OVERVIEW

Participants develop an E+10 game that focuses on the subject of their choice. The game should be interesting, exciting, visually appealing, and intellectually challenging, with high artistic, educational, and social value. The game must be appropriate for the TSA community, and in good taste. A working, interactive game will be submitted on a DVD for evaluation.

PURPOSE

Participants will have the opportunity to create a video game design. Game design demands the use of complex intellectual, artistic, and technical skills. Once learned, these skills may be applied in many other high technology occupations within the sciences, technology, and the arts. A well-designed game not only entertains, but often requires the game player to use complex problem-solving skills. Game development is a major industry today, and its potential as an instructional tool is limitless.

ELIGIBILITY

Participants are limited to three (3) teams per state, with a minimum of two (2) individuals per team.

TIME LIMITS

A. Entries must be started and completed during the current school year.

B. The game MUST execute and be played directly from the DVD within sixty (60) seconds of inserting the DVD into a computer capable of reading a DVD.

C. The game submitted for evaluation must be greater than three (3) minutes in length of play and no more than fifteen (15)minutes (all levels). The game must be interactive. Judges must be able to play the game to the fourth (4th) level.

D. The timing of the game segments starts with the first image or sound presented.

ATTIRE

Competition attire, as described in National TSA Dress Code (www.tsaweb.org/Dress-Code), is required for this event.

PROCEDURE

A. Participants check in their entries (portfolios and DVDs) at the time and place stated in the conference program.

B. Entries are reviewed by evaluators. Neither students nor advisors are present at this time. A semifinalist list in random order is posted.

C. Two (2) representatives from each semifinalist team report to the event area at the time and place stated in the conference program for their interview.

D. Each semifinalist team explains its portfolio and game to the evaluators, discussing the purpose, value, design, rules, and development process of its work; teams may also have to answer questions posed by the evaluators.

It is essential that students and advisors routinely check the TSA website (www.tsaweb.org) for updated information about TSA general rules and competitive events. This information is found on the website under Competitions/Updates and Clarification. When students participate in any TSA competitive event, they are responsible for knowing of updates, changes, or clarification related to that event.

☑ Read the General Rules and Regulations in the front of this guide for information that applies to all of TSA's competitive events.

REGULATIONS

A. The game segment must be turned in on a DVD.

B. The game must be rated E+10 using the Entertainment Software Rating Board (ESRB) rating system.

C. The game must execute and be played directly from the DVD. Entries will be evaluated using only a PC platform. Participants will not be permitted to install anything onto an evaluator's computer.

D. Instructions and text must be clear and understandable for the evaluation process.

E. Entries must be a team project.

F. All entries become the property of TSA, Inc. and will not be returned after judging.

G. The game must include original work of the team, but game architecture, game engines, graphics, and sounds may be used from other sources. Work that is not created by the team must have proper documentation, showing copyright permissions and/or license for usage in the game.

H. The DVD and documentation materials must be submitted at check-in. Documentation items (comprising a "portfolio") are required and should be secured in a clear front report cover. The report cover must include the following single-sided, 8½" x 11" pages, in this order:

1. Title page with the event title, the conference city and state, and the year; one (1) page
2. Table of contents; pages as needed
3. Purpose and description of game, including target audience; one (1) page
4. A detailed explanation of how to play the game, including a list of all control functions; pages as needed.
5. Team's self-evaluation of the design process that includes use of event evaluation criteria; one (1) page
6. A hand-drawn storyboard; pages as needed
7. List of hardware and software used in development of the game, as well as the cost of development; pages as needed
8. DVD, with the team's ID#, inserted in a sheet protector.
9. List of references that includes sources for materials (copyrighted and otherwise); pages as needed
10. Permission letters for copyrighted material; pages as needed
11. A list of anything in the game not created by the team; pages as needed
12. Evidence that the team has tested the game (screen capture, or photos of the team testing the game)
13. Plan of Work log that indicates preparation for the event, as noted by date, task, time involved, team member responsible and comments (see Plan of Work log); one (1) page.
14. Completed and signed Student Copyright Checklist; one (1) page

EVALUATION

Only the first four (4) levels of the game will be evaluated. Evaluation is based on the game's aesthetics, flow, story, content, sound (preferred but not required), and characters. The game should be entertaining, exciting, and challenging and have social and educational value. Fifteen (15) bonus points may be added by the judges for exceptional game features, or for content showing exemplary educational or social value.

STEM INTEGRATION

This event aligns with the STEM educational standards noted below. Please refer to the STEM Integration section of this guide for more information.

Science, Technology, Engineering, Mathematics

COMMON CORE STATE STANDARDS (CCSS) INTEGRATION

Please refer to the Common Core State Standards (CCSS) Integration section of this guide for more information.

PRIMARY LEADERSHIP SKILLS

Leadership skills promoted in this event:

- COMMUNICATION — Students portray educational, artistic, and social concept graphic representations. Suggested leadership lessons: *Personality Types* and *Promote It*
- CREATIVE THINKING — Students develop new ideas that appeal to a wide audience. Suggested leadership lessons: *Color Hunt* and *Creative Techniques*
- ORGANIZATION — Students devise a plan and follow it. Suggested leadership lessons: *Impromtu* and *Whose Birthday Is It?*

Additional leadership skills promoted in this event: critical thinking, evaluation, teamwork

TSA AND CAREERS

This competition connects to one or more of the career areas featured in the TSA AND CAREERS section of this guide. Use *The 16 Career Clusters* chart and the *TSA Competitions and The 16 Career Clusters* grid as resources for information about careers.

CAREERS RELATED TO THIS EVENT

Animator
Computer programmer
Electronic game designer
Electronic game technician
Writer

TECHNOLOGY STUDENT ASSOCIATION
PLAN OF WORK

Date	Task	Time involved	Team member responsible	Comments
1				
2				
3				
4				
5				
6				

Advisor signature _____

STUDENT COPYRIGHT CHECKLIST

(for students to complete and advisors to verify)

1) **Does your solution to the competitive event integrate any music?   YES _____ NO _____**

If NO, go to question 2.

If YES, is the music copyrighted?   **YES _____ NO _____**

If YES, move to question 1A. If NO, move to question 1B.

1A) Have you asked for author permission to use the music in your solution and included that permission (letter/form) in your documentation? If YES, move to question 2. If NO, ask for permission (OR use royalty free/your own original music) and if permission is granted, include the permission in your documentation.

1B) Is the music royalty free, or did you create the music yourself? If YES, cite the royalty free music OR your original music properly in your documentation.

CHAPTER ADVISOR: Sign below if your student has integrated any music into his/her competitive event solution.

I, _____ (chapter advisor), have checked my student's solution and confirm that the use of music is done so with proper permission and is cited correctly in the student's documentation.

2) **Does your solution to the competitive event integrate any graphics?   YES _____ NO _____**

If NO, go to question 3.

If YES, is the graphic copyrighted, registered and/or trademarked?   **YES _____ NO _____**

If YES, move to question 2A. If NO, move to question 2B.

2A) Have you asked for author permission to use the graphic in your solution and included that permission (letter/form) in your documentation? If YES, move to question 3. If NO, ask for permission (OR use royalty free/your own original graphic) and if permission is granted, include the permission in your documentation.

2B) Is the graphic royalty free, or did you create your own graphic? If YES, cite the royalty free graphic OR your own original graphic properly in your documentation.

CHAPTER ADVISOR: Sign below if your student has integrated any graphics into his/her competitive event solution.

I, _____ (chapter advisor), have checked my student's solution and confirm that the use of graphics is done so with proper permission and is cited correctly in the student's documentation.

3) **Does your solution to the competitive event use another's thoughts or research?   YES _____ NO _____**

If NO, this is the end of the checklist.

If YES, have you properly cited other's thoughts or research in your documentation? If YES, this is the end of the checklist.

If NO, properly cite the thoughts/research of others in your documentation.

CHAPTER ADVISOR: Sign below if your student has integrated any thoughts/research of others into his/her competitive event solution.

I, _____ (chapter advisor), have checked my student's solution and confirm that the use of the thoughts/research of others is done so with proper permission and is cited correctly in the student's documentation.