

# Delaware Technology Student Association



HS Video Game Design  
Dover, DE  
April 1<sup>st</sup> – 2<sup>nd</sup>

<https://vasujaystudyguides.github.io/VideoGame.html>

Team Number: 2050-1

## LEAP Report – Competition Engagement (HS)

### Competitive Event Leadership Experiences

Video Game Design

Competitive Event

2050-1

Participant/Team ID#

The Student Leadership Challenge*		Leadership Experiences	
Practices	Behaviors		
Model the Way	<ul style="list-style-type: none"> <li>Follow through on promises and commitments</li> <li>Set a personal example through actions</li> <li>Align others with principles and standards</li> <li>Seek feedback about impact of actions</li> <li>Make sure teammates support common values</li> <li>Talk about values and principles</li> </ul>	All members followed through on promises on things that they planned to do involving the project. We all aligned others on the right path to success on our journey. Many values and principals were talked about while planning the Video Game involving all team members.	
Inspire a Shared Vision	<ul style="list-style-type: none"> <li>Look ahead and communicate future ideas</li> <li>Describe ideal capabilities</li> <li>Talk about how future could be improved</li> <li>Be upbeat and positive</li> <li>Communicate purpose and meaning</li> </ul>	We all looked ahead into the future and planned what was going to happen with this event and made sure everyone heard everyone's ideas. Most of the team was positive and optimistic when thinking ahead about the project.	
Challenge the Process	<ul style="list-style-type: none"> <li>Show others how their interests can be realized</li> <li>Challenge current skills and abilities</li> <li>Break projects into smaller do-able portions</li> <li>Search for innovative ways to improve</li> <li>Ask "What can we learn?"</li> <li>Take initiative in experimenting</li> <li>Help others try out new ideas</li> </ul>	Making the video game was very challenging with teamwork and the actual ability to come up with ideas and physically make the game. It was hard for anyone to take the lead in the beginning but we all did eventually.	
Enable Others to Act	<ul style="list-style-type: none"> <li>Foster cooperative relationships with others</li> <li>Actively listen to diverse viewpoints</li> <li>Treat others with respect</li> <li>Support the decisions other people make</li> <li>Give people freedom and choice</li> <li>Provide leadership opportunities for others</li> <li>Praise people</li> </ul>	Throughout the entire journey everyone in the groups' voice has been heard and given an equal opportunity to speak their mind and express how they feel about our current ideas. Each person had an opportunity to take charge in a certain area of the Video game weather its the programming, drawing, brain storming or documentation but we all helped each other or took over for others that needed help in certain areas.	
Encourage the Heart	<ul style="list-style-type: none"> <li>Encourage others</li> <li>Express appreciation for people's contributions</li> <li>Publicly recognize alignment with values</li> <li>Celebrate accomplishments</li> <li>Creatively recognize people's contributions</li> </ul>		

## LEAP Report – Competition Engagement (HS)

### General Leadership Experiences

#### Video Game Design

Competitive Event

2050-1

Participant/Team ID#

Leadership Categories	Leadership Experiences
✓ Leadership Roles	<p>Most of us/were are involved with an organization like boy scouts or a camp that we were the leaders of for a specific group. In this group we inspired a vision of the other participants along with motivating them and giving them chances to speak their mind and talk about their ideas.</p> <p>Almost all of us were officers in our middle school chapters for TSA in which we had experience in leadership and following through on things we promised.</p>
✓ Community Service/ Volunteer Experiences	<p>In 7th and 8th grade everyone on our team was apart of the National Junior Honor Society and hope to join the National Honor Society soon. In that organization we participated in many service operations in many different places. At these service events we became more of leaders and helped everyone involved do what they needed to do and be where they needed to be.</p>
Leadership Development	<p>At our high school we have the opportunity to take part in career path courses along with seminar classes which show us our options for college and careers. These help us get more experience under out belts so we can help others make their decisions.</p>
✓ College Career Planning	<p>At our high school we have the opportunity to take part in career path courses along with seminar classes which show us our options for college and careers. These help us get more experience under out belts so we can help others make their decisions.</p>

The Student Leadership Challenge® Practices and Behaviors	
Model the Way	Follow through on promises and commitments
Inspire a Shared Vision	Set a personal example through actions
Challenge the Process	Align others with principles and standards
Enable Others to Act	Seek feedback about impact of actions
Encourage the Heart	Make sure teammates support common values
Lead with Integrity	Talk about values and principles
Create Positive Interactions	Look ahead and communicate future ideas
Be Positive	Describe ideal capabilities
Take Risks	Talk about how future could be improved
Help Others	Be upbeat and positive
Communicate	Communicate purpose and meaning
Show Interest	Show others how their interests can be realized
Set Goals	Challenge current skills and abilities
Break Projects	Break projects into smaller do-able portions
Search for Ideas	Search for innovative ways to improve
Ask Questions	Ask "What can we learn?"
Experiment	Take initiative in experimenting
Help Others	Help others try out new ideas
Foster Relationships	Foster cooperative relationships with others
Listen Actively	Actively listen to diverse viewpoints
Treat Others	Treat others with respect
Support Decisions	Support the decisions other people make
Give Freedom	Give people freedom and choice
Provide Opportunities	Provide leadership opportunities for others
Praise People	Praise people
Encourage Others	Encourage others
Express Appreciation	Express appreciation for people's contributions
Publicly Recognize	Publicly recognize alignment with values
Celebrate Accomplishments	Celebrate accomplishments
Creatively Recognize	Creatively recognize people's contributions

# 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.

MLA Citations:

"8 Bit World!" Fun Upbeat Game Music by HeatleyBros." "8 Bit World!" Fun Upbeat Game Music by HeatleyBros, YouTube, 7 Feb. 2015,  
[https://www.youtube.com/watch?v=VijZQa6hT9U&list=PLobY7vO0pgVKn4FRDgwXk5FUSiGS8\\_jA8&index=5](https://www.youtube.com/watch?v=VijZQa6hT9U&list=PLobY7vO0pgVKn4FRDgwXk5FUSiGS8_jA8&index=5).

"Sunny Land." *Sunny Land | 2D Characters | Unity Asset Store*, Unity Asset Store, 7 Nov. 2017, [assetstore.unity.com/packages/2d/characters/sunny-land-103349](https://assetstore.unity.com/packages/2d/characters/sunny-land-103349).

"An 8-Bit Flag." *Imgur*, Imgur, 3 Mar. 2020, <https://imgur.com/gallery/THDyYX5>.

\*The 8-bit Flag was made by one of our members but it was convenient for citations to publish it ourselves and cite it.\*

□ - player

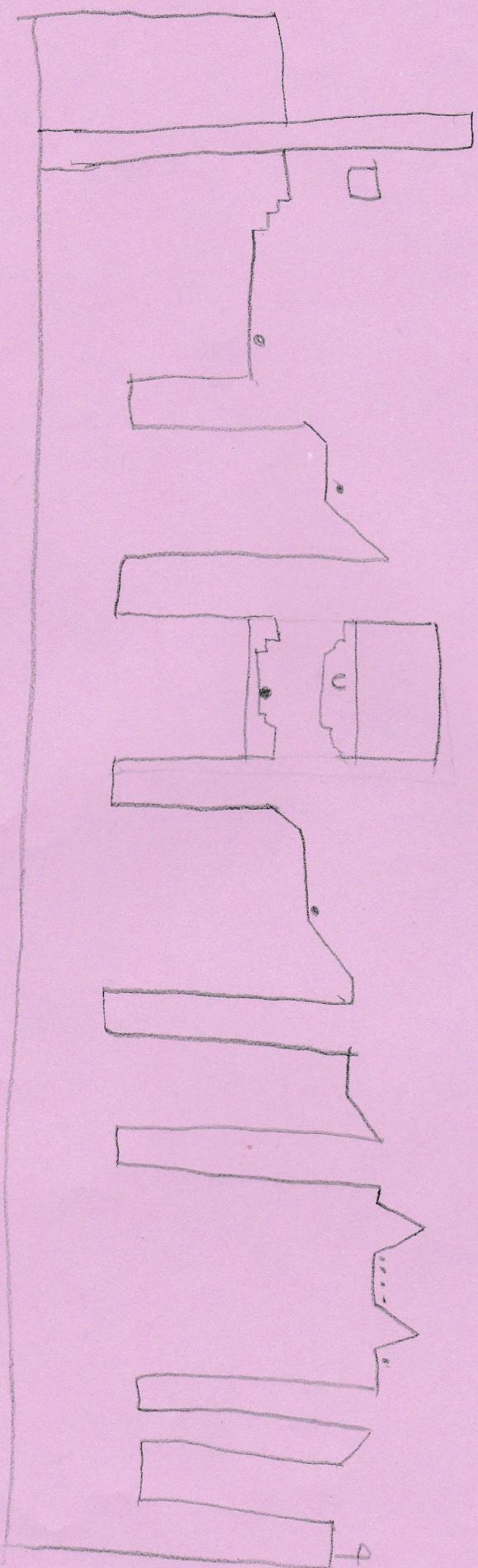
• - enemy

Level 1

4 - Finanz

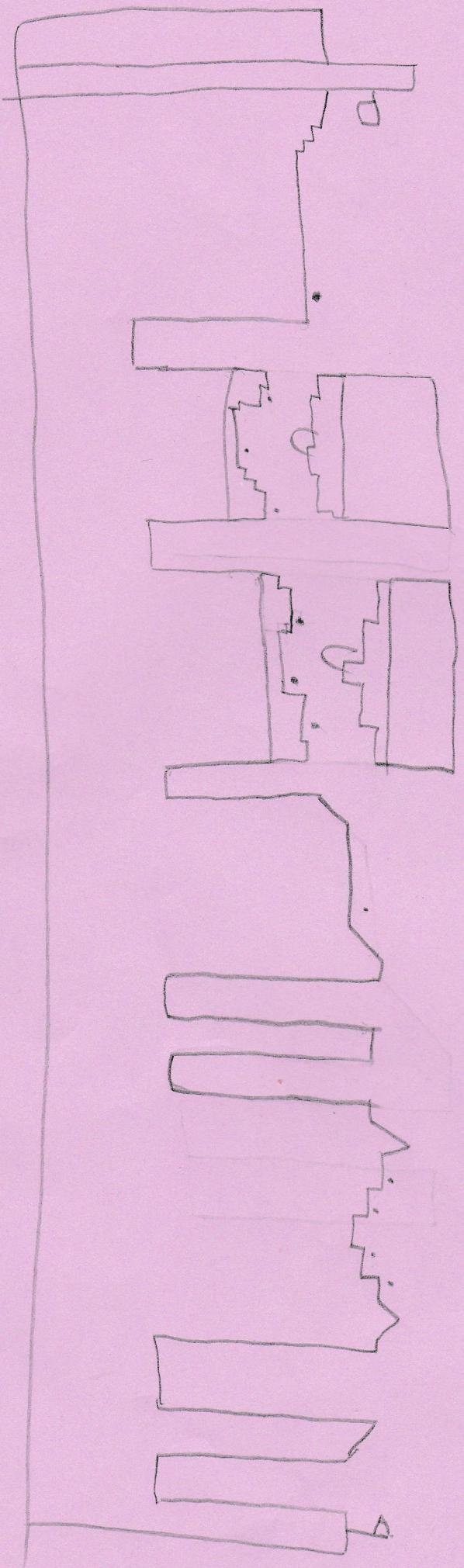
□ - player • - enemy A - Fish V - background

Level 1 2 3



- player \* - enemy 4 - finger 6 - understand

Level 3:



Backstory: You are running the Four Hundred Meter at the 2020 Olympus Games. You are doing very well when a witch decides to interfere. Her son is in the race and she wants him to win. She'll mess up your chances any way she can. She'll destroy your track, brainwash the judges, and send killer ferrets after you. Luckily, you've done so well that all you need to do is finish the last three races.

Level 1: The witch has destroyed your track. This level is essentially a parkour map. In this level, there are ditches that you need to jump over, slopes you need to climb, and barriers you need to jump over. You complete the stage by reaching the flag at the end. If you fall in a ditch then you are hurt and will be brought back to the menu and will have to restart the level.

Level 2: The witch has destroyed your track and has filled it with enemies. This level is a similar parkour map but with enemies. The enemies are the "Killer Ferrets". You can't touch the Ferrets or else you'll get hurt and will be brought back to the menu and will have to restart the level. Each Ferret moves side to side within a zone. There is also an underground area with Ferrets in them. The underground area isn't very different from the rest of the map except that it is made of different blocks. There is also an area full of Ferrets you need to jump over. There are Ferrets spread throughout the map. The level contains ditches that you need to jump over and slopes you need to climb. You complete the stage by reaching the flag at the end. If you fall in a ditch then you are hurt and will be brought back to the menu and will have to restart the level.

Level 3: The witch has further destroyed your track and has filled it with even more enemies. This time, there are 2 underground areas that are teeming with Ferrets. You have to carefully jump onto the platforms without any Ferrets in order to pass through the underground area. This level is very difficult. There is also a hole full of Ferrets you need to get through. In order to do so, you need to carefully jump to the center of the hole where there are no Ferrets and then jump out. There are Ferrets spread throughout the map. The level contains ditches that you need to jump over and slopes you need to climb. You complete the stage by reaching the flag at the end. If you fall in a ditch then you are hurt and will be brought back to the menu and will have to restart the level.

Controls:

W/Up arrow - Jump

A/Left Arrow - Move Left

D/Right Arrow - Move Right

Purpose: This is a parkour game that is supposed to test one's speed and reactions. It is for fun, but can also be competitive/intense if you play it more often and become good at it. The target audience is people of all ages but will be primarily enjoyed by kids.

# TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
11/12/19	Research	1 hour	SJ	Looked into the event and specific criteria. Listed ideas for the game. Did some basic 2d work, but nothing final.
11/22/19	Creating Menu and Planning	1 hour	SJ	Made a basic menu and file for the game. Looked at various assets and wrote down some ideas.
11/24/19	Making a Basic Game	1 hour	SJ	Tried to implement a game scene into the menu file but it failed. Made a new file for the game with the assets that were selected earlier, built a basic "Tilemap" and gave some basic movement capabilities to a player.
11/26/19	Fixing and adding upon the basic game	1 hour	SJ	Added animations to the character. Adjusted the map for easier bug testing. Fixed minor issues. Noted problems and objectives to be fixed/added later. Added the main menu. Added a very basic camera to the player.
11/29/19	Fixing and adding upon the game	1 hour	SJ	Added an attack capability to the character. Adjusted the map. Fixed minor issues. Noted problems and objectives to be fixed/added later. Improved the main menu. Tested the game.
12/1/19	Completed the Basic Game	2 hour	SJ	Fixed up the menus so that it has everything it needs to. Added a "death" ability to the game. Made it so that you could finish the level. Made text appear if you died or completed the level. Added a death animation. Set it up so that all that's left is to add the other levels and whatever features we want those levels to have that isn't already implemented.

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## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
2/29/20	Discussion	1 hour	SJ	Discussed ideas with the group for the video game.
1.				
2/29/20	Discussion	1 hour	CS	Discussed ideas with the group for the video game.
2.				
2/29/20	Discussion	1 hour	EA	Discussed ideas with the group for the video game.
3.				
2/29/20	Discussion	1 hour	TS	Discussed ideas with the group for the video game.
4.				
3/1/20	Adding New Graphics	1.5 hours	SJ	Added new graphics from a different asset. "Remade" game with those.
5.				
3/3/20	Finishing the Game	4 hours	SJ	Did the last updates. Did the last 2 levels. Added enemies. Designed
6.				

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*J.*

## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
3/3/20	Finishing up	2 hours	SJ	Completing documentation and finalizing/checking over everything
1.				
3/3/20	Finishing up	2 hours	EA	Completing documentation and finalizing/checking over everything
2.				
3/3/20	Finishing up	2 hours	CS	Completing documentation and finalizing/checking over everything
3.				
3/3/20	Finishing up	2 hours	TS	Completing documentation and finalizing/checking over everything
4.				
3/4/20	Finishing up	1 hour	EA	Completing documentation and finalizing/checking over everything
5.				
3/4/20	Finishing up	1 hour	CS	Completing documentation and finalizing/checking over everything
6.				

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*J.*

## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
3/4/20	Finishing up	1 hour	TS	Completing documentation and finalizing/checking over everything
3/4/20	Finishing up	1 hour	SJ	Completing documentation and finalizing/checking over everything
2.				
3.				
4.				
5.				
6.				

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