

Panty Explosion

TRYOUT EDITION

パンティ爆発



J.RICHMOND

a psychic schoolgirl adventure game
by
Jake Richmond & Matt Schlotte

Panty Explosion

Tryout Edition

Welcome to the Panty Explosion Tryout Edition. This PDF contains enough info to allow you to try Panty Explosion and discover what the game is all about. Inside you'll find rules for creating Students, building scenes and resolving conflicts.

The FULL version of Panty Explosion is available for sale as both a 96 page squarebound book and a PDF. The full version of Panty Explosion contains:

- The complete text with full rules, over 96 pages!**
- A complete source for information on Japanese schools, culture, family life, religions, and more. Everything you need for games set in modern Japan**
- Helpful examples on how to create characters and play the game.**
- Full rules for Agendas, Traits, creating schools, running the game, playing the Superintendent and more!**
- A full selection of adversaries. Demons, ghosts, rival psychics, government agents, teachers, parents and boys!**
- A complete guide to Tokyo!**
- A complete guide to the Japanese school system!**
- Printable Character sheets!**
- 15 illustrations not available in this edition!**

Buy Panty Explosion at www.atarashigames.com

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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.

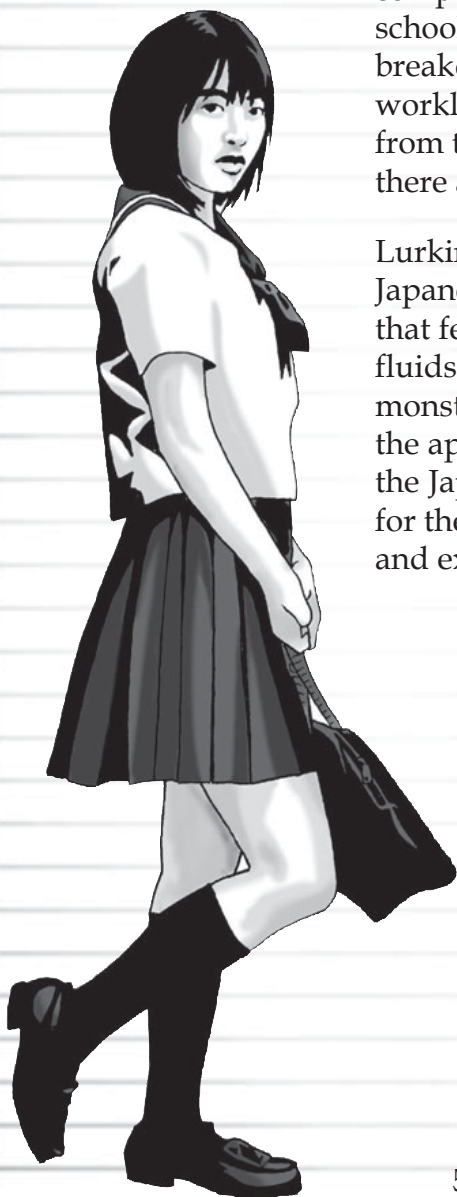
In Panty Explosion you and your friends take the role of Japanese High School girls. At least one of you will have psychic powers. As a group you will create a story about how your Students survived and triumphed against the adversity of otherworldly demons, shadowy agents and the Japanese educational 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.

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.

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

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 Student 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 Student's personality, it will help define it. Later you will also choose a Trait based on your Blood Type.

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.

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..

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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. .

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.**

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 lose your balance or calm yourself down and call an ambulance after you witness a serious auto accident.**

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 yourself to study harder to achieve the classes best grade.**

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.

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.**

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.

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.

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!

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 fathers 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."

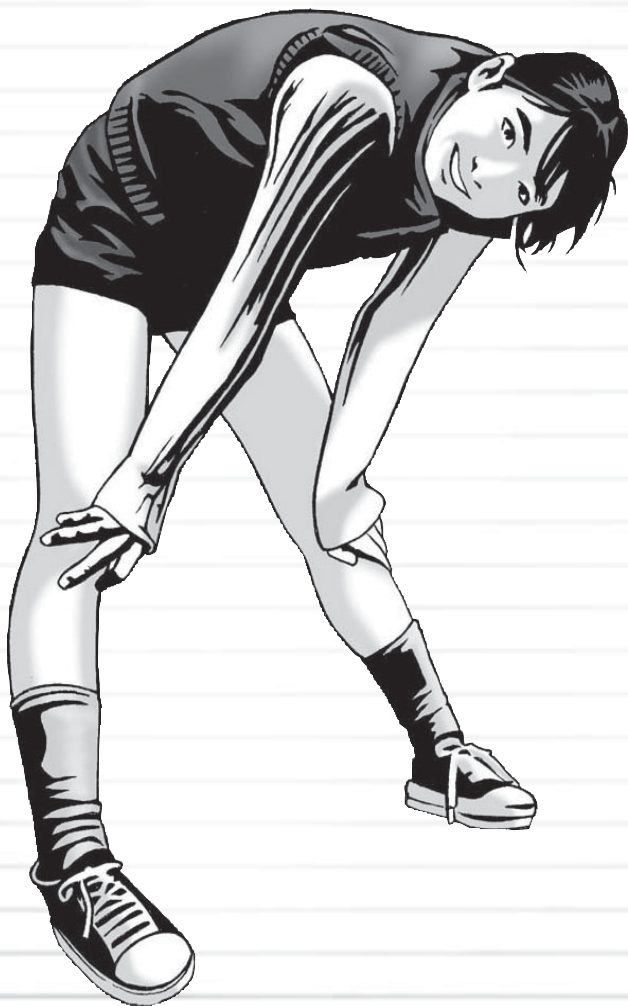
"I'm going to ask Toshi if he'd like to study at my house after school."

"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 Student's own Best Friend or Rival. Only one Student may respond to an action. If more than 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.

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 class mates."



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.

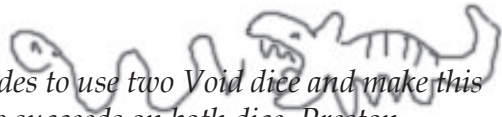
No one responds with an action. Steve/Yumi says, "Yumi tries to remain above it all and maintain her composure, fearing what would happen if she acts out." He rolls two Earth dice but fails. Steve decides instead of doing it himself he'll have Preston describe Yumi's failures. Preston ponders for a moment 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.

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 Students 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.

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.

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.

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 your Students do something. Do your Students want 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 friends 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. Asporting 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 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!

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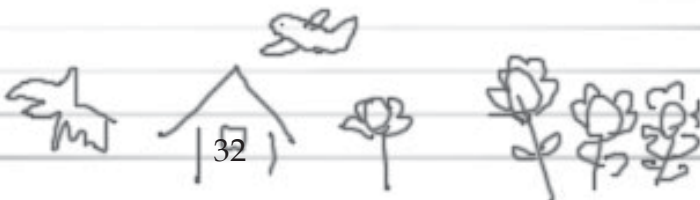
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Panty Explosion is available as both a 96 page squarebound book and a PDF. The full version of Panty Explosion contains:

- The complete text with full rules, over 96 pages!**
- A complete source for information on Japanese schools, culture, family life, religions, and more. Everything you need for games set in modern Japan**
- Helpful examples on how to create characters and play the game.**
- Full rules for Agendas, Traits, creating schools, running the game, playing the Superintendent and more!**
- A full selection of adversaries. Demons, ghosts, rival psychics, government agents, teachers, parents and boys!**
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