

| | |
|------------------|---|
| Title | Catcall : card game to trigger conversations about sexism and gender stereotypes |
| Sub Title | |
| Author | Hidayat, Ananta Tania(Ōkawa, Keiko) 大川, 恵子 |
| Publisher | 慶應義塾大学大学院メディアデザイン研究科 |
| Publication year | 2019 |
| Jtitle | |
| JaLC DOI | |
| Abstract | |
| Notes | 修士学位論文. 2019年度メディアデザイン学 第727号 |
| Genre | Thesis or Dissertation |
| URL | https://koara.lib.keio.ac.jp/xoonips/modules/xoonips/detail.php?koara_id=KO40001001-00002019-0727 |

慶應義塾大学学術情報リポジトリ(KOARA)に掲載されているコンテンツの著作権は、それぞれの著作者、学会または出版社/発行者に帰属し、その権利は著作権法によって保護されています。引用にあたっては、著作権法を遵守してご利用ください。

The copyrights of content available on the KeiO Associated Repository of Academic resources (KOARA) belong to the respective authors, academic societies, or publishers/issuers, and these rights are protected by the Japanese Copyright Act. When quoting the content, please follow the Japanese copyright act.

Master's Thesis
Academic Year 2019

Catcall: Card Game to Trigger Conversations
about Sexism and Gender Stereotypes



Keio University
Graduate School of Media Design

Tania Ananta Hidayat

A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
Master of Media Design

Tania Ananta Hidayat

Master's Thesis Advisory Committee:

| | |
|----------------------------|----------------------------|
| Professor Keiko Okawa | (Main Research Supervisor) |
| Senior Assistant Professor | |
| Marcos Sadao Maekawa | (Sub Research Supervisor) |

Master's Thesis Review Committee:

| | |
|----------------------------|---------------|
| Professor Keiko Okawa | (Chair) |
| Senior Assistant Professor | |
| Marcos Sadao Maekawa | (Co-Reviewer) |
| Professor Hideki Sunahara | (Co-Reviewer) |

Abstract of Master's Thesis of Academic Year 2019

Catcall: Card Game to Trigger Conversations
about Sexism and Gender Stereotypes

Category: Design

Summary

Gender equality is a global issue that needs to be solved by the joint effort of men and women alike. One way individuals can contribute to gender equality is by calling out sexist behaviours that reinforce gender stereotypes. But in practice, sexism has been ingrained as a part of daily life through culture and social values. Often people don't realize that their words or actions are actually fortifying sexism and gender stereotype. On top of that, this issue is not a common conversation topic, even sensitive, especially in Asian countries like Japan.

To tackle those issues, a card game about sexism and gender stereotype was proposed. Taking the name "Catcall", which is a form of street harassment, players are encouraged to reflect on their experiences, past actions, and words, by facing themselves with sexist situations that occur in daily life and call out those behaviours through funny, educational, or sarcastic answer cards. Evaluation result shows player's changes of mindset and increased awareness towards sexism in both workshop and casual environments. Furthermore, discussions about sexism were also generated during and after playing the game.

Keywords:

Gender, Sexism, Awareness Raising, Conversations, Card Game

Keio University Graduate School of Media Design

Tania Ananta Hidayat

Contents

| | |
|--|------------|
| Acknowledgements | vii |
| 1 Introduction | 1 |
| 1.1. Background | 1 |
| 1.2. Research Questions | 4 |
| 1.3. Contribution | 4 |
| 1.4. Thesis Structure | 4 |
| 2 Literature Review and Related Works | 6 |
| 2.1. Sexism and Gender Stereotype | 6 |
| 2.1.1 Definition | 6 |
| 2.1.2 Ambivalent Sexism Theory | 6 |
| 2.1.3 Everyday Sexism | 7 |
| 2.1.4 What about Men, Then? | 8 |
| 2.2. Cards for Conversation Starters and Awareness Raising | 8 |
| 2.3. Games for Social Issue | 11 |
| Notes | 13 |
| 3 Design | 14 |
| 3.1. Concept | 15 |
| 3.2. Target User | 17 |
| 3.3. Rules | 18 |
| 3.4. Design Elements | 20 |
| 3.4.1 Contents | 20 |
| 3.4.2 Visual | 23 |
| 3.5. Game Package | 28 |
| Notes | 29 |

| | | |
|----------|------------------------------------|-----------|
| 4 | Validation | 31 |
| 4.1. | Validation Process | 31 |
| 4.1.1 | Workshop Setting | 31 |
| 4.1.2 | Casual Setting | 40 |
| 4.2. | Result and Discussions | 48 |
| | Notes | 50 |
| 5 | Conclusion | 51 |
| 5.1. | Concept Validation | 51 |
| 5.2. | Future Works | 52 |
| | References | 53 |
| | Appendices | 56 |
| A. | Survey for Game Contents | 56 |

List of Figures

| | | |
|------|---|----|
| 1.1 | Inequalities in Law for Women | 2 |
| 1.2 | SDG Goal 5 (Source: UN Website) | 3 |
| 2.1 | Relationship Matter Tool Pack (Source: https://www.iriss.org.uk/) | 9 |
| 2.2 | The Thing from the Future Cards (Source: situationlab.org) | 10 |
| 2.3 | The Metagame Set (Source: Ericzimmerman on boardgamegeek.com) | 11 |
| 2.4 | Awkward Moment Game (https://tiltfactor.org/game/awkward-moment/) | 12 |
| 3.1 | Initial User Study with Global Education Members | 15 |
| 3.2 | Testing of Concept with Global Education Members | 16 |
| 3.3 | Situation Cards Example | 21 |
| 3.4 | Callout Cards Example | 23 |
| 3.5 | Logo Sketch | 24 |
| 3.6 | Logo Variations | 25 |
| 3.7 | Proxima Nova Alternate Font (Source: identifont.com) | 25 |
| 3.8 | Concert One Font (Source: Google Fonts) | 25 |
| 3.9 | Color Palette for Catcall Visual Identity | 26 |
| 3.10 | Cat Character Mascot Sketch | 27 |
| 3.11 | Cat Character Mascot | 27 |
| 3.12 | Catcall Rules Sheet | 28 |
| 3.13 | Catcall Poster | 30 |
| 4.1 | User Test on Workshop Rehearsal with Camolifsy & Co. | 32 |
| 4.2 | Post-game Questions on Game Experience | 33 |
| 4.3 | Post-game Questions on Sexism | 33 |
| 4.4 | User Test on Gender Workshop with Camolifsy & Co. | 34 |
| 4.5 | Post-game Survey Questions on Game Experience | 35 |

| | | |
|------|---|----|
| 4.6 | Post-game Survey Questions on the Topic of Sexism | 36 |
| 4.7 | Global Education Showcase Booth on SDG Game Show | 37 |
| 4.8 | SDG Game Show Day 1 | 38 |
| 4.9 | SDG Game Show Day 2 | 39 |
| 4.10 | Playtesting with Keio Fempower | 42 |
| 4.11 | Interview and Discussions with KMD Students | 44 |
| 4.12 | Playtesting in a Casual Environment | 45 |
| 4.13 | Playtesting in a Casual Environment 2 | 47 |

List of Tables

| | | |
|-----|--|----|
| 4.1 | Keio Fempower Playtesting, Participant's Demographic | 41 |
| 4.2 | KMD Students Participant's Demographic | 43 |
| 4.3 | Playtest 3 Participants' Demographic | 45 |
| 4.4 | Playtest 4 Participants' Demographic | 46 |

Acknowledgements

These past two years had been a roller coaster ride, and it is coming to an end. Definitely stressful, also exhausting, but enjoyable and priceless at the same time. I am forever grateful to everyone who buckled up and joined in the ride with me.

First and foremost, I would like to thank my supervisor Professor Keiko Okawa for all the support, advice, and opportunities. Your guidance has brought this research up to this point, and hopefully, the project itself can be used by many other people in the future.

I would like to thank Senior Assistant Professor Marcos Sadao Maekawa for the guidance and trust. Not only in thesis, but also with other projects and PR.

My lovely Global Education family, thank you for the never-ending support and constant helping hands, especially Hope for translating a big part of my cards and Isa for handling the production. I couldn't do it without all of you.

KMD friends and classmates, thank you for being there for discussions, all-night thesis writing, lunch and dinner, trips, movies, parties, but most importantly keeping me sane and happy during these couple years.

The people who trusted in me, Waki-san from Camolifsy and Naoko-san. Thank you for letting me used my cards during your workshop.

Friends in Indonesia and Japan, even though we're apart from each other. Thank you for the love, lessons, encouragements, and support.

This whole two years would not happen without the scholarship from Indonesia Endowment Fund for Education. Thank you for believing in me.

Last but not least, my family in Indonesia, Mama, Papa, Gerry. Thank you for including me in your prayer always. Also for pictures of Oliver, Kimi, and Chipy.

To all the women in the world. May we be strong, independent, and empowered.

Chapter 1

Introduction

1.1. Background

Gender Equality, a Global Problem

In 2015, the United Nations (UN) adopted 17 agendas to achieve sustainability called Sustainable Development Goals (SDG) (United Nations 2199). It serves as a blueprint to tackle global issues everywhere, like poverty, climate, and inequality. The goals are inclusive and were set to be achieved by 2030. Achieving a better and more sustainable future for everyone requires everyone's contribution, from the governments to individuals around the world.

One of the goals, goal number 5, is gender equality. Women represent half of the world's population, therefore half of the world's potential. But until now, inequalities still persist thus giving women fewer opportunities. An example from United Nations Educational, Scientific and Cultural Organizations (UNESCO)'s fact sheet stated that the percentage of women in science in 2015 was only 28.8 percent in the world (UNESCO 2018). Over one-third of economies still restrict women's agency and freedom of movement. In some countries, women can't even legally apply for a passport or choose where to live the same way as men (Iqbal 2018b).

Sexism in Daily Life

As individuals, a way to contribute in combating gender inequality is to call out sexist language and behaviours. Sexism exists in a lot of aspects of everyday life. But it's mostly ingrained and rooted deep in the society, people sees sexist behaviours as the norm. People don't talk about gender in daily conversations, let

| Action that women cannot legally perform in the same way as men | Economies | Number of economies |
|---|--|---------------------|
| Apply for a passport | Afghanistan; Algeria; Bahrain; Barbados; Belize; Benin; Botswana; Cameroon; Congo, Rep.; Cyprus; Dominica; Egypt, Arab Rep.; Fiji; Gabon; Grenada; Guyana; Haiti; Iran, Islamic Rep.; Jordan; Malawi; Mali; Myanmar; Nigeria; Oman; Pakistan; Philippines; Samoa; Saudi Arabia; Seychelles; Solomon Islands; St. Vincent and the Grenadines; Sudan; Trinidad and Tobago; Uganda; United Arab Emirates; Yemen, Rep.; Zambia | 37 |
| Choose where to live | Afghanistan; Bahrain; Benin; Brunei Darussalam; Burkina Faso; Cameroon; Central African Republic; Chad; Comoros; Congo, Rep.; Equatorial Guinea; Gabon; Guinea; Guinea-Bissau; Haiti; Iran, Islamic Rep.; Iraq; Jordan; Kuwait; Malaysia; Mali; Niger; Oman; Qatar; Saudi Arabia; Senegal; Sudan; Syrian Arab Republic; United Arab Emirates; West Bank and Gaza; Yemen, Rep. | 31 |
| Be head of household | Bahrain; Burundi; Cameroon; Central African Republic; Chad; Chile; Comoros; Congo, Dem. Rep.; Congo, Rep.; Djibouti; Gabon; Guinea; Guinea-Bissau; Indonesia; Iran, Islamic Rep.; Iraq; Jordan; Libya; Madagascar; Mali; Mauritania; Morocco; Niger; Oman; San Marino; Saudi Arabia; Senegal; Sudan; Tunisia; United Arab Emirates; Yemen, Rep. | 31 |
| Get a job without permission | Bahrain; Cameroon; Chad; Comoros; Gabon; Guinea; Guinea-Bissau; Iran, Islamic Rep.; Jordan; Kuwait; Mauritania; Niger; Qatar; Sudan; Syrian Arab Republic; United Arab Emirates; West Bank and Gaza; Yemen, Rep. | 18 |
| Travel outside the home | Afghanistan; Bahrain; Brunei Darussalam; Egypt, Arab Rep.; Iran, Islamic Rep.; Iraq; Jordan; Kuwait; Malaysia; Oman; Qatar; Saudi Arabia; Sudan; Syrian Arab Republic; United Arab Emirates; West Bank and Gaza; Yemen, Rep. | 17 |
| Apply for a national identity card | Afghanistan; Algeria; Benin; Cameroon; Congo, Rep.; Egypt, Arab Rep.; Mauritius; Namibia; Oman; Pakistan; Saudi Arabia | 11 |
| Travel outside the country | Iran, Islamic Rep.; Iraq; Qatar; Saudi Arabia; Sudan; Syrian Arab Republic | 6 |
| Register a business | Bhutan; Guinea-Bissau; Pakistan; Suriname | 4 |
| Open a bank account | Chad; Guinea-Bissau; Niger | 3 |
| Sign a contract | Equatorial Guinea | 1 |

Source: Women, Business and the Law database.

Figure 1.1 Inequalities in Law for Women

alone calling out sexist behaviours. This is especially common in Asian countries, including Japan, which is ranked 110th among 149 nations in the Global Gender Gap Report 2018 by World Economic Forum (WEF 2018a).

Sexism are often seen as a part of the culture. People make jokes out of it which causes sexism to be taken lightly. Double standards and stereotyping happens everywhere, from family, educational institution, in the work environment, and portrayed by the media. Boys always have to be strong. Violence is encouraged and tears is a form of weakness, therefore boys can't cry. Crying is a feminine trait and it's bad for boys to be feminine. Girls always have to be pretty. Girls are weak, so they need to be protected all the time. Girls are not good with math. Girls can't go out late. Girls wear short skirts so they're asking to be catcalled on the streets. All of those are stereotypes, or a form of sexism. They are harmful for all genders and shouldn't be normalized. Conversations need to be encouraged to raise awareness about sexism and gender stereotypes.

But generating conversations regarding sexism and gender stereotype is not that easy, especially if the conversation partner had no interest in the topic, and was already biased in the first place. Usually, the topic of gender is only discussed in workshops or related groups whose member got together because they share the same interest in gender equality. The challenge is to come up with a way to



Figure 1.2 SDG Goal 5 (Source: UN Website)

trigger conversations about gender that is acceptable for a lot of people.

Making Conversations Fun

To reach a wider audience within multiple environments, one way is to make the conversation fun and entertaining. Cards have been used as a tool for conversations, in a workshop or outside, as a standalone or through games. Cards have been used by working practitioners (Gayle Rice 2016), to talk about the future (Candy 2018), and even about death (Phenwan et al. 2018). By generating conversations, cards can also help to raise awareness.

Game is also a good learning tool. Playing games means problem-solving, but approached in a playful way (Schell 2014). As Raph Koster said in his book

”Theory of Fun for Game Design”, most of the time we praise good teachers because they can make learning fun. Based on that, game can be a very good teacher (Koster 2013), and can also be a good solution to talk about sexism and gender stereotypes. Taking the elements from cards and making it a game, this research proposes a solution to talk about sexism and gender equality problems through a card game.

1.2. Research Questions

This research is presented to find solutions to the previously cited problems. With that, came the following research questions:

- How to talk about sexism and gender stereotype to people who didn’t have any related experience?
- How to trigger everyday conversations about sexism and gender stereotypes in everyday life in a fun way?
- To help achieve the SDG goal 5, how to encourage people to call out sexist language and behaviours in everyday life?

1.3. Contribution

The contributions of this research are as follows:

- Creation of a fun tool to trigger conversations and raise awareness about sexism and gender stereotype.
- Participation in achieving UN’s Sustainable Development Goal number 5, gender equality.
- Support the narrative of using games to tackle social issue.

1.4. Thesis Structure

This thesis is structured within these 5 following chapters:

Chapter 1

Consists of the introduction, background problems of the research and why is it important. Brief explanation of SDG number 5, gender equality, and sexism is also included. And finally, the research questions and proposed solution.

Chapter 2

Presents the theory and real life contexts of sexism and gender stereotype, existing tools to start conversations and raise awareness, and games that cover social issues, including related works.

Chapter 3

Elaborates the concept and design of the purposed solution, which is a card game about calling out sexist behaviours. Includes the user study, concept, game rules, card content creation, and visual design.

Chapter 4

Specifies the card game's interaction with users through several gaming sessions. Comes in 2 kinds of environment: a formal, workshop-based environment and an informal, casual environment. The result, feedback, and discussions are also included in this chapter.

Chapter 5

Concludes the research with a concept validation based on data from previous chapters. The last part proposes several possible future development of this thesis, as a research and as a product.

Chapter 2

Literature Review and Related Works

2.1. Sexism and Gender Stereotype

2.1.1 Definition

According to Oxford dictionary¹, the definition of sexism is prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Further explanation by Encyclopædia Britannica states that even though originally created to raise consciousness of oppression towards women and girls, nowadays sexism has expanded to include oppression towards any sex, which includes men and boys, intersexual people, and transgender (Gina Masequesmay 2199). Still, most cases of sexism are directed towards women.

Gender stereotype, according to the Office of the High Commissioner, United Nations Human Rights (OHCHR), is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by women and men. A gender stereotype is harmful when it limits women 's and men 's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives².

2.1.2 Ambivalent Sexism Theory

Sexism is usually only perceived as harmful behaviours, although there's another aspect that projects subjectively positive feelings toward women and often go together with sexist hostility. In 1996, Peter Glicke and Susan Fiske developed the ambivalent sexism theory, which states that there are 2 kinds of sexism: hostile

sexism and benevolent sexism (Glick and Fiske 1996).

Hostile sexism, like its name, promote hostility towards women while enforcing traditional gender roles. While its counterpart, benevolent sexism, sees women as delicate and "fragile". Therefore men needs to protect women and take care for them. Hostile sexism represents the negative aspect, it's all about male power and domination, degrading women, and promotes conventional gender roles. Benevolent sexism, on the other hand, seems subjectively positive because it promotes a chivalrous attitude of protection and care towards women when it's just a kinder excuse to enforce male domination (Glick and Fiske 1997). One example of benevolent sexism in daily life is "women are more compassionate". On the surface, it doesn't sound bad. But because of that stereotype, women indirectly has a "responsibility" to care for others' feelings and need, and men don't. Even though the intention is good, people sometimes don't realize that they're reinforcing benevolent sexism. Both hostile and benevolent sexism, while seems different, still share common ideas of patriarchy and strengthening conservative gender roles.

2.1.3 Everyday Sexism

Hundreds of women and girls wrote to me about their own experiences, describing not only what had happened to them but also how they'd felt guilty or unable to protest - how they'd been made to feel that whatever had happened was their fault, or that they shouldn't make a fuss. (Bates 2014)

In April 2012, Laura Bates initiated The Everyday Sexism Project³ that became one of this research's main inspirations. It's a website where people can share their experiences on daily occurrences of sexism, in hopes that people who never experienced sexism first-hand would be able to see what had happened to others and realized that it's happening in real life (Bates 2014). Many stories got submitted since then, and came from women of all ages, backgrounds, sexuality, race, religion. Stories from workplace to bars, public transportation, ranging from verbal 'jokes' to physical abuse.

Initially, the project was only intended to record daily experiences of sexism. But it turned to a record of serious cases of assault and harrassment. In her book "Everyday Sexism" Laura Bates stated that sexism is an invisible problem albeit

the scale. The amount of evidence that stated sexism exists is the same as the protest to the contrary. People didn't want to acknowledge, to talk about, or to believe that sexism exists. The people who took this view was not only men, but also women. (Bates 2014).

2.1.4 What about Men, Then?

There's no excuse to the fact that women experienced sexism much more than men. Male dominance in almost all life aspect (economical, political, legal), or the patriarchy, is the root of sexism (Glick and Fiske 1996). But sexism towards men does exist and is often overlooked. Men suffer from traditional gender stereotypes too. Always expected to be strong, to be the 'breadwinner', sometimes resulting to harsh work environments that may lead to violence, injury, or other life-threatening situations. Due to stereotype, men are not expected to show vulnerabilities, resulting in lack of rewarding experiences such as child care, or unable to express their emotions. (UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific 2004).

Things like war, violence, rape, and aggression shouldn't be natural to men because sometimes we don't hold boys accountable for their actions. Not only women, gender equality benefits men greatly too. Men would want their daughters to grow up in an equal world. To reduce premature death because of accident, suicide, and homicide, because in some cases men hesitate to seek medical help. Reduce the pressure for men in the workplace, as the sole breadwinner, many hours of overtime, and competitive job environment. Currently men is still dominating most resources and social, justice, economic aspects to enable equality. It makes most men and boys the gatekeeper to a gender equal world (Connell 2005). By getting both sexes to work together, only we can reach gender equality.

2.2. Cards for Conversation Starters and Awareness Raising

While there might be many tools to prompt conversations, from serious to funny ones, cards is a popular media for conversation starters. Organizations and com-

panies use cards to prompt discussions for a better product or service. Combining card and game, taking the effectiveness of cards and the fun aspect of games, can make conversations entertaining. Below are some examples of card usage in the context of discussions and awareness raising.

The Institute for Research and Innovation in Social Services (IRISS) is a Scottish charitable company that focuses on improving the quality of social services in Scotland through research, resulting in a better experience for the users⁴. The company developed some tools to generate conversations. One of them is "Relationship Matters", which is a set of cards to prompt discussions between practitioners that care for young people, to reflect their own values, and come up with better ways to improve their services (Gayle Rice 2016).



Figure 2.1 Relationship Matter Tool Pack (Source: <https://www.iriss.org.uk/>)

92 question cards are included inside one game pack. The cards are divided in to several categories like views, culture, and boundaries. Some example questions are: "Do you think relationships should be managed and boundaries set?" and "What are good ways to develop and continue a relationship with a young person?" (IRISS 2016).

Feedback on the cards indicated that it successfully generated conversations about continuing care, especially the practical elements that are often overlooked

by companies. It raised the user's awareness of their own and others' views and practices regarding the question in the cards (Gayle Rice 2016). Based on this, it can be said that card is an effective tool to generate conversations. But in the case of "Relationship Matters", it's only used in a formal environment with professional practitioners. This research aims to find a way to generate conversations inclusively, with no knowledge in gender and knowledgeable alike.

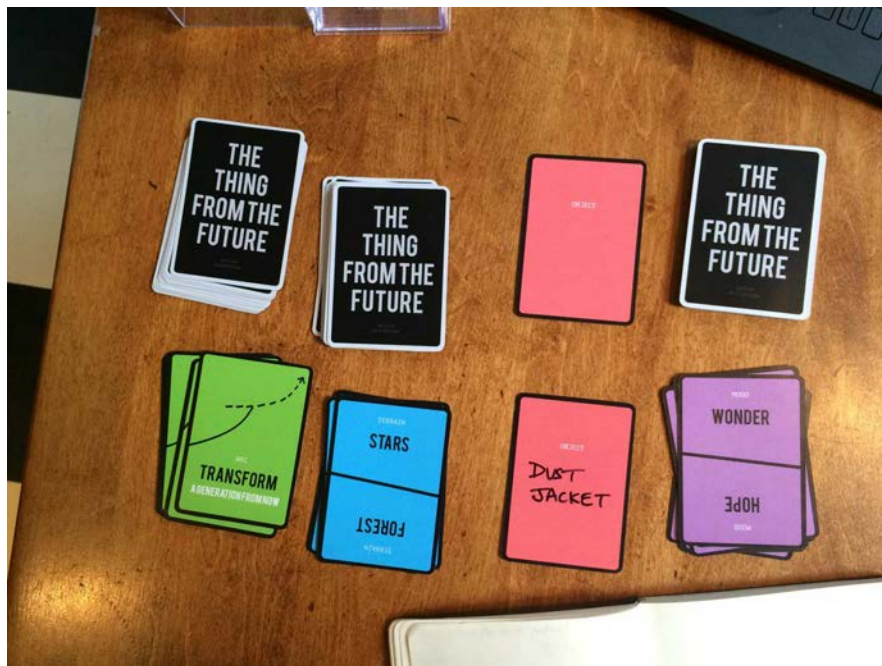


Figure 2.2 The Thing from the Future Cards (Source: situationlab.org)

The Thing from the Future, designed by Situation Lab ⁵, is a deck of cards to exercise imaginations and discuss about artifacts that may exist in the future. It's also a tool to help in prototyping, a scenario generator, and a game. (Candy 2018). The deck consists of 4 card categories: Arc, Terrain, Object, and Mood, each help to guide and spark imaginations.

The cards are highly versatile, as it can be used as an ice-breaking tool, ideation engine, and an exercise for imagination (Candy 2018). A version of the card was used during MIRAI Workshop by Global Education to talk about the future city with high school students, and it got good receptions from the students. It makes

a complicated and abstract idea, the future, easier to imagine and talk about.

There's a game that exists for the purpose of talking and sharing opinions. The Metagame⁶ consists of cards with conversation topics about mostly cultural artifacts, with a total of 250 cards.



Figure 2.3 The Metagame Set (Source: Ericzimmerman on boardgamegeek.com)

It's a party game, played for fun, and has least 7 ways to play. Some of them requires debate and discussion, other is a guessing game, other is a strategy game. One mode can be played with over 50 people, in a gathering or dinner party. While there's no available research can be found regarding this game, the purpose itself backs up the idea that cards can be used to start discussions, in a fun way.

2.3. Games for Social Issue

Games are an exercise in social engineering mechanisms for such social mechanisms are inherent in the game goals, interaction styles, and architecture of each and every game. (Flanagan 2006)

Over the years, game has evolved to not only a form of entertainment, but also a powerful learning tool (Koster 2013). The combination of a non-entertaining

purpose with a game structure can be classified as serious games (Djaouti et al. 2011). These games let the players gain an understanding of real world issues through playing. Game is a good media to communicate and share understanding about social problems, because players can experiment and think about possible solutions in a safe setting. In a multiple player environment, they can share opinions and experiences together (Swain 2007).

There are various games that revolve around social issues, both serious and non-serious games. Issues like war, refugee, mental health, bullying, environments, have all been portrayed into games, both tabletop and digital games. Most of the digital games can be accessed by public through game distribution platforms such as Steam⁷. But commercialized games which focus on feminism or gender equality is still non-existent, or if it does exist, is very difficult to find.

Tiltfactor⁸ is a game design lab located in Dartmouth College, dedicated to studying and design of games for social impact. Using a thorough research methodology in both their design and user study, Tiltfactor produced several games relating to health issues, metadata, and reducing biases.



Figure 2.4 Awkward Moment Game (<https://tiltfactor.org/game/awkward-moment/>)

One of the game is related to the topic of girls in STEM. Awkward Moment, a social card game, is part of a National Science Foundation (NSF) funded project called “ Transforming Science, Technology, Engineering, and Math (STEM) for Women and Girls: Reworking Stereotypes & Bias.” Designed primarily for middle school students, it aimed to reduce stereotypes and biases in the STEM field. The resulted outcomes are increased player ’ s association in women and science and a more assertive response to social bias (awk 2199). In this research, they implement an “ intermixing ” strategy, by mixing bias-related and neutral content, using a more stealthy approach for embedding persuasive message about stereotype and bias(Geoff et al. 2015).

Intermixing is one visible approach to design games for social change. But since the bias-related content itself becomes so little compared to the neutral content, it might not be a suitable approach to achieve the goal of this research.

Notes

- 1 <https://en.oxforddictionaries.com/definition/sexism>
- 2 <https://www.ohchr.org/en/issues/women/wrags/pages/genderstereotypes.aspx>
- 3 <https://everydaysexism.com/>
- 4 <https://www.iriss.org.uk/about>
- 5 <http://situationlab.org/about/>
- 6 <http://metaga.me/>
- 7 <https://store.steampowered.com/>
- 8 <https://tiltfactor.org/>

Chapter 3

Design

Often, people don't talk about sexism casually. If asked whether they're sexist or not, generally speaking, people wouldn't say yes. Especially in Japan, the topic of sexism is never mentioned in everyday conversation. This research aims to design a card game for conversation starters regarding the topic of sexism and gender equality, as inclusive as possible.

An early user study was conducted with members of Global Education project in Keio Media Design (KMD). The purpose is to see the outcome of gender-related discussion in a structured and controlled environment. During one of the weekly meetings, the participants were asked to get into small groups of 5 people. The participants came from 7 different countries (Japan, China, Taiwan, Indonesia, Thailand, Oman, and Korea). Most of them are women, with only 2 men present at that time. For 5 minutes, participants reflected and wrote down their personal experiences about gender stereotype into sticky notes. Then for the next 25 minutes, participants discussed and shared their experiences within the small group, and were asked to give each other advice on what to say or do when faced with those stereotypes. Afterwards, a 15 minutes big group sharing was conducted. Some insights from the activity were:

- For some people, what classified as a stereotype is not always bad. They agreed that, for example, men should take care of women.
- The topic of gender stereotype is interesting but difficult because stereotypes differ among cultures.
- Everyone experienced stereotypes in their life, but not many talks about it casually. It's nice to have a conversation about that and realizing that you

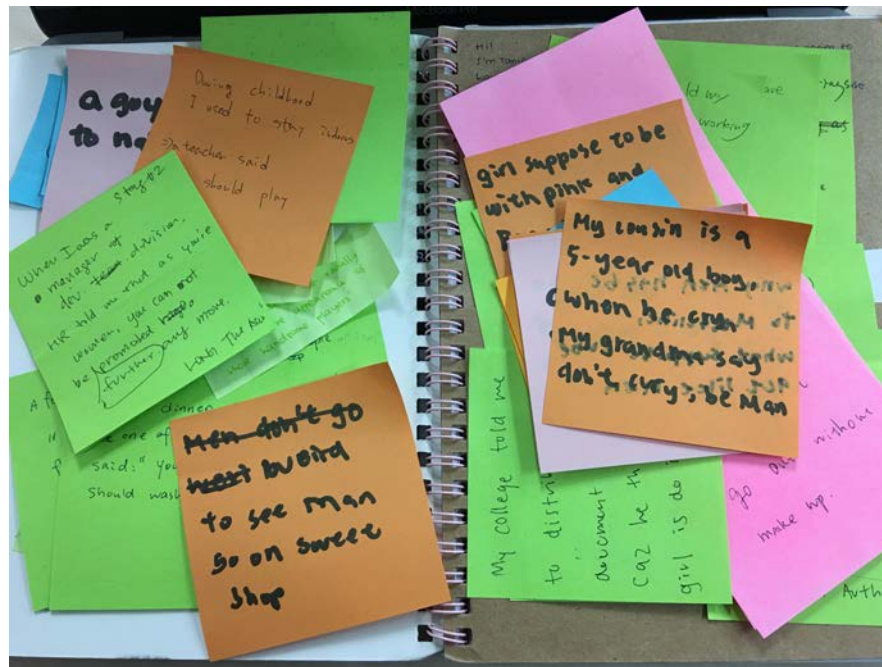


Figure 3.1 Initial User Study with Global Education Members

can relate to others and their problems.

3.1. Concept

Based on literature reviews, related works, and user studies, a card game can be a suitable tool to communicate about sexism and gender stereotype in a fun way, in both formal and informal situations. The game will be based on sexist situations that happened in real life, directed towards both women and men. The game is adapted from a popular party game, Cards Against Humanity¹. There are 2 types of cards, question card and answer card. Players have to make a funny combination by submitting an answer card for each question card being played. If their card is chosen, player wins a point. The one with most points in the end wins the game.

This game mechanism was chosen because of the content-heavy aspect. Rather than inserting complicated game elements, since the goal is raising people's awareness and triggering conversations, the actual sexism-related contents are more im-

portant. Also with this mechanism, players are expected to "converse" through the cards. By choosing and playing the callout cards, players are answering a certain statement or question, generated from the situation cards.

To test out the concept, an early playtesting session was held with some members of Global Education using an alpha version of the game prototype. Participants were split into 2 groups, one playing with the English cards and the other group with Japanese cards. The English cards group thought the game was interesting, and came up with different scenarios for the game to be played, for example with parents. Discussions about how the rules should be also came up, like how to define a winner, and how long would a game last.



Figure 3.2 Testing of Concept with Global Education Members

For the contents, we discussed about creating a more subtle, grey areas regarding sexism. Not always straightforward hostile, but implement benevolent sexism more would spark more discussions. The group agreed that a more straightforward, provocative name would catch more interest, but it depends also on the target audience and in which setting would the game be used.

The Japanese cards group didn't try to win points, and used the cards to start discussion instead. They thought more than having a winner, it's more important for the players to understand what can they do if they happen to be in a sexist situation. The participants suggested for players to talk about their experience regarding sexism before playing the game to understand the situation and context, and they can feel empowered after playing. To help the learning process, it might also be nice to give out some facts about gender.

After further considerations, "Catcall" was chosen as the game name. It's an English word which according to Oxford online dictionary means a loud whistle or a comment of a sexual nature made by a man to a passing woman². Catcall itself is a form of street harassment, and is one form of sexist behavior. Catcall is straightforward enough, but not too provocative and can still be played within educational setting.

For some people, catcalling is not a big deal. It's just a banter, it's a harmless joke, no need to make a fuss out of it. Like a cute, harmless pet cat. But research shows that harassment like catcalls, whistles, or stares done by strangers result in woman's self-objectification, thus promoting psychological and behavioral problems (Fairchild and Rudman 2008). We need to stand up against catcalling and other sexist behaviours.

3.2. Target User

Ideally, the game is meant to be inclusive, because sexism and gender stereotype are harmful for everyone and they exist in every aspect and stages of life, even as a child. Boys are given "boy toys" and often associated with the color blue, while girls are given "girl toys" and often associated with the color pink. Sexism and gender stereotype continue towards all educational stages, in the workplace, within family and community, and portrayed by the media. Even though mostly experienced by women, it doesn't mean that men is free from stereotypes and sexism.

Although, the primary target user for this card game is 13 years old and up, because by that age people usually understand when they experienced sexism. This is also backed up by the fact that some stories posted in everydaysexism.com were submitted by girls as young as 12 years old, or even less.

With the inclusive nature, the game is also meant to be played in different situations. It can be part of a workshop, played inside a classroom, and used in other educational purposes. At the same time, it's casual enough to be played with friends and family in a gathering or party.

3.3. Rules

In this game, there are no right answers or sure way to win the game. Decision is entirely made by the judge, whether it's fair or not. That way, if players deemed that the judge is unfair, a discussion on what the winning answer should be will commence.

Basic Rules

4-6 Players Recommended, but can be more. Game play duration is usually around 30 minutes. The basic rules are based on the mechanism of Cards Against Humanity. The rules are not made to constrict, but rather to help create conversations and generate interaction between players.

1. Separate the situation cards and callout cards.
2. Shuffle both decks.
3. Each player draws 7 callout cards.
4. One player begins as the judge. The judge draws one situation card and reads it out loud.
5. Everyone else gives an answer or response to the statement on the situation card by submitting one callout card face down to the judge. It can be a response from a bystander, or from someone who's involved directly in the situation.
6. The judge shuffles the callout cards and reads the combinations one by one. The judge picks one best answer. It can be the funniest, the most educational, or anything the judge likes. Whoever submitted it gets a point and keeps the situation card.
7. After the round, someone else becomes the judge, and everyone draws back up to 7 callout cards.
8. Play again until someone wins the game with 5 points.

Additional Rules

Based on the feedback from concept user test, some additional rules were added. It's not mandatory and can give the players more options when playing, and ultimately it can help them win the game. Although, the game was meant to be freely played without being too restricting, so players can modify or make new rules as they play.

- At any time, the players can sacrifice one point to discard all callout cards on their hands and draw 7 new ones.
- Players can submit more than one callout card, but they have to say one (non-sexist) nice thing about the judge. If the judge agrees, then the player can submit an additional card.
- It's encouraged to remix the rules or create your own and try out different things!

Alternative Rules

There's a different dynamic when playing in a casual and formal environment. The basic rules are suitable for any situation, but sometimes in an even more formal classroom situation, a different game play mechanism could be needed. Alternative rules can also increase the replay value of the game.

- Democracy
Instead of having a judge, each round all players vote for the best callout card. The one who submitted gets a point.
- Everyone's a Winner
Not playing for points, but having a chill discussion instead. Players draw one situation card each round and find the best answer together from the deck of callout cards. Or players can also discard the callout deck altogether and come up with their own answers.
- Surprise Match
At the beginning of the round, players choose and submit one callout card

from their hand before the judge draws one situation card. As usual, the judge decides the winner.

3.4. Design Elements

There were 2 main components of the game to be designed, the first one being card contents. The second one, visual, also includes an overall branding of the game like logo, visual identity, and color palette.

3.4.1 Contents

The contents of the cards are divided into 2 main categories: situation cards and call our cards. To elevate the "fun" part, some humors were added within the contents. Originally designed in English, later the cards were translated to Japanese for validation purposes with Japanese-speaking users. Some differences had to be made when translating because of the nature of both languages.

Situation Cards

A situation card consists of conversation happening between few people or a sentence, containing sexist language or gender stereotypes we often see in daily life. Some are explicit, some are more ambiguous. The deck is a mix of hostile and benevolent sexism contents. Some cards have more specific context, with additional information such as where does the situation takes place or who are the people saying those things. Early iteration of the card included those context in almost all of the situations, but later majority was removed to create room for open interpretations. The first prototype contains 42 situation cards, and the high-fidelity prototype contains 75 designed situation cards.

All the situation cards must be based on real life experience. Some situations came from the researcher's own experience, but only that is not enough. A survey was conducted to gather people's experiences on sexism and gender stereotype. The survey was posted online, and distributed through some organizations like Society of Women Engineers Jakarta³.

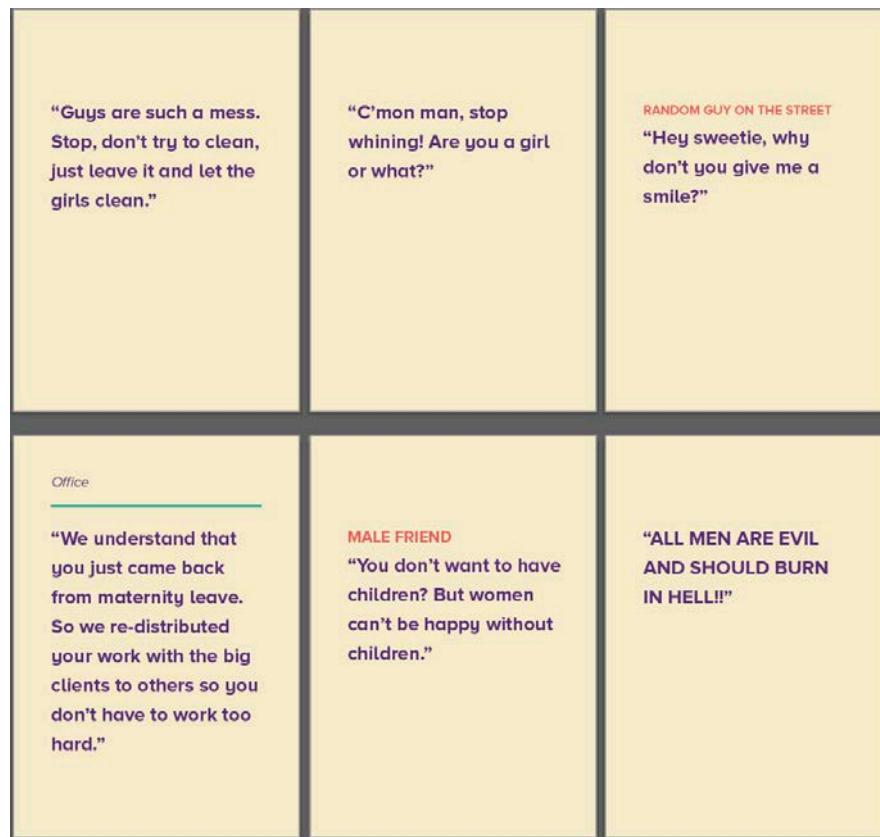


Figure 3.3 Situation Cards Example

The survey includes a brief description about the project followed by questions about demographics and experiences regarding sexism within the workplace or educational institution, and within everyday life. While the main purpose is to collect experiences, the survey stated that 65% of the respondents said they have witnessed sexism in the workplace or educational institution. 74% stated they experienced sexism in everyday life, and 82% witnessed it.

While the survey and personal experience was enough to create some contents for prototype, it's not enough to compose an actual game. For the next version of the cards, some situations were taken from stories online, primarily the everydaysexism.com website. As the creator of the site, Bates explained about the validation of submitted stories. While there is no way to confirm the truth behind the stories, and it might or might not be fake, there's nothing to gain out of fabricating entries in the site. So many accounts are registered, there's no

fame in posting a fake entry. They also manage the site to remove troll posts. And the fact that similar stories were submitted by thousands of girls and women from different backgrounds, each of them with a same theme, it's too big of a coincidence for everyone to make up similar stories (Bates 2014).

The amount of sexism towards women is dominant compared to sexism towards men, which portrays real life condition. It's also strengthened with the survey result, women are more likely to submit their experiences rather than men, both as a witness and as a firsthand experience. While the conversations that's written in the cards may not be 100% accurate with the submitted situation, the main idea is not modified. Some sentences were created to have a humorous tone in it.

Callout Cards

A callout card is used as an answer to the situation cards. Players can choose between answering the sexist situation in an educational, passive, aggressive, assertive, or humorous ways. The callout card contents are more free compared to the situation cards, and most can be paired with a lot of situation cards. The first prototype contains 128 callout cards, and the high-fidelity prototype contains 295 designed callout cards.

Some callout cards were designed to be specific, these cards will only make sense when paired with the corresponding situation card. This system was implemented to enhance the replay value of the game. If all the cards can be paired with everything, the game will get boring fast.

In the original English version, some profanity and strong language were included to induce some humor and sarcasm into the cards. According to Entertainment Software Rating Board (ESRB), for the category of teens (ages 13 and up), some suggestive themes, crude humor, and infrequent use of strong language are acceptable ⁴. While in the Japanese version, profanities are not as direct as the English version.

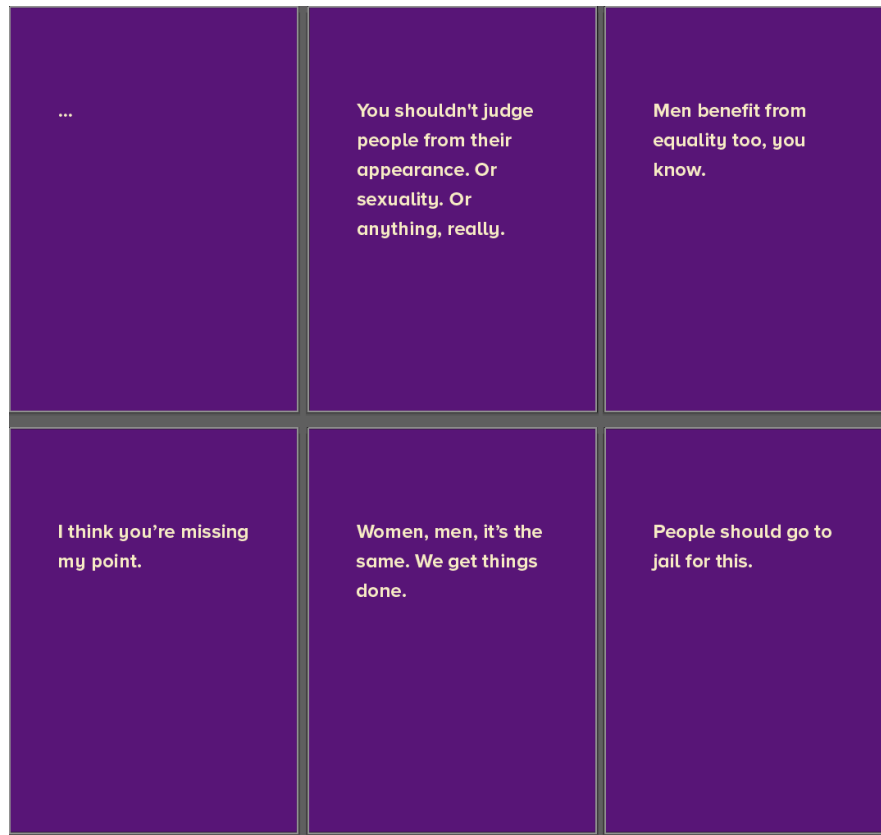


Figure 3.4 Callout Cards Example

3.4.2 Visual

Prototype (Version 1)

The first prototype of the cards was printed and cut manually. Visual identity and logo were not developed yet for this version, as the main purpose was to get user's feedback on the contents, game play, and to see the effectiveness of the game itself. It consists of 42 situation cards and 128 callout cards.

Logo

A proper branding was created to give the game a finished feel, like an actual game, to be tested in casual environments.

The logo consists of some cat elements like whiskers and ears, combined with

speech balloon. Like a combination of the word cat and call. The speech balloon represents conversations, as the game's focus is pairing sentences to make a conversation. It also represents the hope that by playing the game, discussions about sexism and gender stereotype will arise.



Figure 3.5 Logo Sketch

Typography

The font used for the logo is Concert One. It's a rounded, sans-serif font. It goes well with the overall shape of the logo because of their similar weight, and



Figure 3.6 Logo Variations

adds a comical feeling. A different font is used for the card contents, which is the Proxima Nova Alternate family. It's a modern sans-serif font that's simple with good legibility and readability. The cards contain only text, so the contents should have distinguishable letters and should be easy to read.

ABCDEFGHIJKLMNOP
 QRSTUVWXYZÀÁÂÉÊË
 abcdefghijklmnopqrst
 uvwxyzàá&123456789
 01234567890(\$£€.,!?)

Figure 3.7 Proxima Nova Alternate Font (Source: identifont.com)

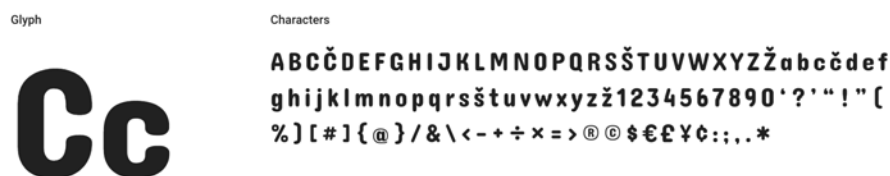


Figure 3.8 Concert One Font (Source: Google Fonts)

Color Palette

The visual identity consists of 5 colors. Purple is the color that represents woman and gender equality movement. Historically, the combination of purple, green, and white was used by the Women's Social and Political Union in the UK around 1908. It was later adapted to be the color of International Women's Day. Purple represents justice and dignity. Green represents hope. White represents purity, even though it's no longer used as 'purity' became a controversial concept⁵. The remaining colors, red, cream, and dark blue, were taken from the Women's March identity⁶.



Figure 3.9 Color Palette for Catcall Visual Identity

The color of the 2 main cards are the combination of purple and cream. Situation card is cream with mainly purple texts, with green and red texts for additional info. While the callout cards are the inverted version, which is purple with cream texts.

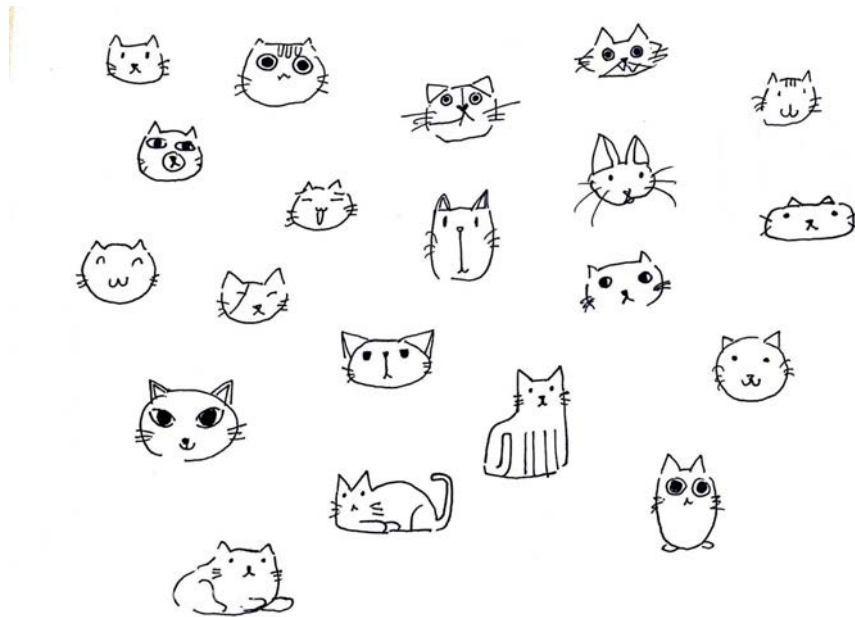


Figure 3.10 Cat Character Mascot Sketch

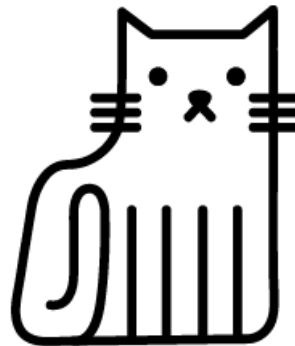


Figure 3.11 Cat Character Mascot

Character Mascot

In accordance with the game name, and to strengthen the visual identity, a cat character mascot was created. It's made to have a cute-neutral face to represent the perceived "harmlessness" of catcalling, and in some later development, were seen to have speech bubbles coming out of it, with some contents from the situation

card. The cat also appeared in the rule sheet. It has no name.

Later the character was also used for other promotional purposes, like posters and flyers.



Figure 3.12 Catcall Rules Sheet

3.5. Game Package

The following is written as the game description in the game package:

Catcall is a card game about calling out sexist behaviors and gender stereotype. The rule is simple. Match the situation card with an appropriate callout card. It can be the funniest, the most wholesome, or simply the best. You can act as a bystander or someone who's involved in the situation, it's up to you. What matters is you intervene with the situation!

On a more serious note, sexism exists everywhere, whether you realize it or not. It might seem benign and even nice sometimes, but actually still harmful and ultimately limits the potential of both women and

men. What we can do is talk about it. Start conversations. Stop normalizing sexist behaviors. Call out that sexist coworker or relative, men or women. Sexism is not cool. It 's time to stop.

Although used as the name, this game covers not only catcall, but other forms of sexism in everyday life. All situation card contents are based on real experiences of people who encountered sexism. You might think that some cards are silly, but someone out there experienced it nonetheless.

One set of game will consist of:

- One sheet of game description and rules, printed two-sided.
- 75 situation cards (cream colored).
- 295 callout cards (purple colored).

Notes

- 1 <https://cardsagainsthumanity.com/>
- 2 <https://en.oxforddictionaries.com/definition/catcall>
- 3 <https://www.facebook.com/swejakarta/>
- 4 http://www.esrb.org/ratings/ratings_guide.aspx
- 5 <https://www.internationalwomensday.com/About>
- 6 <https://womensmarch.com/>

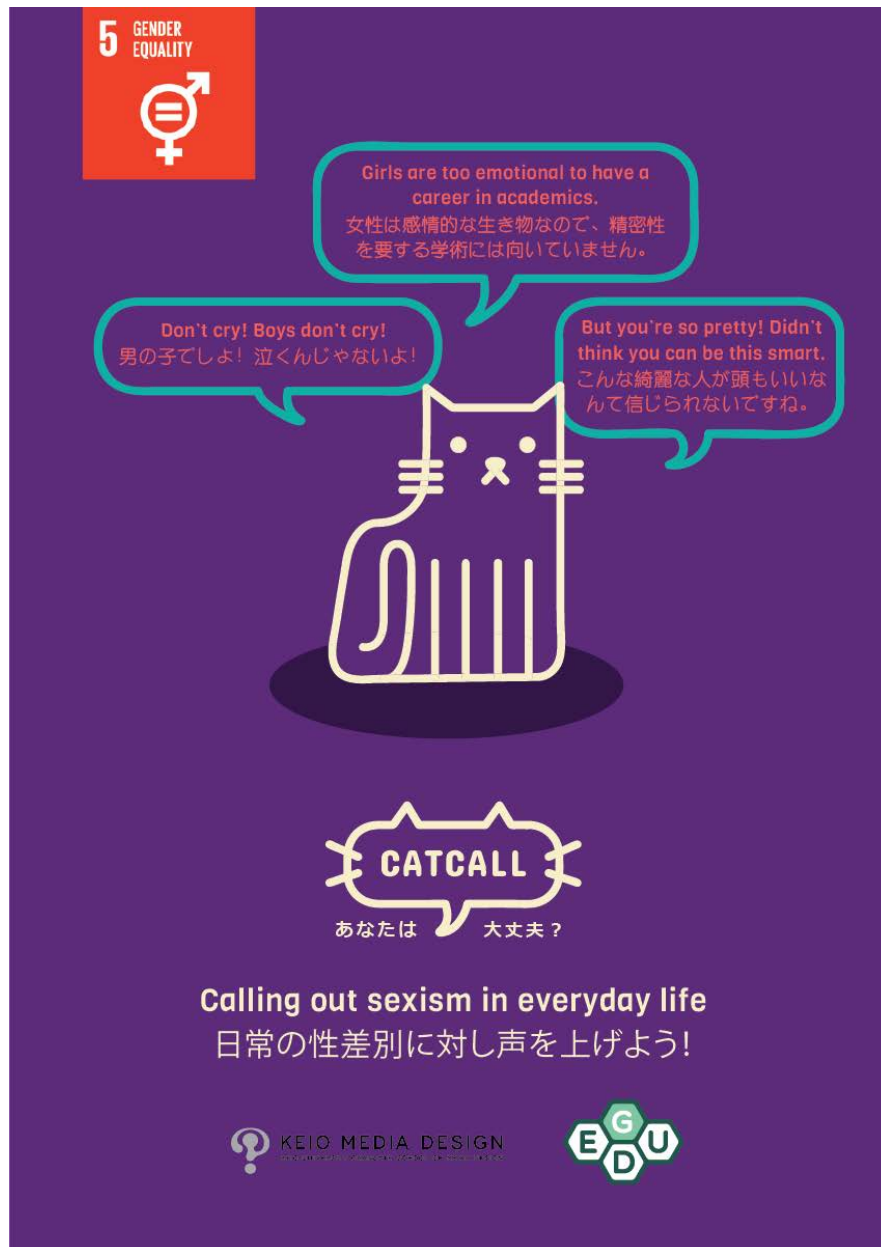


Figure 3.13 Catcall Poster

Chapter 4

Validation

4.1. Validation Process

The way to validate this research is through playing the game, so playtestings were conducted within different groups. This section will be divided into 2 subsections, as there were 2 different conditions for the validation test. The first one is playing the card game in a workshop setting, with helping facilitators and a more formal atmosphere. The second one is playing in casual setting, with no facilitator and a more relaxed atmosphere. This was done to look at the card game's versatility, as based on previous study on related works, usually a set of card can only be used in one of the setting.

Within the workshop setting, a survey was distributed at the end of the sessions to get feedback from players. While in casual environments, interviews and group discussions were conducted after playing the game. Observations were also performed in both settings. Methods aside, the main points to evaluate were user's experience with the game, contents of the cards, and the topic of sexism and gender stereotype.

4.1.1 Workshop Setting

Workshop Practice with Camolifsy & Co.

The first user test was done with the help of Waki Kawamoto of Camolifsy & Co.¹, a Japan-based human resource company. They were conducting workshops about gender equality, comparing gender-related law cases in the United States. The card game was used as an ice-breaking tool.

On the workshop rehearsal, March 29th 2019, there were 3 participants and 2 facilitators. In total, 5 people were playing. The age ranged from 25 to 64 years

old, all identified as female. Everyone was working full-time job. A pre-survey was distributed to get an overall grasp of the participant's views on gender equality in general. The survey was based on a short form of the Scale of Egalitarian Sex role attitudes (SESRA-S) (Suzuki 1994) by Atsuko Suzuki. It showed that some participants had no bias when it comes to gender roles, and some were a bit biased, but still leaning towards equality.



Figure 4.1 User Test on Workshop Rehearsal with Camolifsy & Co.

The cards used were the early prototype version, manually printed. The original version is in English, but for this purpose, the contents are translated to Japanese. There were not as many cards as the finished one, and instead of 7 cards, players only had 5 callout cards in their hands. It was the first official user test conducted for this game. Players picked the winner through voting for the best callout card. Throughout the game, participants were not interacting much except occasionally laughing together when funny combinations were made.

After the game, a post-survey was distributed to the participants. Likert scale (1932) was used to get insights about the overall game and participant's views regarding sexism. Overall reception of the game was very positive, everyone en-



Figure 4.2 Post-game Questions on Game Experience

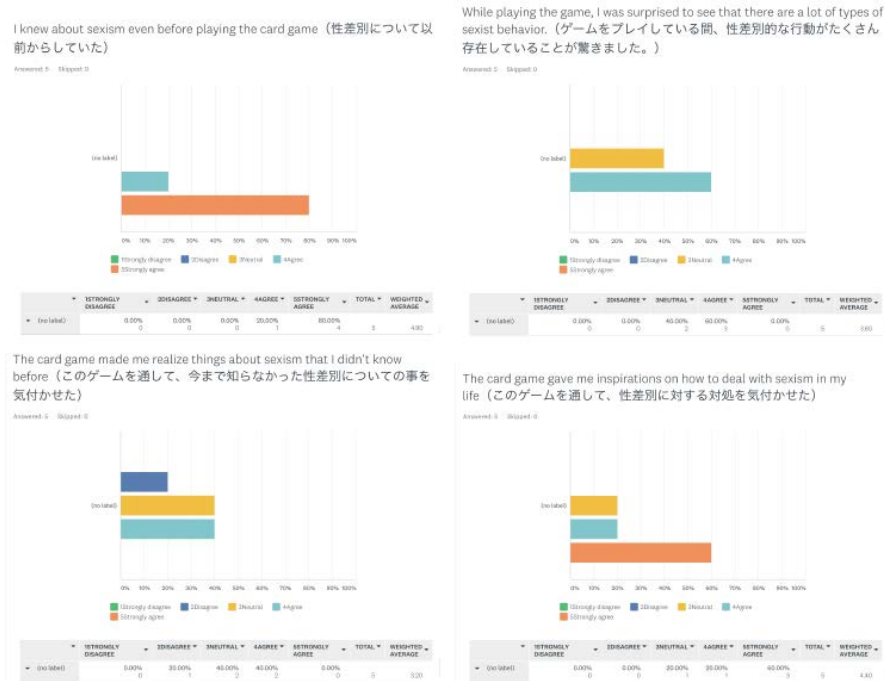


Figure 4.3 Post-game Questions on Sexism

joyed the game and stated that they liked the contents too. All the participants were aware about the issue of sexism already, but majority were still surprised to see a lot of kinds of sexist behavior from the cards. And majority could find some inspiration from the game on how to deal with sexism in their life.

All the participants were female, and one of them stated that she wanted to make men play the game. Comments on the amount of callout cards were also mentioned, participants wished for more cards on their hand for variation. Another participant praised the concept and execution, and gave suggestions on making the game widely available for everyone.

Gender Workshop with Camolifsy & Co.



Figure 4.4 User Test on Gender Workshop with Camolifsy & Co.

On Saturday, April 13th 2019, the official session of gender workshop with Camolifsy & Co was conducted. Participants registered and paid a certain amount of fee to attend. The game was used as an ice breaking tool. There were a total of 11 participants, divided into 2 teams of 5 and 6. There was one man in each of the teams, and the rest were women. The participants signed up willingly for the workshop, so they were all, at least, interested in the topic of gender. The Japanese prototype version was used, but more contents were added after the workshop rehearsal session. Each team was assigned with 1 facilitator. Players picked the winner by voting for the best callout card.

During the game, participants were encouraged by the facilitator to discuss and think about the situations and answers alike. The facilitator chose the situation cards instead of giving it out randomly. This way probably works the best within the workshop setting, to encourage a flowing discussion. After the workshop, a survey was distributed and sent through e-mail from the workshop organizer. This post-survey was also used during the previous rehearsal session.

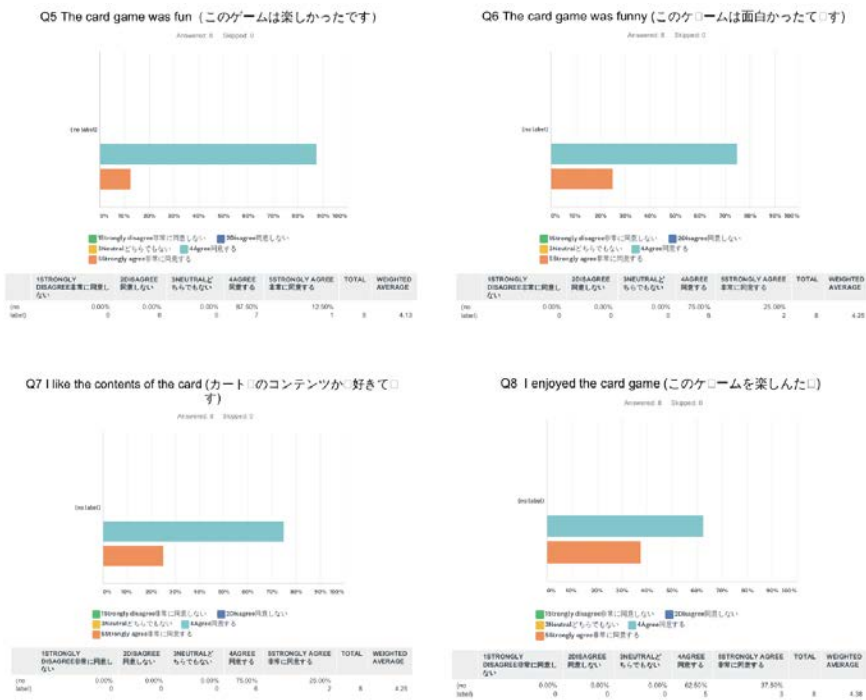


Figure 4.5 Post-game Survey Questions on Game Experience

Out of 8 people that filled out the survey, majority thinks that the game was fun, the contents were funny, and they liked and enjoyed playing it. One stated that the cards gave them inspirations of what to say if faced with harassment or sexist situation. Other said that it made them think of what would they do if faced in certain kinds of situation. And it had been a good lesson for them since they never thought about things like sexism and stereotype.

Even though more than half of the participants already knew about the issue of sexism and gender equality before playing them game, more than half also expressed that they were surprised to see a lot of types of sexist behaviours. According to one participant, paying attention on the cards on their hand, made them think about which ones would not be suitable to combat sexism.

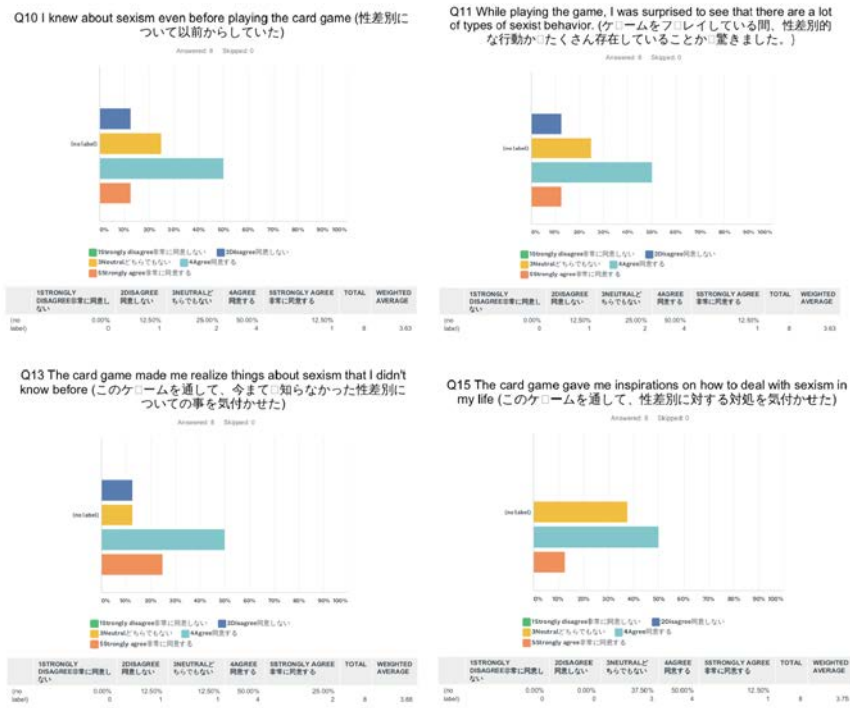


Figure 4.6 Post-game Survey Questions on the Topic of Sexism

75% agreed that the card game made them realize things about sexism that they didn't know before, and majority said it gave them inspiration on how to deal with sexism in their life. One wrote that it's good to think about gender inequality in a fun way. Some additional comments said that in this kind of event (workshop

about gender), people would most likely not give out sexist answers. Another said that the scope would be bigger if there are non-gender related discrimination cards. One more comment praised the game for its quality, and added that while it's understandable to have time gaming limit in events like this, it might be nice to not play the game quickly and take time to listen to every player's opinion on the situations.

SDG Game Show

For its correlation with SDG number 5, gender equality, the card game had a chance to be showcased in SDG Game Show for Youth and Educators, hosted by Kanazawa Institute of Technology (KIT) with KMD Global Education project as co-host. The event was held for 2 days, May 25th and 26th 2019, in KIT Toranomom office, Tokyo. Majority of the visitors were educators and teachers.



Figure 4.7 Global Education Showcase Booth on SDG Game Show

Playing sessions were held on both days, with facilitator. On the first day, sessions were done throughout the day randomly without time limit. Some people expressed their interest to purchase the game if there's a plan to mass-produce in the future. A teacher from Kwansei Gakuin Senior High School Hyogo, a representative from Future Tech Association for Promotion, and a teacher in French International School Kyoto were among the interested ones. Most of them in-

tended to use the game with their students in the classroom.



Figure 4.8 SDG Game Show Day 1

Based on observations, participants looked like they enjoy playing the game. An interview was conducted with one of the player. Because players don't know each other, the interviewee said that they hesitated a bit while playing. It was difficult to say what they really wanted to say openly. But the contents, especially the situation cards, were relatable, and it made them think about that kind of situation. They also expressed a wish to write their own answers in the callout card.

On the second day, a total of 6 playing sessions were held. Each session took around 45 minutes. Based on observations during playing sessions, participants looked interested in the game. Out of several groups participating, one consisted of 2 female adult, 1 male adult, and 1 boy. They enjoyed the game even though there was an age difference between some participants. While playing, they also discussed about how real the situation cards were, and some shared their own experience on similar situations.



Figure 4.9 SDG Game Show Day 2

A survey with a QR code was distributed to gather feedback from participants. Questions revolved around the game design, the topic of sexism and gender inequality, general suggestions or comments, and if the participant is interested in using the game in the future. Overall, participants thought the game was fun and interesting. There were many variations of the card, and was a good opportu-

nity to understand women's feelings, coming from a male participant. Someone else reflected that in real life, calling out and saying "it's wrong" directly might not be taken well by other. But because it's packed in a game, players can be straightforward.

After playing this game, some participants realized how sexist they are, but unaware of it before. They didn't realize what they said or did were discriminating towards gender. Through this game, the participants had a chance to reflect on their actions and how they reinforced gender bias unconsciously. They felt like the game created a good space to talk about it. One suggestion that came up was to make a specific set for specific environments. Since most of the participants were educators, they hoped to find more situations in the school or classroom.

Finally, the participants expressed their interest to use this card within their community. Some wanted to play in diversity training workshop, corporate training session, class meeting, even drinking party. One participant expressed their opinion that it takes a long time for the society to be aware, think about, and solve the problem of gender equality. That's why, men and women has to work together, and it should start early in classes, as students. They're interested in using it with their students.

4.1.2 Casual Setting

In the casual settings, the participant's demographic data was collected to see if it affects their way of perceiving sexism. The data consists of age, gender, nationality, occupation, and religion. During the playtesting session, there was no facilitator, and the participants were presented with a sheet of paper containing game description and rules. They were asked to read and understand the rules by themselves. After a winner was determined, interviews and group discussion were conducted. The interview questions are:

1. Overall, what do you think about the game? How do you feel after playing the game?
2. What is your opinion on the card contents?
3. Did you learn something new after playing the game?

4. What do you think about sexism and gender stereotype?
5. For men, did you feel any pressure when playing the game, as the contents are mostly women-related?
6. Do you have any suggestion, comment, or critique for the card game?

Keio Fempower

A playtest with members of Fempower, Keio University female empowerment circle, was held after the circle's regular meeting in Keio University Mita Campus. The English cards were used. The circle itself focuses on issues about gender equality and female empowerment, so all participants are already aware about the issue.

| No. | Age | Gender | Nationality | Occupation | Religion |
|-----|-----|--------|-------------|----------------|----------|
| 1 | 25 | Male | American | Master Student | Agnostic |
| 2 | 21 | Female | Japanese | Undergraduate | None |
| 3 | 21 | Female | Japanese | Undergraduate | None |
| 4 | 22 | Male | Japanese | Undergraduate | None |

Table 4.1 Keio Fempower Playtesting, Participant's Demographic

After the game, participants brought up that the game was fun, and because of the nature of the group, nobody said anything "bad". The language and words on the cards are not strict, so it makes a lot more fun. One said that the sarcasm and humors work really well. One of the male participant expressed his fear of "crossing the line". As a man, he practiced of assessing what's appropriate to say and what's not, because sometimes if he thinks saying a certain thing is fine, it might give out a wrong message to others.

The question for men and pressure escalated to a discussion between the participants. One person brought up a card about men and how physical work like lifting object is a "man's job". He proceed to talk about conditions where both man and woman could possibly say that, and how both sexes can reinforce gender roles. Men are expected to be macho, usually not because of women, more like it's what their father expect them to be. Other participant brought up a card



Figure 4.10 Playtesting with Keio Fempower

about "rape jokes aren't funny" and how she responded calmly with a funny card. But when rape victims were faced with that kind of situation, it might be triggering for them. So everything would be different for everyone. A male participant responded that rape jokes are really often used in his social circle, not towards women, but between the men. It's socially acceptable and funny between men.

Based on the discussion, some people agreed that giving more context to the situation cards, for example the sexes of the people participating in the situation, might make it easier to understand the situation. And by limiting the winning card to 1 category, for example the funniest, might help the players to think about what's accepted as funny in sexist situations. They suggested to create one more card category as a winning "decider", as one participant said she hesitated to use the non-funny callout cards because she wanted to win. Another suggested to implement a penalty system for players who said something sexist. It's also a good practice to really call out a sexist behaviour instead of brushing it off. Other aspect that they liked is the simplicity of the game, and how easy it is to play.

KMD Students

7 KMD students were recruited to participate in a playtest session. The 2 out of 7 were women, and majority were Indonesian. Some has tried the game before, with both the low-fidelity and high-fidelity prototype. For this session, the English cards were used.

| No. | Age | Gender | Nationality | Occupation | Religion |
|-----|-----|--------|--------------|----------------|-----------------|
| 1 | 26 | Female | Indonesian | Master Student | Christian |
| 2 | 24 | Male | Hong Kongese | Master Student | None |
| 3 | 25 | Female | Indonesian | Master Student | Islam |
| 4 | 27 | Male | Indonesian | Master Student | Catholic |
| 5 | 29 | Male | Japanese | Master Student | Shinto/Buddhist |
| 6 | 30 | Male | Indonesian | Master Student | Islam |
| 7 | 26 | Male | Indonesian | Master Student | Catholic |

Table 4.2 KMD Students Participant's Demographic

During the interview and discussion after playing, one participant said that at first it felt like a regular card game, but afterwards it got him thinking more about gender issues. In playing with friends, because participants know each other, is almost like a strategy game, or even empathy game. They feel like they need to understand the judge's way of thinking to win. Another person agreed and felt like after playing he now understood the participant's view regarding sexism.

One participant felt a pressure in the beginning of the game, he wasn't sure whether it's okay to give a funny response as sometimes people might take it differently. But after a while into the game, everyone loosened up and the pressure was gone. Others felt that sometimes they couldn't say what they wanted to say, one in fear of being judged and the other because they didn't have a good card to express their true opinion.

Most of the situations are about women, but still there are some contents about sexism towards men. Unfortunately during the session the cards didn't come out much. One male participant expressed his wish to play a more men-related situations, and he shared one of his experience regarding sexism. Other male participant said that he couldn't relate that much to the situation, as most are



Figure 4.11 Interview and Discussions with KMD Students

against women and he never experienced them. While a female participant said that the cards made her realize men can also experience sexism, not only women.

Even though the cards are made as inclusive as possible, one female participant felt like the cards made men look very evil, which is interesting since most cards don't even have subjects and players wouldn't know whether the person saying these things are men or women. Other participant agreed that they could feel the implication that it's always men saying all the sexist things.

Overall, the participants said they thought the game was fun and educational, they liked the interaction and they thought a lot about the situations, even though everyone might perceive it differently according to their backgrounds. One participant felt that she wasn't aware of sexism at first, she didn't care whether a situation is sexist or not. But playing the game made her think a lot.

Playing With Roommates 1

To see the card's effectiveness on an even more casual environment, the game was tested with 3 participants who are roommates. The researcher passively joined

in the game to complete the number of players required. The English cards were used, and the setting for playtesting was their shared apartment.

| No. | Age | Gender | Nationality | Occupation | Religion |
|-----|-----|--------|-------------|----------------|----------|
| 1 | 27 | Male | Indonesian | Master Student | Catholic |
| 2 | 24 | Male | Belgian | Master Student | Agnostic |
| 3 | 24 | Male | Italian | Master Student | None |

Table 4.3 Playtest 3 Participants' Demographic

Game pace was nice, not too fast to think about the submitted callout cards, but not that slow so the session wasn't boring. Based on observations, because the participants know each other well, they could guess who submitted which cards and played around that to prevent certain people from winning, as a joke.

The participants praised the game for being fun. They enjoyed it and decided to play for 2 rounds. Participants said that the cards were well-designed and looked really nice, it's possible to actually sell them, put it on crowdfunding website. They wished for more amount of funny callout cards, jokes, and internet memes, as it was often the winning card.



Figure 4.12 Playtesting in a Casual Environment

To note that all the participants are young men in their 20s. During the post-game interview, the Europeans said that they couldn't really relate to most of the situations that appeared. They felt like their generation is not like that anymore, and a lot of the cards would have bigger impact on older generation. But the Indonesian disagreed, that he witnessed a lot of similar situations that were written on the cards. One participant followed that even though the situations seemed unreal, the fact that someone out there experienced those kind of sexism, it made him think. Even more as men, he often didn't realize if sexism occurred, nor experienced it daily.

After the interview, one of the participant began to tell a story of his own experience with sexual assault, which is one of the topic covered by the situation cards. Initially he thought it's not normal for guys to experience sexual assault, so no one talked about it. But after playing the game, he realized that it's fine to talk about sexual assault and didn't matter if it's man or woman, people experienced it nonetheless.

Playing with Roommates 2

Another playtest was done within the casual environment with the help of 4 French men. Unlike the previous session, the participants' background in this session are very similar. The English cards were used. 3 of the participants are roommates, and the other one is their friend.

| No. | Age | Gender | Nationality | Occupation | Religion |
|-----|-----|--------|-------------|----------------|-----------|
| 1 | 23 | Male | French | Master Student | None |
| 2 | 25 | Male | French | PhD Student | None |
| 3 | 23 | Male | French | Master Student | Christian |
| 4 | 22 | Male | French | Master Student | - |

Table 4.4 Playtest 4 Participants' Demographic

During the session, situation cards against men were not appearing much, and one participant asked about it. But everyone agreed that women experiences sexism more in real life. Then they discussed about one of the card content, if people finds it weird when a receptionist is male, is that sexism against men or

women. Even when the statement were directed toward men, it implied that being a receptionist is a woman's job.

The participants thought that maybe because of their similar background and education, they also laugh at the same thing. It might be a good idea to play with a girl, to help start discussions. One participant gave a suggestion to play with random people in a bar. One of the participant liked when the situation card has more details on it, like where is the situation happening.



Figure 4.13 Playtesting in a Casual Environment 2

Other suggestion for the game in general is playing with more callout cards in hand, to make sure at least one of the card is fitting to the situation. Even though it's going to take more time to choose, but it gives the player more chances to win. A new system where someone who's a winner in one round has to be the judge in the next round, so anyone can't get ahead too much, make it close until the end. They like the mix of the funny and serious variations of the callout cards, but some are too serious, too general, or too powerful as in it can win with any situation.

According to the participants, most of the situations are too stereotypical of what sexism is supposed to be, almost unrealistic. But since they found out that the situations are real, based on true stories, it became really surprising. In their environment they never heard people say such explicit sexist things like written in the cards. But they did agree that some of the cards were true, seen it in real life. For them, emphasizing the realness of the situation cards might make a bigger

difference. It had bigger impact on them.

4.2. Result and Discussions

Generally, the card game received good feedback and result from the validation processes. Players in both formal and casual settings said the game was, first and foremost, fun. It works as a game, and can be played in different situations with different people.

Based on observations, when playing in a formal environment, player will less likely to joke around and would pick a good, safe answer. It also requires a facilitator to keep conversations flowing, especially since most of the time the players don't know each other and might be hesitant to express their opinion. After several play sessions in workshops, based on observations and feedback, a guide for facilitators was created to aid the players in conversations:

- Players who don't know each other very well would often hesitate to choose the answer they're really thinking about. A short introductory session before playing the game might help break the ice.
- Instead of handing out random situation cards, pick the ones that are more suitable for the players, taking age range and background into consideration.
- Getting people to think is important. But not only that, please encourage players to talk and voice their opinion. Ask them to explain the reason for choosing a certain card.
- For self-evaluation, at the end of the game, please ask the players how they feel about the game, and if they discover or learn something new through playing the game.

In a casual environment, players usually reach for the funniest answer. It's still good to mix both serious and funny contents, but when playing with friends, the funny answers are more likely to win. For conversations about gender to start, it's better if there are both male and female players. Even more when the players have experienced sexism and stereotypes in their life. Based on observations, even though most of the time players would submit "good" callout cards, on

several occurrences there were more "grey" answers too. Meaning that it's leaning towards benevolent sexism. But when it happened, usually players would discuss among themselves if that situation and answer were sexist or not. This might be due to players' level of comfort with each other, so they can express their own views without being too careful or politically correct.

As stated early in the design chapter, sexism and gender issue differs greatly among culture. The game had bigger impact on Japanese people and other Asian countries compared to non-Asians. Feedback from participants with Asian background stated that playing the game really made them think about their previous actions and mindset, how sometimes the things they did were unintentionally sexist and biased. Non-Asian players however, were surprised with the fact that common sexist stereotypes actually existed, and other people have experienced it. For them, those stereotypes are just stereotypes, and sexist behaviours are a thing of the past. They were unaware that people are still experiencing it. All of these thoughts were generated and shared after playing the game.

Looking back at the design process, it is true that most of the experiences collected were submitted by people from Asian background. This was proven to have a great impact on participants from Japan or other Asian countries when playing the game. The game might have to be altered according to nationalities or cultural background to have the best impact. In the future, if the cards are to be used by other people with different cultural background, it is best to alter the contents according to the user.

On the other hand, playing the cards with participants who are not from the same cultural background can still generate good result. Participants get to know what's happening in the other side of the world, and while sexism isn't common in their daily life, it's still happening in other countries. It raises their awareness on the issue of gender and sexism.

Since playing the game, some of the participants that the researcher still have close contacts with, showed more awareness towards sexism in daily conversations. In some occasions, they wondered if a certain statement was sexist, and a discussion was started because of that. In other times, some people would share recent

news related to gender bias or stereotype that they read or heard.

Notes

- 1 <https://www.camolifsy.com/>

Chapter 5

Conclusion

5.1. Concept Validation

Sexism and gender stereotype is a difficult, sensitive topic, especially in Asian countries like Japan. At the same time, it's important to talk about sexism and to call out sexist behaviours to reach gender equality.

Most people have experienced or witnessed sexism in their life. But sometimes, sexism is internalized in one's culture, and people don't even realize that sexism exists. Playing this game has helped people realize that, and got them to look back on their beliefs and actions, prompting self-reflection and conversation. To know that you're not the only one who got catcalled on the street, or being told you're not good enough because of your gender, is both a relieving and eye-opening experience. Sexism does exist everywhere.

Through this card game, people shared their past experiences. They reflected on their own attitudes. They laughed on funny responses to say to random catcallers. They were aware of different sexist situations in everyday life. And those were all shared through conversations, within or after playing the game. Conversations were generated naturally, with the players sharing their personal opinion towards a certain topic within the cards.

Since the game was designed to be inclusive, there are certain limitations regarding player's cultural background and experiences. The design of the cards should cater to the target audience's cultural background. And while not all the results are perfect, still as a game the cards are fun to play. And it meets with the initial goal to create conversations about sexism in a fun way. But only that doesn't solve the gender equality issue. Men and women from all ages need to work together to solve this global problem together. This game works as an introduction to the bigger picture.

In conclusion, Catcall is a card game about calling out sexism and gender stereotypes. Through literature review, user studies, design iterations, and multiple playtestings, it was proven to be effective for triggering conversations about sexism and gender stereotype within formal and casual settings, while still being fun.

5.2. Future Works

While this game has a potential to be used as a tool inside the classroom, a facilitator who understands the game is also required. A guide for facilitator was created, but hasn't been tested yet in a proper workshop setting to see the effectiveness. Another research topic to continue this idea is to create a workshop toolkit based on the card game for different age range, from students to working adults.

Possible near-future plan is adjusting the balance of the game, like increasing the amount of funny call out cards, as that is what most of the players prefer. A lot of comments have been made regarding availability of the card game. Some people are interested in buying the game if it ever goes on sale. Finding a printing company to produce the cards might be the next step. Few parties have expressed their interest and support in producing the game, like Camolifsy & Co. who used the game in their workshops and UNESCO Jakarta for promoting one of their priority agenda, gender equality. The game can also be produced independently with the help of crowdfunding websites.

Yet, a better approach to spread the game is by giving it out for free. The most feasible way is to create a website to share the printable pdf version of the cards. The website can also be a pathway for others to share their stories on sexism and gender stereotype, as a material for the game's future expansion packs.

References

- , “Tiltfactor Game Design for Social Change,” https://tiltfactor.org/wp-content/uploads/2015/07/brochure_20150714_web-small.pdf, Accessed: 2019-05-02.
- Bates, Laura (2014) *Everyday sexism: The project that inspired a worldwide movement*: Simon & Schuster UK.
- Candy, Stuart (2018) *Gaming futures literacy: The Thing From The Future*, pp. 233–246.
- Connell, Robert W (2005) “Change among the gatekeepers: Men, masculinities, and gender equality in the global arena,” *Signs: Journal of Women in Culture and Society*, Vol. 30, No. 3, pp. 1801–1825.
- Djaouti, Damien, Julian Alvarez, and Jean-Pierre Jessel (2011) “Classifying Serious Games: the G/P/S model,” *Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches*.
- Fairchild, Kimberly and Laurie A. Rudman (2008) “Everyday Stranger Harassment and Women’s Objectification,” *Social Justice Research*, Vol. 21, No. 3, pp. 338–357.
- Flanagan, Mary (2006) “Making games for social change,” *AI & SOCIETY*, Vol. 20, No. 4, pp. 493–505.
- Gayle Rice (2016) “Relationships Matter - a conversation tool,” <https://www.iriss.org.uk/resources/tools/relationships-matter-conversation-tool>, Accessed: 2019-06-13.

- Geoff, Kaufman, Flanagan Mary, and Seidman Max (2015) “Creating Stealth Game Interventions for Attitude and Behavior Change: An Embedded Design Model,” in *DiGRA 2015 - Proceedings of the 2015 DiGRA International Conference*: Digital Games Research Association, May.
- Gina Masequesmay, “Sexism,” <https://www.britannica.com/topic/sexism>, Accessed: 2019-05-29.
- Glick, Peter and Susan T Fiske (1996) “The ambivalent sexism inventory: Differentiating hostile and benevolent sexism.,” *Journal of personality and social psychology*, Vol. 70, No. 3, p. 491.
- Glick, Peter and Susan T. Fiske (1997) “Hostile and Benevolent Sexism: Measuring Ambivalent Sexist Attitudes Toward Women,” *Psychology of Women Quarterly*, Vol. 21, No. 1, pp. 119–135.
- Iqbal, Sarah (2018b) “Women, Business, and the Law 2018 ,” Technical report, World Bank Group, Washington, D.C.
- IRISS (2016) “Relationships Matter - A conversation tool to support practitioners reflect on caring for young people who are leaving care,” <https://www.iriss.org.uk/sites/default/files/rm-conversation-cards-a4.pdf>, Accessed: 2019-06-13.
- Koster, Raph (2013) *Theory of fun for game design*: ” O’Reilly Media, Inc.”.
- Phenwan, Tharin, Tanida Apichanakulchai, and Ekkapop Sittiwantana (2018) “Life unlocking card game in death and dying classroom for medical students,” *MedEdPublish*, Vol. 7, No. 3, pp. 1–14.
- Schell, Jesse (2014) *The Art of Game Design: A book of lenses*: AK Peters/CRC Press.
- Suzuki, Atsuko (1994) “Construction of a short-form of the scale of egalitarian sex role attitudes (SESRA-S),” *The Japanese journal of psychology*, Vol. 65, No. 1, pp. 34–41.

References

- Swain, Chris (2007) “Designing Games to Effect Social Change.,” in *DiGRA Conference*.
- UNESCO (2018) “Women in Science,” <http://uis.unesco.org/sites/default/files/documents/fs51-women-in-science-2018-en.pdf>, Accessed: 2019-05-31.
- UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific (2004) “Role of men and boys in promoting gender equality: advocacy brief,” <https://unesdoc.unesco.org/ark:/48223/pf0000137780>, Accessed: 2019-06-18.
- United Nations, “Sustainable Development Goals,” <https://www.un.org/sustainabledevelopment/>.
- (2018a) “The Global Gender Gap 2018,” Technical report, World Economic Forum, Geneva, Switzerland.

Appendices

A. Survey for Game Contents

1. What is your name?
2. Which gender do you identify with the most? (male / female / non-binary / prefer not to answer / other)
3. How old are you?
4. What is your nationality?
5. What is your current occupation?
—
6. Have you ever experienced sexism in the workplace or educational institution? (yes / no)
7. If you answered 'Yes', how often do you experience it? (every day / a few times a week / about once a week / a few times a month / once a month / less than once a month / others)
8. If you answered 'Yes', can you specify the situations? Please specify as many as possible.
9. Have you ever witnessed sexism in the workplace or educational institution? (yes / no)
10. If you answered 'Yes', how often do you experience it? (every day / a few times a week / about once a week / a few times a month / once a month / less than once a month / others)

11. If you answered 'Yes', can you specify the situations? Please specify as many as possible.
—
12. Have you ever experienced sexism in your everyday life? (yes / no)
13. If you answered 'Yes', how often do you experience it? (every day / a few times a week / about once a week / a few times a month / once a month / less than once a month / others)
14. If you answered 'Yes', can you specify the situations? Please specify as many as possible.
15. Have you ever witnessed sexism in your everyday life?
16. If you answered 'Yes', how often do you experience it? (every day / a few times a week / about once a week / a few times a month / once a month / less than once a month / others)
17. If you answered 'Yes', can you specify the situations? Please specify as many as possible.
—
18. Would you be available for and willing to do a further interview (online) regarding the topic of sexism? (yes / no)
19. If you answered 'Yes', please provide your preferred contact information (e.g. e-mail address, Whatsapp number, Skype ID, etc.)
20. Do you have any comments, questions, or concerns regarding this research or the issue of sexism and gender in general?