

The Student Leadership Challenge*		Leadership Experiences
Practices	Behaviors	
<input checked="" type="checkbox"/> 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>	<ul style="list-style-type: none"> <li>- As mentioned before, board game design is a team event, and although it is typical for a team to have one leader, our board game design team would create an environment where everyone was essentially their own leader as their feedback was just as valued as the next and how any one person could keep another in check.</li> <li>- Members could also show their leadership skills when they think of a new concept and must explain it to the team so that everyone can understand the path that he/she is heading to.</li> <li>- Board Game Design also allowed members to be their own leaders because of how many elements must be considered when making a board game. This allowed for certain members skilled in one area such as art, to lead the rest of the team to developing that element.</li> </ul>
<input checked="" type="checkbox"/> 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> <li>Show others how their interests can be realized</li> </ul>	<ul style="list-style-type: none"> <li>- As mentioned above, there was a lot of future planning on what would be done over the months working on this board game and this helped us share a vision as we couldn't finalize a plan to commit to until everyone on the team was on board with what was to be done over the next weeks.</li> <li>- The team would also show the concept of inspiring a shared vision by showing our team members how their interests could be realized by encouraging them to openly share their ideas with no consequences and were instead face with encouragement and praise for introducing new ideas that were never thought of before.</li> </ul>
<input type="checkbox"/> Challenge the Process	<ul style="list-style-type: none"> <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>	
<input checked="" type="checkbox"/> 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> </ul>	<ul style="list-style-type: none"> <li>- As mentioned above, there was a lot of future planning on what would be done over the months working on this board game and this helped us share a vision as we couldn't finalize a plan to commit to until everyone on the team was on board with what was to be done over the next few weeks.</li> <li>- The team would also show the concept of inspiring a shared vision by showing our team members how their interests could be realized by encouraging them to openly share their ideas with no consequences and were instead face with encouragement and praise for introducing new ideas that were never thought of before.</li> </ul>
<input type="checkbox"/> Encourage the Heart	<ul style="list-style-type: none"> <li>Praise people</li> <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>	

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Leadership Categories	Leadership Experiences
<input checked="" type="checkbox"/> Leadership Roles	<ul style="list-style-type: none"> <li>- As mentioned above, there was a lot of future planning on what would be done over the months working on this board game and this helped us share a vision as we couldn't finalize a plan to commit to until everyone on the team was on board with what was to be done over the next few weeks.</li> <li>- The team would also show the concept of inspiring a shared vision by showing our team members how their interests could be realized by encouraging them to openly share their ideas with no consequences and were instead face with encouragement and praise for introducing new ideas that were never thought of before.</li> <li>- Board Game Design also allowed members to be their own leaders because of how many elements must be considered when making a board game. This allowed for certain members skilled in one area such as art, to lead the rest of the team to developing that element.</li> </ul>
<input type="checkbox"/> Community Service/Volunteer Experiences	
<input checked="" type="checkbox"/> Leadership Development	<ul style="list-style-type: none"> <li>- There would also often be times that some ideas conveyed were not clear at first but because of a member's dedication to get their point across, they would manage to find ways to articulate their ideas into words we can understand and this develops speaking skills and teaches the ability to explain complicated in simple terms so the people can understand.</li> <li>- Board Game Design also allowed members to be their own leaders because of how many elements must be considered when making a board game. This allowed for certain members skilled in one area such as art, to lead the rest of the team to developing that element.</li> </ul>
<input checked="" type="checkbox"/> College Career Planning	<ul style="list-style-type: none"> <li>- As mentioned above, board game design have many elements that must be considered in creating the game and this helps members find what they enjoy and hopefully inspire them what they would like to be in the future. For example, the board game needs art and graphics which may influence the members to seek graphic design if they find out it is their passion or how the board game needs parts to be constructed with meticulous details and this planning of dimensions and cuts may inspire our members to become future civil engineers or architects.</li> <li>- It also helps that we set deadlines for what needs to be done for our board game and this helps in college because of how it will be common for college students and even those in the workplace to meet strict deadlines. Because of this, the team is more comfortable in approaching a deadline and to them at this point, is just a date and not a "death sentence".</li> </ul>

The Student Leadership Challenge* Practices and Behaviors	
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**Board Game Design**  
**Vicksburg, Mississippi**  
**2019 - 2020**  
**4381**

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## Overview

### Synopsis

Battle of the Spirit Animals is a four-player strategy war game where the primary goal of the game is to complete scavenging missions to gain currency to develop an army. With this army, players will use it to fight and defend against an army developed by their fellow players, and to win the game, players must invade their opponents base to receive points and the first to three wins the game.

### Beginning

At the beginning stages of the game, players are given scouts to place on the board which they will use to complete scavenging missions for currency. These missions are where a player is given a resource to gather using their scout - which is determined by a dice roll - and completing them will reward the players with currency to build their army.

### Middle

After a few scavenging missions have been completed, it is expected that players will have enough currency to begin developing an army and begin fighting to gain control of the temple located in the middle of the battlefield. With the temple, players will be able to promote their soldiers into one of the three other classes at a lesser cost and thus allowing players to quickly develop their army even faster if they can gain control of the temple.

### End

At this point of the game, it is expected that players have a completed or nearly finished army to which players will be making strategic maneuvers to begin an attack on another player's army to gain points. Points are gained by moving your soldiers into one of the opponents bases and for every soldier that gets into the corner, you gain a point. To win the game, a player must get 3 points.

## **Intended Audience**

To maximize the amount of enjoyment experienced, it was set that there would be at most four players competing in the game. The layout of the board is set up in a manner that allows each player to have a designated corner of the board. Each player will then develop their army in their respective corner. To bring about fairness amongst the players the layout of the board was planned with symmetrical positioning, in the form of a square board, so that each player is at an equal distance adjacently from attacking one another. The game isn't restricted to having only four players as it is viable to play with two or three players, but that brings the drawbacks of not experiencing as much enjoyment as four players would give. This because there would be less of a challenge amongst them as they are defending and attacking fewer players so creating tactics and strategies would be simpler. This, in fact, would not serve the game's intended purpose which is to make the players think critically about their moves and their opponent's moves also. In addition, when there are three players, it would eliminate the fairness of having four players as one player would be between two other players. That would present them with the challenge of fending off both of their attacks and also trying to attack them as their location is an optimum place where the other two players would attack. On the other hand, the other two players only have to defend and attack against one, unless otherwise alliances are formed between players. This problem is absent when you are competing against two or four players as they remain at an equal distance from each other, but as stated previously with two players, however, it would provide less of a challenge for both players. 4 players, in fact, make the game more tense and enjoyable by providing more challenges for them to overcome. For the best experience playing this board game, it is recommended to be played with 4 players.

## **Reasoning**

The minimum age to play this game would be recommended to be 8+. This game challenges the mind to think from the perspective of a war general as you are commanding troops to gather resources, attack, and defend troops which are the parallels to war. Hence the players must have a strategic mindset of this game for this game to be played at its optimal potential. Some mistakes can be made by players that are below this age criteria. For example, younger players may be too rash and choose one path whether it be attacking, defending, or gathering resources and may not pursue the others. That would, in turn, be detrimental to their gameplay and their army as players need a balance of these aspects for their army to remain successful. This problem can be avoided with an older audience as they are more cautious and there can follow along with the gameplay. When the players of this acceptable age group compete, it will, in turn, make the game tense and enjoyable as the armies and tactics employed are more balanced to handle difficult situations.

## **Game Instructions**

### **Getting Started**

At the beginning of the game, players will each select a corner which corresponds to their team's color for the game. (Note that the corner you choose does not put you at an advantage or disadvantage over the other players.) After everyone has been designated a corner, players will roll a dice to see who will go first and the highest number goes first and it goes clockwise in position from there. After determining who will go first, players will be given a scout unit that matches their corner's color. With this scout they will have to complete scavenging missions in order to gain currency which is used to pay for units that will make up your army.

### **How Scavenging Works**

In order for players to raise their army, they must pay forth a universal currency used by all players. Players can get this currency by completing scavenging missions using their scouts and how it works is that players must first place their scout unit adjacent to their board. Next, the player will have to roll a four-sided die to determine what resource they must gather for their mission (Check picture below to see what number represents which resource). Once a player has landed their scout on their designated resource camps, they will roll a dice to determine how much currency they will receive for their efforts. The value of the mission is determined by what is rolled plus a bonus for how far the scout had to travel in order to get there. If a player had to bring their scout to an adjacent quadrant to get their designated resource, they get 1 extra currency, and if they traveled to a quadrant vertical to theirs, they get 3 extra currency. Once this has been done, the scout will return back into the player's hand and will be placed back onto the board in their next turn and the cycle repeats.



## Units

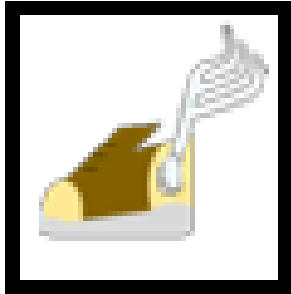
### General Information

In Battle of the Spirit Animals, units are what your army are composed of and will help the player obtain victory. Every unit in the game can only move in cardinal directions meaning that they are not able to move vertically and are also not able to share spaces or move through other units.

In the game, everyone of your units on the board can be moved and attack once per turn, but if a unit were to attack first, then the player will not be able to move that unit. Every unit when attacked once will be instantly removed from the board and this holds true for all of them but the scout which is invulnerable to attacks. The player is able to have 10 of any of the attacking units on the board (excluding the scout) and will not be able to exceed this limit whatsoever.

## **Scout**

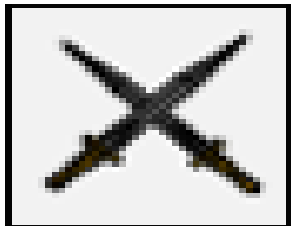
The scouts are very mobile units as they can move 7 squares per turn and are the only ones that can complete scavenging units. Scouts are complete pacifists as they are not able to attack other units, and at the same time, not able to be killed.



## **Soldier**

The soldier is the most basic unit in the game and are also the cheapest at the cost of only 3 currency points. The soldier is able to move 3 squares and can attack in any one of the squares around them (this includes the squares vertical to them).

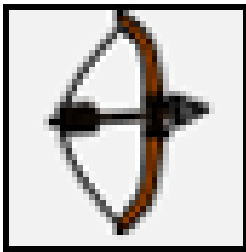
Although the soldier is a very basic unit, the game allows them to obtain glory through two ways. The first way is that soldiers are the only ones able to be promoted into a new class at the cost of a fee at the temple (Read Temple Section) and the second way is that soldiers are the only units for a player to obtain points to win the game. This is done by moving a soldier into any one of the opponent's squares.





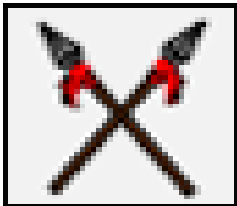
## **Archer**

Archers are the second least mobile character in the game as they are only able to move 2 squares, but in return archers can attack 3 squares away from them in any cardinal direction (Meaning they can't shoot vertically). Archers are also fairly cheap as they only cost 5 currency points to buy one.



## **Lancer**

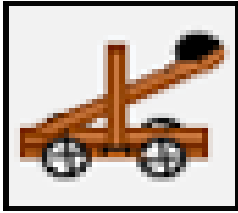
Lancers are the second most mobile class in the game as they are to move 5 squares, and just like soldiers, lancers can only attack the squares around them. The lancer is the second most expensive class in the game and costs 7 currency points to spawn one.



## **Catapult**

Catapults are the least mobile class out of all of them as they are only able to move 1 square but can attack much farther than the other classes. Catapults can aim at a square 7 squares away from them and attack in a 3 by 3 area with that square being the center. Catapults must aim 7 squares away from them and are not able to attack any closer or farther to them meaning that catapults can not attack in a square that is 2 squares away from them for example. Due to their

attack range capabilities, catapults are the most expensive class and costs 10 currency points to spawn.



## **Temple**

In the middle of the board is a temple area and here soldiers (and only soldiers) can be promoted to any new class at the cost of 2 credits. The only restriction is that only one soldier can be promoted per turn and that it can only be promoted to a class if that said class is already owned by the player. Meaning that if the player has a catapult on the board but no lancer, the player can turn their soldier into a catapult but cannot change it into a lancer. Please note that although only soldiers can be promoted, any unit can be placed in the center of the board and players are not required to promote their soldiers if it is in the center.



## **What Can Be Done in a Turn?**

### **1. Movement**

- a. Every unit on the board that you own can be moved any number of spaces that is allowed once and at the same time attack right afterwards. But if a unit were to attack first, that unit is not able to move afterwards. Although players have the

ability to move all their units, they can choose to end their turn early and leave some units in their original position from their previous turn. (Note that although there looks like there are structures on the tiles, the pieces can be placed on any tile on the board as long as there is no other unit in that spot currently.)

## **2. Buying Units**

- a. Players can buy as many units as they can afford in that turn, but those newly bought units will have to be placed anywhere adjacent to the player's corner and cannot be moved or used to attack until their next turn.

### **b. Costs of Units**

- i. Soldier - 3
- ii. Archer - 5
- iii. Lancer - 7
- iv. Catapult - 10

## **3. Rules About Scout Movement**

- a. If a scout is in the player's hand and then placed on the board, that scout will not be able to move until the next turn.
- b. If a scout completes a scavenging mission, which is done by placing the scout on a resource camp, then the scout is returned to the player's hand and cannot be placed on the board until their next turn.

## **4. Promotion**

- a. When a soldier is moved onto the temple center and promoted to a new class, that newly promoted unit will not be able to attack or move till the next turn.

- b. Only soldiers are able to promote and can only promote to an existing class that is already owned by the player.
- c. Players are not required to promote their soldier if it is placed in the center of the temple.

**5. Ending a Turn**

- a. Any of the mentioned above actions can all be done in the same turn and do not indicate the end of the player's turn. A player's turn can be ended early by the player themselves or when the player cannot perform any more actions.

**Alliances**

Although this is technically a board game where it is “every man for himself”, there is no official rule against forming an alliance and is highly encouraged to form one when a player is close to winning a game or when one player is getting too powerful.

**How To Win**

For the game to end, any one of the players must get three points and this is done by moving a soldier into the opponent's corner, and once the soldier reaches the corner, the soldier is then removed from the board and the player is rewarded with a point token.



(Above) Point Token

## **Description of Processes**

### **Brainstorming the Theme**

The first thing that had to be done before the board game could be made was by getting together as a team and brainstorming ideas on what kind of theme and game should be created for the event. The brainstorming process required the team to introduce new ideas and how to make those ideas better and ways to combine them. It also required the team to scrap some ideas that didn't match the overall team's ideals and eventually the team would come to a final decision on what the game should be in general.

### **Creating the Rules**

After figuring out a general theme for the game, the team had to figure out how to make the theme a playable game that was not only appropriate for our target audience, but also enjoyable, creative, and have high replayability value. This step also incorporated more brainstorming and scraping and adding-on of ideas until the final and complete rules of the game were figured out.

### **Creating the Board**

Creating the board could be broken down into two parts and those two parts are the base of the board itself and the playing field of the board. The base of the board required meticulous cutting of the chipboard into four symmetrical quadrants and combining them with concise use of adhesive vinyl and tape to make the chipboard quadrants into a foldable board.

The second part of the board, the background or "playing field", required art for the biomes and resource sites to be created first and the specific requests of what needed to be drawn were assigned to several members of the team. After the art was created, the art needed to be compiled and edited to be compatible with each other regarding size and for the formatting of the

board. After the art was compiled and edited, it was formatted on an excel spreadsheet and then converted to a jpg for clearer resolution. After the online board was finished, the team went to Office Depot to get the board printed on poster paper. Then the background was cut with a box cutter and stuck to the chipboard using spray glue.

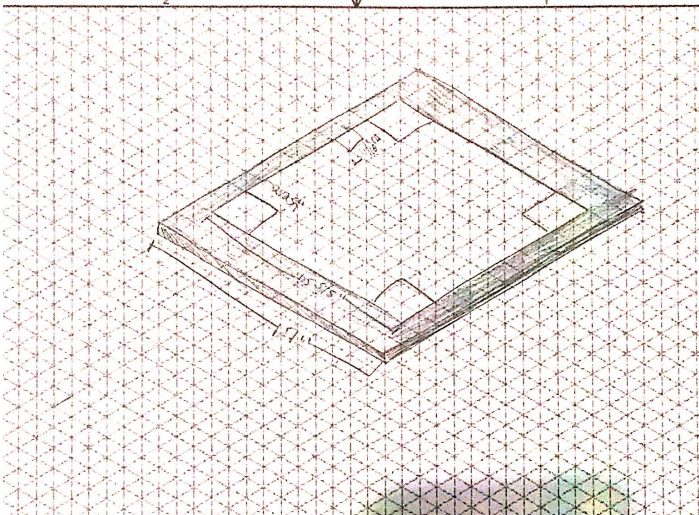
### **Creating the Unit Pieces**

Just like the board game background, art for the unit pieces needed to be made first and were assigned to members of the team. After the art was finished, the art was resized to meet the team's dimensions for the pieces and formatted for easy printing. After the art was printed, the art was glued to a chipboard using spray glue and then it was cut into squares using a bandsaw.

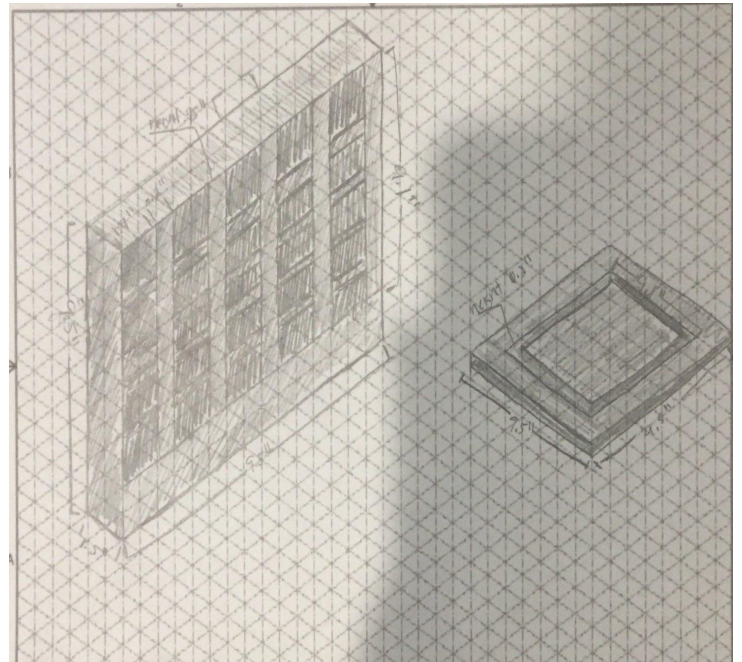
### **Creating the Box**

The team decided that the board would be homemade as well as the box. Foam core was used as the walls. Foam core was cut down for the walls but for some of the walls we decided not to cut all the way through to keep the card at the back intact. This card would serve as a flap that would attach to other walls. This same concept was applied to the top where the top would fit perfectly in the square created by the walls and the flaps rested on top of the walls. Foam core was also used to organize and divide the pieces. The flaps were not used and instead the foamcore was glued normally. For the finishing touches, the box art was printed onto mailing labels and were posted onto the board. This design created an issue where pieces would be disorganized if the box were turned upside down. To compensate for this, two sheets of black cardstock were used and put on top of the dividers that organized the pieces. The board was rested on top of the cardstock. Finally, the top would be put on top of the board. A corner was folded up for the top to indicate where to lift the top off of the box.

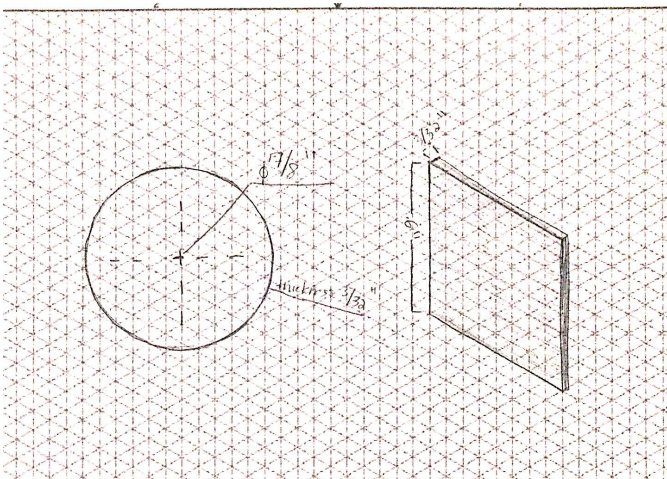
# Engineering Drawings



NAME	TITLE	DATE	PERIOD
MC Board Game Design	Board Design	01-16-20	N/A



NAME	TITLE	DATE	PERIOD
MC Board Game Design	Box Design	01-16-20	N/A



NAME	TITLE	DATE	PERIOD
MC Board Game Design	Token Design	01-16-20	N/A

## Cost Summary

<u>Item</u>	<u>Initial Cost</u>	<u>Quantity</u>	<u>Final Cost with tax</u>
<b>Chipboard</b>	<b>\$1.99</b>	<b>23</b>	<b>\$21.57</b>
<b>Premium Black Vinyl</b>	<b>Store 1: \$7.99 Store 2: \$4.94</b>	<b>Store 1: 2 Store 2: 1</b>	<b>\$20.92</b>
<b>Metal 18” Ruler</b>	<b>\$8.49</b>	<b>1</b>	<b>\$8.49</b>
<b>Tacky Glue</b>	<b>\$1.99</b>	<b>1</b>	<b>\$1.99</b>
<b>Crafting Knife</b>	<b>\$6.39</b>	<b>1</b>	<b>\$6.39</b>
<b>Foamboard</b>	<b>\$7.00</b>	<b>1</b>	<b>\$7.00</b>
<b>Cutting Mat</b>	<b>\$16.47</b>	<b>1</b>	<b>\$16.47</b>
<b>Vinyl Background</b>	<b>\$12.28</b>	<b>1</b>	<b>\$12.38</b>
<b>Avery Shipping Label 8.5” x 11”</b>	<b>\$4.44</b>	<b>10 (\$4.44 was the price for 10 labels)</b>	<b>\$4.75</b>
<b>Black Cardstock</b>	<b>\$5.00</b>	<b>1</b>	<b>\$5.35</b>
<b>Total Cost of all the Supplies</b>			<b>\$105.32</b>



# Plan of Work Logs

TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK				
Date	Task	Time involved	Team member responsible (student initials)	Comments
10-15-19  1.	Started brainstorming	2 hours (120 minutes)	RL, DP, CV, AC, VV	
10-19-19  2.	Continued brainstorming	1 hour and 18 minutes (78 minutes)	VD, DP, CV, AC, VV	
10-23-19  3.	Figured out the theme of the board game and brainstormed game mechanics and rules	1 hour and 57 minutes (117 minutes)	VD, RL, DP, CV, AC, VV	
10-26-19  4.	Redid themes for board game and formed the basis for game mechanics	2 hours and 3 minutes (123 minutes)	RL, CV, AC, VV	
10-30-19  5.	Reshaped some of base mechanics	16 minutes	AC, CV, VV	
11-5-19  6.	Brainstormed more game mechanics	1 hour and 46 minutes (106 minutes)	VD, RL, DP, CV, AC, VV	

Advisor signature \_\_\_\_\_

## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
1. 11-14-19	Brainstormed more ideas for game	1 hour and 35 minutes (95 minutes)	DP, CV, AC, VV	
2. 11-16-19	Started from scratch for a second time and brainstormed ideas for a different game	2 hours (120 minutes)	VD, DP, CV, AC, VV	
3. 11-23-19	Brainstormed ideas for a war game	5 hours (300 minutes)	VD, RL, DP, CV, AC, VV	
4. 11-25-19	Brainstormed characters	3 hours (180 minutes)	VD, DP, VV	
5. 12-6-19	Brainstormed more mechanics	1 hour and 54 minutes (114 minutes)	VD, DP, CV, AC, VV	
6. 12-7-19	Finished brainstorming all mechanics and started to plan how to build	3 hours and 58 minutes (238 minutes)	RL, DP, CV, AC, VV	

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## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible (student initials)	Comments
1. 12-13-19	Wrote tentative game instructions	20 minutes	CV	
2. 12-16-19	Wrote the intended audience for the portfolio	10 minutes	AC	
3. 12-24-19	Wrote game instructions and edited intended audience	58 minutes	VV	
4. 1-11-20	Test played the game and started to work on issues with the game mechanics	1 hour and 34 minutes (94 minutes)	RL, DP, CV, AC, VV	
5. 1-15-20	Worked out more issues to make the game feel smoother	1 hour and 49 minutes (109 minutes)	RL, DP, CV, AC, VV	
6. 1-16-20	Decided what the box would look like and drew concept art	37 minutes	RL, DP, AC	

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## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible <small>(student initials)</small>	Comments
1-18-20  1.	Worked on token drawings and built the basis for the board	6 hours (360 minutes)	VD, RL, DP, CV, AC, VV	
1-20-20  2.	Redid the board completely	4 hours and 1 minute (241 minutes)	AC, VV	
1-22-20  3.	Finished the overview of the game	30 minutes	CV	
1-24-20  4.	Cut out the square tokens for gameplay	1 hour (60 minutes)	AC, CV	
1-26-20  5.	Worked on the foam core box	4 hours and 1 minute (241 minutes)	AC, VV	
1-27-20  6.	Finished the whole structure of the box with the top	5 hours and 9 minutes (309 minutes)	AC, VV	

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## TECHNOLOGY STUDENT ASSOCIATION PLAN OF WORK

Date	Task	Time involved	Team member responsible <small>(student initials)</small>	Comments
1-27-20  1.	Started working on the board game background	3 hours and 6 minutes (186 minutes)	VD, RL, DP, CV	
1-28-20  2.	Finished background completely and poster printed it for the board	1 hour and 39 minutes (99 minutes)	CV, VV	
1-28-20  3.	Started and finished box cover art	2 hours and 59 minutes (179 minutes)	VD, RL, DP	
1-28-20  4.	Made dividers for organization, created the final tokens, and labeled the box with the box cover art	8 hours and 49 minutes (529 minutes)	AC, VV	
1-28-20  5.	Finished game instructions completely and printed booklet	4 hours and 29 minutes (269 minutes)	CV	
1-28-20  6.	Finished everything else in the portfolio	6 hours and 5 minutes (365 minutes)	CV, AC, VV	

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## References

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