

Q-Learning in the snake game

Adam Zaiter

Abstract—

I. INTRODUCTION

This paper will attempt to implement the Q-learning algorithm for a basic game of snake. A hypothesis about the expected learning outcome will be established and reviewed after implementing the Q-Learning algorithm. The implementation will be done in Python and a custom snake game environment will be created. This environment will allow for training of the agent with different hyperparameters as well as visualizing a game played by the trained agent.

Basic knowledge of reinforcement learning is assumed, as this paper is implementing concepts from the Szepesvari paper [1].

II. SNAKE GAME

The snake game is programmed in python. It supports square grids of any size that is ≥ 3 . The snake starts in the middle of the grid with a head of 1 square in size and attached body with 2 squares in size. There also is food spawned in a random square that is not occupied by the snake. The objective for the snake is to eat as much food as possible. If the food is eaten, the snake gains + 10 score and grows an additional body part of 1 square in size. If the snake collides with the borders of the grid or the head collides with its own body, the game ends.

III. Q-LEARNING

Q-Learning will be used as the algorithm to train the agent. Q-Learning finds the optimal policy by learning the best Q values for each state-action pair.

The Q function accepts the current state and an action. It then returns the expected reward for taking said action for the given state.

The agent then plays episodes. For each step in the episode the Q values in the Q table are updated using the Bellman equation. This process goes on until the q function converges to the optimal function q^* .

IV. HYPOTHESIS

The goal is to train an agent that will play the snake game with any chosen grid size as best as possible using just Q-Learning. Given the attributes of Q-Learning, it should be possible to train an agent that plays the game of snake at a very good level. It is not expected to be perfect, but it should play as close to it as possible.

V. ENVIRONMENT

The environment mimics functionality provided by environments in OpenAI gyms [2]. This made the process of applying the Q-Learning algorithm quite simple, as the OpenAI environments are designed with reinforcement learning in mind.

The environment provides three actions for the agent to take:

- 1) Turn the snake head left.
- 2) Turn the snake head right.
- 3) Continue heading straight.

These values are encoded as integers 0, 1, 2 and aliased as constants LEFT, RIGHT and STRAIGHT in the code.

A. State space

For this project, the computing resources are somewhat limited and as such, these limited resources have to be taken into consideration when designing the state and action spaces. The state space for a snake game with a variable size would be too big, if it were taken as is. That is, because the snake and its body adds many additional states, as the snake can grow its body to be the same size as all of the squares in the grid. Also, the head is distinct from the other body parts and would have to be accounted for in all of the states.

The current environment does not provide the full state of the board, as there are simply too many states to represent for a grid of variable size. Thus, the environment is restricted to this basic information:

- Information about danger. It indicates if after taking an action from the action space in the current state the game will be over.
- Information about food position. The values are left, right, up and down.
- Information about the snake's current direction. There are four values: left, right, up and down.

After gathering this information, it is encoded in a 2D array. For example, the array for food position is an array of four values. Each position of the array corresponds to a value (left, right, up, down). Thus if the food is left, the array on position left will have the value of 1 (true). Otherwise, the value will be 0 (false). This applies for all positions. In the end, three individual arrays for danger, food and direction are created and are returned concatenated as the current state.

B. Episode

An episode contains all of the actions taken in one game of the snake. The episode ends when a terminal state is reached (game ends), described in section II.

C. Step

A step is the performance of one action from the action space in a given state.

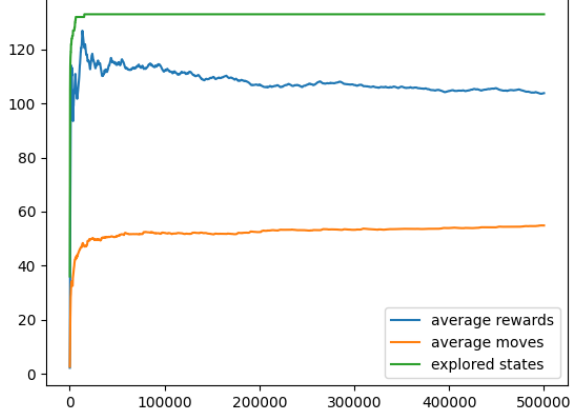


Fig. 1. 3x3 environment 11-size state space

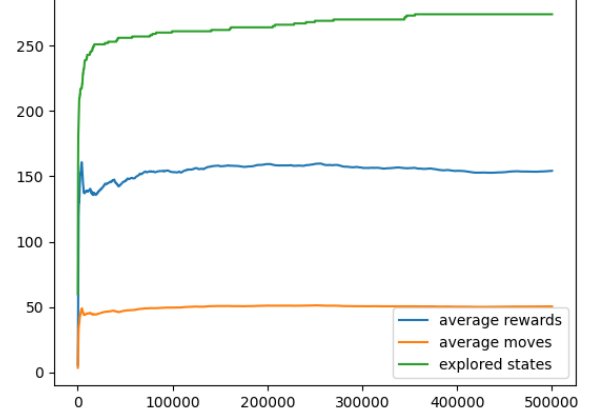


Fig. 2. 3x3 environment 20-size state space

D. Extending the state space

The most obvious way to extend the state is to add more information about danger. For the most basic case, danger is supplied as an array of boolean values. From the current state, a lookahead is performed on every action from the actions space. If the action would result in a game over, danger is set to true for that action. This array can be extended to looking ahead more than one action in the future. This however grows the danger array exponentially, so the comparison will be made only between one and two future actions lookahead.

VI. TRAINING

The python program supports a training mode, where training arguments can be provided. Some of those are the environment size, total episodes to train for, decay rate, depth (size of state space), learning rate and more.

The best results were observed in agents trained on the 3x3 grid environment.

All agents referenced below have been trained for 500 000 episodes with an exponential decay rate with a value of 0.01. Minimum epsilon with value 0.01 was used to keep some exploration throughout the whole training process.

Figure 1 contains training statistics for the agent that was trained with a limited information about danger. This agent performs well, however it is unable to play perfect games very often at all.

Figure 2 show statistics for the agent that was trained on a state space with information about danger for two turns ahead. This agent performed considerably better than the previous agent and is almost always able to play a perfect game on a 3x3 grid.

Both of the mentioned agents are capable of playing games in larger environments with reasonable performance. Expectedly, the agent trained on the larger state space continues to outperform the other agent.

Another interesting fact that can be observed from the plots is the dip in average rewards when new states are explored.

This dip is more significant for the agent with limited state space.

VII. OBSERVATIONS

A. Learning

The agent learns much better in smaller environments as evident from the figures in section VI. One of the reason undoubtedly is the amount of moves the agent has to make. In smaller environments the number of moves made is much smaller, allowing the agent to explore states and learn much quicker. Another reason could be the amount of information the agent has about the environment. In smaller environments the state space looks much more similar to the real state of the game than in larger environments.

Even with limited information the snake learns the strategy of creating as much space as possible for it's own body. This results in the snake hugging the borders as much as possible, thus it takes longer paths to get to the reward (food) which might seem strange early in the game. However, when the snake's body is longer after collecting a few rewards, the benefits of this strategy are fully visible.

B. Rewards

Since the environment is custom, rewards had to be assigned for performing certain actions. There are three types of reward

- Reward for eating food.
- Cost for achieving game over state.
- Survival reward for making a move that did not result in game over.

Survival reward did not seem to make any significant difference. Only when it was set too high the agent preferred to just move around safely without picking up food.

A lot of experiments were conducted to find the right combination of cost and reward. The one that seems to work most reasonably is to have the cost to be negative double the amount of the reward.

REFERENCES

- [1] Csaba Szepesvari - Algorithms for Reinforcement Learning. [online] Available at: <https://sites.ualberta.ca/~szepesva/papers/RLAlgsInMDPs.pdf> [Accessed 15 January 2022].
- [2] Open AI Gym. [online] Available at: <https://gym.openai.com/> [Accessed 15 January 2022].