the Students outside of school and saying all the things Teachers can't in class, confiscating cell phones, giving preferential treatment to the boys or suspecting that one of the Students might be a Psychic. Teachers are often strong in Air but weak in Earth. Some teachers are aggressive or just plain mean, and may be much stronger in Fire than anything else.

Part 5: Setting

Modern Japan is a complex, confusing and exciting place. Ancient religions coexist with cutting edge technology while the overwhelming media threatens to drown out national traditions. The Japanese school system itself is very different from many of its foreign counterparts. This section contains extra background information that will help you enjoy the game and immerse yourself in its world.

5.1 Japanese High Schools

The formal term for Japanese high school is *kootoo gakkoo*, meaning upper secondary school, but most Students use the common abbreviation *kookoo*, meaning high school. School is the center of the Japanese Students life, and considering the large amount of time that Japanese students spend in schools it is little wonder that the education system plays a tremendous role in determining the fabric of Japanese society.

The Japanese school day starts at 8:30 am, but for a Student the day begins well before she arrives in the classroom, and for many students how they get to school is an important part of their daily life. Most Students walk or ride bicycles to school if they live close enough. Students that live farther away must rely on public transportation, often having to transfer to several different trains or buses to reach their school. It is not uncommon for students to spend two or more hours each day on public transportation.

Students attend high schools based on standardized entrance examination scores. Because of this many students have to travel a great distance to attend the school determined by their test scores. Students take advantage of these long commutes in several ways. Some students sleep or study during their long commute, or use their time to listen to music on small digital players or read their favorite

manga. For others public transportation provides a chance to talk to friends outside the confines of school, or to chat on cell phones. Student behavior on the way to school is regulated by school policies. These policies often prohibit certain activities in public that may reflect poorly on the school, and often include talking loudly, chewing gum, holding hands with young men or playing portable video games. Schools often require students to stand on buses and trains even if empty seats are available, leaving seats open for other passengers in order to demonstrate consideration. Most students tend to only observe these practices when they are close to their schools, and many ignore them altogether, even though the punishment for this can be stiff.

At School

By 8:30 am Students have arrived at school and assembled in their homerooms. The school day starts with classroom management tasks, such as taking attendance and making announcements. The Students themselves usually take turns doing these tasks determined by a rotating duty schedule called *toban*. Each homeroom has an average of about 40 students who stay in the room for most of the school day while different teachers move from room to room. Students leave the homeroom for physical education and classes that require special facilities. Between classes and at lunchtime, classrooms can be noisy, lively places. Students eat their lunches in their homeroom. Most Students bring a box lunch from home, almost always consisting of foods prepared by the mother in the early morning hours, such as rice, fish, eggs, vegetables, and pickles. Some schools have a cafeteria, but most do not.

Japanese students spend 240 days a year at school, 60 days more than American Students. Many of these extra days are spent preparing for annual school festivals and events such as Culture Day, Sports Day, and school trips. Many schools require Students to attend for half a day on Saturdays. Students typically take three years of mathematics, social

studies, Japanese, science, and English. Other subjects include physical education, music, art, and moral studies.

After classes are over for the day all students participate in *o soji*, the cleaning of the school. They sweep the classrooms and the hallways, empty trashcans, scour restrooms, clean chalkboards and chalk erasers and pick up trash from the school grounds. After *o soji*, school is dismissed and most students go to different parts of the school for club meetings, catch a train to Cram School or head home for the day.

School Events

The Japanese school year starts in April, beginning with an entrance ceremony for new students. Most schools have a day-trip excursion in spring (or autumn), and during one of the three years of high school the students go on a longer trip that lasts a few days. Summer vacation starts in mid July and continues until the end of August. There is a short winter vacation around New Year's, and another round of final exams before graduation for third-year students in late March.

Autumn is the season for field days and school festivals. School festivals give students a chance to showcase their talents and achievements for teachers and family. Classes put on performances and skits; display paintings and drawings created in art class and make presentations. School clubs often use these events to raise money, organizing student run cafes, game booths and auctions.

After School Activities

Every school has clubs that meet each day after classes. There are clubs for almost any interest. Sporting clubs are popular, and national baseball, soccer and rugby club competitions are often televised. Educational, social and cultural clubs are also popular, and students with interests as diverse as history, mahjong, mathematics, manga, computers, broadcasting or astronomy can find a club that

suits them. The students themselves determine the club's daily activities. Students can join only one club, and they rarely change clubs from year to year. New students are encouraged to select a club shortly after the school year begins in April, and club members actively recruit new members during this time. Clubs meet for two hours after school each day and many clubs continue to meet during school vacations. Clubs are the most encouraged way for students to engage in peer group socialization.

Many students choose to take on part-time jobs to earn extra spending money. Students commonly find jobs as waiters, kitchen helpers, attendants in convenience stores, supermarkets, fast food restaurants, and gas stations. Some students make extra money tutoring their classmates or work in family owned businesses.

Cram Schools

For some Students school isn't over when classes end for the day. Many Students attend special privately run cram schools where the take supplemental lessons in nonacademic subjects like art, swimming, computers and calligraphy as well as the academic subjects that are important for college entrance examinations. Surprisingly, most students enjoy *cram school*, where the teachers are usually more interesting and challenging and where they have a chance to interact with students from other schools.

Entrance Examinations

The college entrance exams required to get into Japanese universities are notoriously grueling, and students often spend an entire year or more preparing for them either in cram school, exam clubs or with intense private study. Because of this high school is often a tense and stressful time for students who hope to get into good universities.



Free Time

For Students free time is at a premium. School and after school activities take up most of the student's day, and with homework and commuting time many students are left with very little free time to themselves. Students enjoy watching television, listening to music, casual reading (often popular manga or teen oriented magazines) and spending time with friends. Most students only have limited time for socializing outside of school, and popular hangouts include places where students are likely to be found. Fast-food restaurants and coffee shop chains, especially McDonalds and Starbucks are popular hangouts, as are the small conveyance stores called konbini that sell prepared foods, beverages, cigarettes and magazines.

Japanese adults often think of students as large children instead of young adults. Because of this parents and teachers strongly discourage teenage dating and most young people do not begin to date until after high school. School crushes and flirtations are common, but serious dating is rare.

School Uniforms

School Uniforms are an important part of a student's life. Japans famous western style "sailor uniforms" were first introduced in the late 1900's, and today are almost universal in the public and private school systems. You can see several examples of different uniform styles in this book.

The high school uniform traditionally consists of a military style outfit *called gakuran* for boys and a sailor dress known as *sara fuka* for girls. Some schools have moved away from the military style uniform and have instead adopted a style of uniform more familiar to European private schools. These uniforms consist of a white dress shirt, necktie, blazer with school crest and dress trousers for boys and a white blouse, necktie, blazer with school crest and plaid skirt for girls.

Uniforms create a sense of conformity in schools, but many students seek to subvert this by adding accessories or altering their clothing. Loose baggy socks have become popular, and altering skirts to a shorter length or “forgetting” neck ties at home are common. Students often express themselves with the items that schools don’t regulate, such as backpacks, coats, hats and socks. Stockings, hairclips and ties, glasses, hairstyles, umbrellas and cell phones all give students a chance to show their personality. Some students take more extreme approaches, dyeing their hair or piercing their ears. Some schools enforce a strict dress code that prohibits such personal alterations, but most allow their students some room for self expression.

5.2 Self Injury: Abuse and Bullying

Self Injury

Wrist-cutting and other forms of self-injury are becoming more common problems in Japanese schools. Wrist-cutting had been cited as a problem in high schools in



the past, but recent surveys show that over 14 percent of the female Japanese students said they had purposely injured themselves at least once, while 6 percent said they had done so at least 10 times.

When asked why they had injured themselves, most students talked about frustration, anger or stress related to the expectations to do well in school and go on to a good college. Japan's college entry exams are famously grueling and stressful, with students often preparing years ahead of time. Since the exams determine which college a student can attend, and since the choice of college often determines whether the student will be able to find a good job, preparing for them can be especially intense.

The suicide rate of Japanese high school students, especially those preparing for their exams, has been on the increase for over a decade.

Abuse

Studies claim that molestation and statutory rape are commonplace in schools across Japan, and that victims rarely come forward. To do so would violate a lifetime of learned social conventions. While there are no generally accepted statistics on classroom sexual abuse in Japan, the Education Ministry claims there were 122 reported cases of molestation by teachers in 2001, a number which parents say reflects students unwillingness to come forward. This number has continued to increase.

Students are not just vulnerable to abuse in the classroom. Japan's commuter trains have long been famous for reports of groping and harassment. Female students commonly report groping in crowded train cars and buses, especially on express trains that go long distances without many stops. Because these trains are often crowded to standing room only it can be difficult to identify an assailant. Many students are embarrassed by the assaults and are hesitant to call for help, and convictions of train molesters are

notoriously rare. Some students have taken to stabbing gropers hands with needles, forks or scissors.

Bullying

Bullying among students has become a serious problem in Japan. Students often engage physical or psychological teasing or abuse on a regular basis, causing deep suffering in the victim. Bullying is usually carried out by a group, the targets often being unpopular, weak or delicate children. Usually the bullies don't see the bullying as anything serious, and often consider it a joke. When a victim of bullying hurts or kills her self as a result, the perpetrators are usually surprised and often find it hard to believe that their actions were the cause.

5.3 Tokyo

Tokyo, formerly Edo, is the capital of Japan. The city houses around twelve million people, eight million of them in the metropolitan area. It is counted as one of Japan's 47 prefectures but gets a special -to ending rather than the usual -ken suffix of the other prefectures. Within the greater Tokyo area there are 23 city wards, 26 cities, 5 towns, 8 villages and 17 islands. Though the furthest island is almost two thousand kilometers away. The twenty three wards used to be called Tokyo City and are the main section of city that people imagine when they say Tokyo. The twenty six cities lie mostly to the west and are referred to as West Tokyo. They are mostly residential areas for people who work in Tokyo, though there is plenty of commerce and industry there as well. The furthest west portions of Tokyo-to is very mountainous and only contains a few towns and a village. The islands all stretch off to the south in two main island chains with a couple unconnected islands out there as well.

Tokyo was a tiny fishing village called Edo until Tokugawa Ieyasu made it his base of operations. It then blossomed

from fishing village in 1603 to a city of one million inhabitants by the 1700's. Its name changed to Tokyo when Emperor Meiji moved there 1869 and made it the imperial capital. Emperor Meiji also turned Edo castle into the Imperial Palace. A note about the Imperial Palace: you Japanese high school girls are not allowed. No, it's not a sexist or ageist thing. In fact no Japanese person is allowed on the Palace grounds, except for twice a year and only in a certain area of the Palace. Foreigners are allowed into the outer gardens and are allowed to bring a guest with them onto the Imperial Palace grounds. Japanese people can hook up with some visiting foreigner to get inside and have a look around.

Shinjuku

One of Tokyo's 23 wards, Shinjuku has the busiest train station in the world. Some two to three million people go through Shinjuku Station everyday. There are twelve rail lines going into the Station, a couple of them being private commuter lines, the others owned by three other companies including the ever present JR. Around the station you will find many department stores, electronics stores, fashion stores, restaurants, bars and theatres. Further out are municipal buildings, Shinjuku Gyoen (a large park) and skyscraper business buildings.

Shinjuku is the capital of Tokyo, housing the Tokyo Metropolitan Government Building in its western business district. This building is the headquarters for the Tokyo's local government. It is the tallest building in Tokyo and at the top of each of the two tower like structures there are observation decks allowing view of Mt. Fuji and Yokohama on clear days. It's free to go up there. Near the building there is a very unimpressive park that includes a shanty town housing a portion of Tokyo's few down and out (Japan only has a 4.5% unemployment rate and certainly not all or many of them are homeless). Beyond this western area is a good place to view salary-man and office-ladies during rush

hour or lunchtime. Something few high school students would ever want to do.

In the eastern portion of Shinjuku sits the headquarters of an organization that very keenly observes the movements and activities of Japanese Psychic high school girls and notable

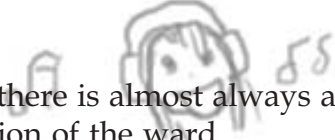


non-psychics. The Japanese Defense Agency, which is placed under civilian authority, has to answer to the Prime Minister who in turn answers to the Diet. The Defense Agency is housed in a small walled collection of large bland looking business buildings, each sporting many communication antennas. These buildings also have at least four basement levels, uncommon since it is illegal for private residences and most commercial sites to be built with basements due to the high earthquake frequency in Japan. 8,500 people reportedly work there in at least eight organizations. These buildings not only handle the civilian bureaus and staff but also some of the Self Defense Force command as well.

Eastern Shinjuku is also known for its street shopping and its red light district. Wait, military and a red light district inhabiting the same area? Even a non-military state like Japan can not avoid this cliché. The red light district is called Kabuchiko and is filled with hostess bars, strip clubs and pachinko parlors. Kabuchiko though does have mainstream cinemas and theatres for traditional dance and music performances. The eastern area has Shinjuku Dori and Yasukuni Dori, Avenues which are the two most popular shopping areas in Shinjuku making it a wonderful mixture of popular hangouts and seedy underbelly.

More shopping is available in southern Shinjuku including famous arts and crafts shops. The gigantic Time Square shopping centre is located here as well, which has a large English bookstore. This area, along with Shinjuku, has the highest percentage of foreigners per capita within Tokyo, making it a likely place to come across all those odd foreigners.

Finally Shinjuku has arguably the best park in all of Tokyo. Shinjuku Gyoen certainly has the nicest cherry blossom collection and is often crowded during late March on through April when the fifteen hundred cherry trees are in bloom. The garden also includes English and French formal style gardens. There are also chrysanthemums blooming in



early November, so there is almost always a reason to visit this picturesque section of the ward.

Shibuya

Let us start with the story of Hachiko, a dog. This dog went to the train station with his master every day for a couple years then started going down and waiting at the station to walk home with his master from work. Then Hachiko's owner died. The dog continued to go everyday to Shibuya station from 1923 to 1934 and wait for his master to come home from work. Hachiko became a national symbol of loyalty. He died one year after a statue was made in his honor. Today the statue still sits adjacent to Shibuya station at one of the entrances to Hachiko Square and is the most popular meeting spot in all of Shibuya, so popular it is unlikely you will find who you're waiting for. This area also has perhaps the busiest street crossing in the world and includes a four-way stop so that pedestrians can move without concern for automotive traffic. Not surprisingly the busiest Starbucks in the world is poised overlooking this corner as well.

What is important to your Students is that Shibuya is where the fashion is. Not only is Shibuya station here but also so is Harajuku station, with the whole Harajuku scene and culture. For popular tourist viewing of people sporting their best fashion one simply needs to stroll from Harajuku station towards the Meiji Shrine, but then you won't be seeing the cutting edge of this already trend setting group. No, to see those people who are in the know and working fashion towards new heights you have to go down Ura-Hara (the back streets of Harajuku). But don't think this gets you close to these fashionistas, they have exclusive clubs and tea rooms, often above boutiques, where they can sit and talk without being asked to have their photo taken every couple of minutes. They can still keep an eye on other peoples ideas and couture from their lofty hangouts often allowing a good view of the street below. This area used to be known for its rockabilly dancers, punks, visual kei artists and other

performers, but that started leaving back in the '90s. Now its fashion shops, dazzling eye candy, tourists and shoppers. Most of the shoppers come from areas outside of Tokyo.

Near to Harajuku is the Meiji Shrine, a Shinto shrine dedicated to Emperor Meiji and his wife Empress Shoken. It covers 175 acres with an evergreen forest of one hundred twenty thousand trees mostly donated by people from all over Japan. Its inner portion houses the shrine buildings, including a treasure museum. The outer portion has a picture gallery, a former government hall now used for Shinto weddings and several sports facilities including a rugby field, outdoor pool, ice rink, baseball stadium and the National Stadium which was used as a main venue both in the 1964 Olympics and again in the 2002 World Cup.

Close by to Harajuku station is Yoyogi Stadium. The Stadium was also used in the '64 Olympics but is now used for concerts, ice skating and volleyball competitions. Right across the street to the north is Yoyogi Park, popular for walks, music and practicing martial arts. Around the park there are several large but orderly homeless camps. There are also the famous shopping boulevards Takeshita and Omotesando near Harajuku as well. Omotesando is filled with upscale shops, international brand outlets, restaurants and cafes. Takeshita Street is a pedestrian only road with trend setting fashion stores and boutiques where manufacturers' test-market prototype outfits. Takeshita Street is very popular with Japanese youth looking for new cute things on the weekends.

Shibuya is also home to the NHK building. NHK is the public television and radio broadcaster for Japan and charges Japanese families for owning a color TV that can accept their signal. There is also a number of museums in the area. The National Noh Theatre and New National Theatre show ballet, opera and other such performances are also located in Shibuya. Finally there are a few famous department stores in the area such as Shibuya 109, Takashimaya Times Square and Tokyu.

Chiyoda

Chiyoda contains three elements that are known the world over, the Imperial Palace, the Japanese Diet and Akihabara. Though even beyond this there is the Budokan, Kantei, Yasukuni Shrine, Tokyo Station, several embassies, a couple of parks outside the Imperial Palace and quite a few universities. Chiyoda is the seat of governmental power in Japan. An important ward with a rich history, it is however not the most popular hangout for most young Japanese high school girls.

The Imperial Palace takes up about 12 percent of the land in Chiyoda. Its large and lovely with man made ponds and beautiful architecture, but Japanese citizens only get to see this twice a year on the Emperor's birthday and New Year (January 2nd) when the inner palace is open to the public. The Diet building is an impressive if odd-looking building. It is where the House of Representatives and the House of Councilors congregate to pass laws and elect the Prime Minister. The LDP (Liberal Democratic Party) has been in the majority for most of the time since the end of World War II. Kantei is the name of the Prime Minister's residence. It's conveniently located across the street from the Diet and is a new five-story building, the top most stories being closed to the public. The Ministries of Education, Culture, Sports, Science and Technology are led by ministers, who are members of the Cabinet and chosen by the Prime Minister, typically from the members of the Diet. The Supreme Court of Japan can also be found in Chiyoda. If ever a ward were laid out with organizations to plot against Psychic high school girls this would be that ward.

Yasukuni Shrine is shrouded in controversy because of its dedication to all of the soldiers who have died serving the Emperor. Within the shrine is its *Book of Souls* listing two and a half million soldiers and others killed in wars. The fact that this list includes slightly over a thousand war criminals, of which 14 were executed for Class A war crimes, angers some of Japan's neighbors. That the Prime Minister continues to

visit this shrine does not help the situation with these other countries. The shrine also operates a museum and publishes pamphlets and videos, which have been criticized for being revisionist about Japan's reasons, involvement and the outcomes of World War II. The two most recent Emperors have refrained from visiting the shrine.

Budokan was built for the Judo competitions during the 1964 Olympics. It became more famous for the concerts held there, being the first place the Beatles played in Japan and where Bob Dylan and Cheap Trick recorded live concert albums. It has three halls, the largest holding up to fourteen thousand spectators. It has now returned to its roots and is once again used for martial arts competitions.

Finally there is Akihabara, or Electric Town. Since the nineties it has become a self-created otaku ghetto, crammed full of cosplay and maid cafes, manga, toy and computer game shops, it is packed with thousands of nerds. No self-respecting non-otaku girl would ever be caught in this place. However if you are a high school girl who enjoys cosplay, doujinshi, computers, games or anything else that is too nerdy for mainstream society then this is the place to be. Side streets offer more particular goods depending on what is needed. Soto Kanda 1 chome specializes in micro cameras, tools and electrical parts; while Soto Kanda 3 chome is more known for used computer parts and games. Stores are often small and cramped; sometimes having a line leading out as otherwise they would surpass the legal limit due to fire safety.

Minato

Minato is known for its international flavor due to the 49 embassies located there. There are also numerous small Buddhist temples and Shinto shrines scattered throughout a few of the neighborhoods. Roppongi with its famous nightlife is one of Minato's neighborhoods. Minato also shares control of Odaiba, a large man-made island in Tokyo

Bay, with the ward Koto. Minato is also the main setting for the manga and anime Sailor Moon.

Odaiba was originally built as coastal fortress to protect Japan against foreign invaders. One hundred thirty years later it was decided to rebuild Odaiba to showcase living in the future. However five years later the nineties started and Japan's economic bubble crashed. Plans were put on hold, reworked and with economic recovery the island has now found itself as a popular shopping and sightseeing destination for natives and tourists. The area has several shopping malls, one with a Venetian theme and another with a 100 meter span Ferris Wheel. One of Tokyo's two beaches is in Odaiba, though you really don't swim there, the water is horrible.

Roppongi on the other hand is known for its nightclubs, restaurants, bars, hostess clubs and cabarets. Yakuza used to really have their hands in Roppongi, and though that has lessened in recent years, they are not gone. It should be noted that some Japanese high school girls hire themselves out as dates, sometimes organized through cell phone "clubs". Roppongi isn't all food, dancing and drinking. There is TV Asahi and several other companies and two embassies in the neighborhood.

Shiba Park, a popular date spot, provides many wonderful views of Tokyo Tower, the tallest structure in Tokyo. Tokyo Tower has an aquarium, wax museum and trick art gallery and is a landmark that is easy to spot throughout Tokyo. The Buddhist temples Sengaku-ji and Tôzen-ji are both located in the Takagawa neighborhood. Sengaku-ji is where the 47 ronin and their lord are buried. Nippon Television is located in Shinbashi, a modern commercial center. Azabu is mostly a residential area of Minato where quite a few of the embassies are located. Azabu also puts on the Azabu Juuban Matsuri (festival) as an annual event that brings out

lots of vendors, carnival games and crowds. Minato also holds the first municipal cemetery, another creepy place for high schoolers to hang out.

5.4 Religion

If you ask many Japanese people you will find they identify themselves as Buddhist, non-practicing, Shinto, “other” and Christian in order of most responses. However of those “non-practicing” the vast majority of them have a Buddhist or Shinto shrine, or sometimes both, in their home and engage in Buddhist and Shinto activities outside the home or carry Shinto protection amulets. There are many studies with conflicting data on how many people fall into which religion. The reasons for this are many and varied. The two main religions began to meld together only a hundred years after Buddhism was introduced to Japan. Each religion has had moments of being favored over the other, though Shinto’s was put in high regard and held there more recently, only finally being displaced due to the end of World War II and the American occupation. Since then there has been no state religion. Buddhism and Shinto allowed for the absorption of the others ideas. Kami became aspects of Buddhist deities or Bodhisattvas and Buddhist deities became Kami. Then there are the “new religions” of which many are off-shoots of Shinto and some come from Buddhism.

Today traditionalists are concerned that the youths are not properly observant of Buddhism or Shinto. It is claimed they fail to take to heart the teachings and observances. There is however a more moderate view point which states that Shinto and Buddhism are an integral part of what it is to be Japanese. The respect for ancestors, the praying for luck and good fortune, the concern for nature defines the religions and the people of Japan.

Wait! What of those religions we have in my town? Where are the Christians, Muslim and Jews in Japan? Well,

Christianity has only 0.8% of the population and many of them participate in Shinto rites as well. Islam has only a few thousand adherents but is rapidly growing, which is not very rapid as this is Japan. There are four thousand registered Hindus, mostly around Kobe. Judaism is so small it only has two synagogues that aren't on a military base. Though there is a small faction of Japanese (very small) who think the Japanese are two of the lost tribes of Israel, all but one of them is a Christian. So while you can certainly play a Christian or Hindu Japanese schoolgirl you will be playing an extreme minority. Due to the syncretism of Japanese society when it comes to religion playing a member of a minority religion would not be too big of an issue.

Shinto

Starting in chronological order, Shinto is Japan's oldest religion. There are guesses that the religion dates back to 500 BCE or earlier, but honestly people don't know. The religion has no official doctrine, scriptures, moral code, no known founder, or defined set of prayers. In fact it wasn't even called Shinto (which means The Way of the Gods) until Buddhism hit Japan's shores in 552 CE. There are two documents important to the history of Japan and Shinto, the Kojiki (Record of Ancient Matters, 712 CE) and the Nihon Shoki (Chronicle of Japan, 720 CE). These two documents show the direct descent of the Emperor from Amaterasu Omikami. There are three important artifacts in Shinto, the sword, mirror and jewel of Amaterasu (the original sword was lost in the Battle of Dannoura), which belong to the Emperor.

In Shinto everything in nature is an embodiment of a Kami. There are reported to be eight million Kami, though the number eight was used long ago for many, so there's a bunch of them. Kami are gods or spirits that can do good or evil. In fact all people are good and it is only malevolent spirits that lead people to evil. When a person is born they are named, as is usual in most every culture, but their names often get registered at the local Shinto shrine and are declared an *Ujiko* (name child). When a person dies their



Ujiko becomes an *Ujgami* (Kami name). This can all be done without the permission of the child or parents and is not seen as an imposition of religious beliefs but as an acceptance by the local Kami of this person's existence, with the added promise of joining the local pantheon when the person dies. There are Kami for everything, travel, storms, rivers, luck, and protection and when someone dies they go off to join them. Unless they were a very misguided soul and then they might become a wandering spirit, but that's a whole other story.

Shrines are very important in Shinto. However, they did not exist in any formal way until around when Buddhism arrived. Before then you prayed to the Kami by going to the rock, waterfall or spring that the Kami inhabited and spoke to them directly. Each major shrine is dedicated to one of the major Kami and has its own pantheon of local Kami. Shinto is still a very local driven religion and was even when it was the state religion. There is no imposition or reasonable ways to impose the methods of worship or pantheon from Sapporo onto Kyoto because the Kami are different. Everyone knows that so when in Kyoto pray like you're in Kyoto, when in Okayama pray like Okayamans do.

There are some features of shrines you find everywhere though. Torii gates representing the cave entrance Amaterasu hid in when she was mad at her brother. There is always at least one that you have to pass through on your way to the shrine. Komainu are guardian dogs or lions found on either side of the entrance to the shrine. A purification spring or trough will always be there so you can wash your hands and mouth before entering the shrine. Do not spit the water used to rinse your mouth back into the trough and do not touch the ladle of water to your lips. Ema are wooden plates you write your wishes on and then leave at the shrine. Omikuj, which are found at some shrines and temples, are fortunes written on rolled pieces of paper that are placed in a tree. Some fortunes are good and some are bad, so be careful. Shimenawa is a braided straw rope that is tied around Torii gates, sacred trees or rocks. It defines the area of something sacred. Then there is the shrine itself. Sometimes a shrine is one building, while other times it will

be split into two, one being the main hall (*honden*) the other is the offering hall (*haiden*). The offering hall has an offering box (do throw a coin in there) and at some there is a gong (do use it before praying). This is where you pray and burn incense. The main hall is where the sacred objects are kept which you should say a short prayer in front of. Some temples will require you to take off your shoes before entering so do wear clean socks, please. At some of the bigger shrines there might be a stage for performances of Noh theatre or bugaku dance.

In 1868 Shinto was made the state religion of Japan and mixing it with Buddhism was forbidden. It was used during this period to declare the Emperor as a divine being and to bring the people together against potential foreign threats, such as the American "black ship" fleet that had arrived not long before. This form of Shinto came the closest to codifying the religion but with the end of World War II and the American occupation Shinto was no longer allowed as a state religion. Church and state were strongly separated and the Emperor had to give up his rule by divine right. Today hard line right-wingers do bring up the nationalistic Shinto to bring all those wayward kids back in line with what is good for Japan.

There are four affirmations that are accepted within Shinto:

- Tradition and family must be honored.
- Love of nature plays a great role. Most shrines are built in groves on the edge of the village, near a waterfall, near a distinctive rock on the seashore, etc.
- Physical cleanliness must be assured before prayers or approach to a shrine. Lots of washing, sprinkling with salt, etc.
- Festivals and ceremonies must be honored. Japanese festivals (*matsuri*) are joyous occasions with lots of energetic activity

There are four forms of Shinto practiced today, not counting the off shoots of Shinto that fall under new religions. Koshitsu Shinto (Imperial Household Shinto) is led by the Emperor who prays for the well-being of the state. Koshitsu Shinto is important for the nationalistic view of Japan, otherwise not impacting people on a day-to-day basis. Jinja Shinto (Shrine Shinto) is concerned with the shrines and Kami. It is the oldest and most popular form of Shinto. Shuha Shinto (Sect Shinto) split off from Jinja Shinto to concentrate on a form of Kami, such as mountains, purification or the like. They first split off when attendance to shrines was limited only to ceremonies and rituals, which is no longer the case. Minzoku Shinto (Folk Shinto) incorporates lots of folk beliefs and rituals and includes many mystical elements such as divination, spirit possession and shamanic healing. In some communities they choose a layperson every year to perform all the necessary rites for that year.

Shinto, being based off of religions that predate history and focused on nature and fertility worship, has a great deal of mysticism within it. Faith healing, supernatural children born to childless parents or found in a stalk of bamboo, curses and possession are all part of the lore of Shinto. There are also two monsters that are unique to Shinto. The Tengu are bird like, cloak wearing men who are excellent swordsmen. Kappa, are vile scoundrels who rape and murder but are always honest.

There are plenty of Shinto plot hooks to choose from for your games. Daughters of Shinto shrine keepers are often employed and are to remain pure to assist in the tending of the shrine, so feel free to use such a girl at the high school as a story magnet. Right wing political-Shinto conspiracies are evident in popular fiction. As are possessions and use of other traditional stories which have Shinto undertones. Shrines are a popular place to go on a dare, since they are inhabited by Kami spirits, which includes dead peoples spirits. It is easy for the imagination to assume they are haunted. Shrines in homes and at certain clubs, such as

kendo and other forms of martial arts, should be relatively common. There are also countless Kami, which means there are countless options. Let your imagination run with this subtle natural religion.

Buddhism:

Buddhism was founded over a millennia before it came to Japan. When it did come to Japan it came over from Peakche, a kingdom in Korea, in 552 CE. It rose and fell in popularity over the years but was often the religion of the nobility. Temples and art for it began sprouting up everywhere as it caught on and during a lull of imperial support is when temples began to be made in natural settings, often in the mountains. There has never been a true persecution of Japanese Buddhists. While some Shoguns have fought against Buddhist monks they did so to lessen certain temples influence on the nobility and did not go in and destroy the temples and art the way religious groups have been persecuted in other nations.

The syncretism of Buddhism and Shinto was outlawed in 1868 when Shinto was made the state religion. During this time until 1947, when Article 20 of the constitution guaranteed freedom of religion and no state sponsorship of religion, Buddhism suffered a bit of a decline but not such as is noticeable today. One of the ways these two religions have worked together is that most weddings are Shinto while funerals are Buddhist. Death is seen as unclean within Shinto and not appropriate for their priests to deal with, while Buddhism sees death as an important step in the process to enlightenment.

Within Buddhism there are multiple Buddhas. Buddhas are people who have reached the highest form of enlightenment. Many of them are attended to by Bodhisattvas who are people who reached high enough enlightenment to attain nirvana but decided to remain in

this world to help others attain enlightenment. Then there is the rest of the celestial court which is very large, from asparas to gandharvas to nagas, devas and more. Buddhism also has an under world inhabited by Oni, monstrous creatures and tortured souls working off their karmic debt. Gaki (hungry ghosts) inhabit a form of existence slightly better than hell but are not within the material world, though they do interact with it eating loose skin flakes, feces, earwax and the like.

There are several traditions of Buddhism but it is Mahayana Buddhism that came to Japan. Since its arrival there have been several sects that have formed out of this original tradition. Pure Land, a type of Amidist Buddhism, was the most popular for a very long time. It teaches that there is a Western Paradise where Amida Buddha lives and if you say Amida's name three times to yourself with piety you will go there when you die. The different sects have variations upon this theme but its primary belief is there is a very pleasant afterlife waiting for you. The quibbling is over whether or not you have to spend five thousand years living in a lotus flower before being taken to the Western Paradise. There are Zen Buddhists as well and those who follow the teachings of Nichiren and many more. The charismatic debater monk Nichiren founded Nichiren Buddhism in the 13th century. Today it is unclear if Pure Land or Nichiren Buddhism is the most popular in Japan.

There are four noble truths in Buddhism as well as a noble eightfold path, three characteristics of existence, seven factors to enlightenment and five hindrances (sins). We'll list the four noble truths here as they encompass a good deal of what Buddhism is about.

- **Suffering exists**
- **Suffering arises from attachment to desires**
- **Suffering ceases when attachment to desire ceases**

· Freedom from suffering is possible by practicing the Eightfold Path

It's in Buddhism that you find your Oni (demons), your ogres, nagas, hungry ghosts and other nasty foul monsters or militant guardians of sacred places. There is no human sound higher pitched than that of the Japanese schoolgirl confronted by one of Buddhism hellish monsters. Buddhism also has militant monk factions, nationalistic sects and potential ties to the mainland. Also if those poor embattled high school girls need celestial protection then it is time to call out to an asparas, if you happen to be a Buddhist, as Buddhist deities don't answer non-believers calls, unlike Kami who are tied to nature so might answer calls that coincide with protection of their domain. Shrines in the home should be fairly common and this is religion where the seven lucky gods originated in, though you'll find them in Shinto as well. For a more hierarchical, doctrinal religion to base your adventures off of, Buddhism is your religion of choice.

5.5 Japanese names

Having trouble coming up with a name for your Student? Here's a list of Japanese names to get you started.

Sample Male Japanese Names: Akiyama, Amida, Benjiro, Botan, Dai, Edo, Fudo, Goro, Hiroshi, Ichiro, Jiro, Kanaye, Kentaro, Kisho, Kouhei, Mamoru, Miki, Naoto, Rafu, Saburo, Raidon, Ryoza, Seiichi, Shima, Taku, Toyo, Udo, Uyeda, Yasuo, Yoshiyuki

Sample Female Japanese Names: Aiko, Akako, Aneko, Aoi, Anzu, Arisu, Ayaka, Chikage, Chinatsu, Cho, Emi, Eriko, Etsu, Fujita, Gin, Haruka, Hikari, Hoshi, Ishi, Izumi, Junko, Kameko, Keiko, Kiku, Kotone, Kumiko, Leiko, Mika, Manami, Michie, Miyoko, Moe, Nanami, Nyoko, Oki, Reina, Rini, Ruri, Sachi, Satoko, Shina, Sora, Sumi, Tamae, Tori, Tsukiko, Ume, Yasu, Yoshi, Yui, Yuuka

Sample Japanese Family Names: Sato, Suzuki, Takahashi, Tanaka, Watanabe, Ito, Kimura, Sasaki, Narita, Kikuchi, Endo, Arai, Nakamura, Saito, Yamada, Hayashi, Abe, Mochizuki, Kato, Inoue, Maeda, Fukazawa, Mochizuki, Hara, Komatsu, Ochi, Oshiro, Arakaki, Higa, Goto, Kai

Japan City and Town Names: Otaru, Sapporo, Rausu, Nemuro, Abashiri, Hachinohe, Akita, Hanamaki, Niigata, Sendai, Muroran, Noboribetsu, Chiba, Ito, Izu, Osaka, Izushi, Matsue, Tottori, Kumamoto, Nobeoka, Ibusuki, Shirahama, Takamatsu, Imabari, Ise, Toba, Tsu, Nara, Otsu, Gifu



JAPANESE MINISTRY of EDUCATION
PANTY EXPLOSION
PERMENANT SCHOOL RECORD

Student name: _____
Birth date: _____
Junishi sign: _____
Blood type: _____
Psychic? Y _____ N _____

Grade: _____
School year: 20 _____
Principle: _____
Club memberships: _____

Home Room Teacher: _____
Popularity: _____
Best Friend: _____
Rival: _____

Traits

Junishi: _____
Godai: _____
Blood Type: _____
Friends and Family: _____
Hobbies: _____
Other Traits: _____

Elemental Dice

Earth (max /current)
Water (max /current)
Fire (max /current)
Air (max /current)
Void (max /current)

Agendas:

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