

The Thornbury School

of Exemplary Education

Final Story Document



By
Hannah Harmison
hharmiso@gmu.edu

Table of Contents

Narrative Design Outline	Page 3
Setting	Page 5
Characters	Page 7
Narrative Arc Sample	Page 10
Dialogue Sample	Page 13
Quest Samples	Page 17

Narrative Design Outline

The game *The Thornbury School of Exemplary Education* is intended to be a graphic adventure game akin to *Life is Strange* or *Oxenfree*. The game would be suitable for PC or consoles such as Xbox or PlayStation. Depending on the capacities of the developer, either 3D or 2D animation would be suitable for the gameplay. The story uses a branching storyline to allow the players choice to alter the message of the game. The story will be presented to the character through dialogue and environmental storytelling. Players can walk through the different levels of the school on their own accord to explore. The environment ought to be well detailed and very interactive in order to best display the different levels of attention and neglect paid to different levels. They can interact with most NPCs and gather information about the school- both its history and its current situation.

The player will be able to affect the story through branching dialogue options and decisions made on different quests. Before the game even begins the player can determine the perspective from which they'll play by selecting one of five characters. It's not required to enjoy the game, but giving the player the option to replay the game from different perspectives allows for a deeper understanding of the messages of the game. Many conversations will contain a branch in dialogue with at least two dialogue options. Naturally, some choices are more significant than others, but dialogue options will be positive, negative, or neutral. For example, conversations with minor characters like LJ the Lovable Stoner don't have much bearing on the plot, but conversations with other playable characters like Braxton from A-Floor or Shauna from C-Floor have a significant impact. This game does not have a good/evil system, but it has two distinct paths: one path that results in personal gain and one path that results in communal gain. Morals are all subjective, so neither ending is truly bad. The player can make choices that are proactive and productive, but risky, in order to help the school as a whole. Or the player can make safe, personally-advantageous choices which result in a narrative that breaks the player from the revolution. In this personal gain path, the player has a chance to learn a lot more about the character they've chosen to play as and still see how the remaining members of The Anarchy Squad get along without them. Unrelated and just for fun, there's an NPC on each floor that the player can attempt to romance. Any character can try to romance any or all of them, regardless of gender. Their success or failure here is no more relevant to their overall success than their interactions with any other NPC.

The target audience for this game is students and recent graduates. The branching path format is best suited to the story of *The Thornbury School* because of the importance of making choices to the subject and the audience in real life. The player can exercise more control over the characters actions in the game. The combination of environmental storytelling and branching path dialogue very well suited to the themes of the game because the setting is the driving force of the narrative and the choices are made to influence said environment.

This story is important and relevant because it draws upon real-life issues within the American school system. Issues such as students in low-income areas receiving sub-par education, nationwide disregard for students mental health, general lack of funding to the arts, racism in schools, academic elitism, and others. It may seem like attempting to discuss all these issues in a single game is too ambitious to do well, but one must keep in mind that in life these issues don't exist in a vacuum. They're all interrelated and to discuss just one while suppressing another doesn't tell an effective story. However, this game is designed to be played such that the

player could avoid or face any of these issues if they really wanted to. The game handles delicate and controversial matters, so it would take a skilled group of writers to ensure that it never comes off as preachy, heavy-handed, or self-righteous. The difficult work would be worth it though because the content of the game is personally relevant to every modern student. Even taken to their extreme, the displayed flaws of the education system will seem almost real. Teenagers of today have developed their own culture in which it's not acceptable to be aloof or uninformed. Caring is the new cool. This is a dystopian tale for the modern teen.

Setting

A large private school in Any Town USA. Set in the not so distant future. Founded by Martin Thornbury in the 90's as an alternative to public and charter schools specifically for gifted students. As time went on, he realized he needed more funding for the school than the gifted students could provide, so he opened a general education section. He kept these students apart from the gifted students, believing that they'd be a bad influence on his top performers. The top students never had an issue with this because they'd been told they were the top students at a top school, so a superiority complex is engrained into the culture of 'gifted' students at Thornbury. This division of students worked so well, Thornbury decided to divide it again, this time into gifted, general, and remedial. Then he later divided it solely by average grade- A, B C, D, and F. By keeping students separated this way, he can structure the school to provide exactly as much attention to the students as he deems they deserve. Smart, hard-working students clearly deserve more attention and funding, while lazy, dull students don't matter very much to the community. Every year students are given an end of term exam and their score will determine which level they'll be placed on the following term. It's possible for students to change levels, though it doesn't happen often. Students are reminded frequently by the teachers and general mentality of the school that they deserve the floor that they are on and if they'd like to move up, it's on them to study harder. The school is advertised such that the structure incentivizes harder work and better grades. Parents of Thornbury students usually fall into one of three categories: apathetic, demanding, or uninformed. Apathetic don't care about what's happening because their student is on a higher level or they're so uninvolved in their child's life they don't really care or assume their student is exaggerating the treatment. Demanding parents blame the child for their grades and agree that students are on the level they have *earned* a place on. Uninformed parents are the result of students that have become complacent in their position- this is just what high school is for them, suppose they'll just have to work with what they've got.

Today, the 6 story building is structured such that F floor is in the basement, A floor is the penultimate floor, and the top level is the principals office and other admin offices. Students have swipe cards on their student IDs that grant them access to only their floor. Some students can be granted access to lower floors for academic reasons, but never higher floors. The A students have access to the admin offices. From the outside, each level has a stairwell that leads just to their floor. A floor has an elevator. Internally there is an elevator that accesses all floors, but it's intended use is faculty and staff.

The F floor is a poorly lit, partly unfinished, damp basement. All the furniture is old and mismatched. The books are comically outdated. There's next to no school supplies provided by the school. Everything is graffitied. No windows. They're served mystery meat and expired milk. D floor is better, it's completely finished, but unpainted. Their books are also outdated, they have some new ones, but they're tattered and missing some pages. Their windows are never opened, they have bars over them for security purposes because they're on the first floor. They're served meatloaf and other essentially undesirable but non-expired food. C floor is an embodiment of beige. The walls are painted off-white, every room has one of 3 basic motivational posters. Desks are never moved from their four straight lines in every room. The blinds are usually shut, the world is exclusively florescent lights. Every room is nearly identical. The food is your standard sub-par cafeteria food. B Floor is quite nice. The windows are often

open, they get a decent amount of sunshine. The teachers care about their students and decorate their own classrooms. The books are up to date, students can use their own laptops and things. They have access to printing, copying, and some science technologies. B floor would qualify as a very good school by today's standards. Then there's A floor- any possible thing you think to put into a school, assume they have it. The food is the best, the teachers are the best, the counselors are the best- everything is the best down to the pens and paper. Everything is excessively high quality.

Presently, Thornbury himself is nearly 70 years old and the head of the school. He stands by his elitist philosophy. Most teachers on the upper levels agree with his philosophies, most teachers on the lower levels are indifferent to their job and the students. Very few teachers disagree with the structure. Some of the few teachers that have silently disagreed in the name of a paycheck will later ally themselves with the students fighting for more ethical treatment.

Our heroes (The Anarchy Squad, The Student Advocacy Group- whatever you prefer) are a group of 5 students from completely different backgrounds who have one common goal: Equal treatment for all students at The Thornbury School. The primary conflict of the story is students v. authority. Each student has a different reason to fight. Foxx is receiving the worst of this mistreatment and is determined to achieve better for herself and her peers. Braxton, whose bubble of privilege just popped, feels outraged and guilty and wants to help right the wrongs he used to ignore. Olivia, along with wanting equality, wants to prove that she can excel in a position of power. Shauna fights with them because she's fighting to hold on to her own fading identity amid the school's dehumanizing treatment. Joey fights because he knows fighting for what's right makes him a better role model to his little brother, and he sees a need for his social grace within the group.

Within the group, there is initially some conflict between Olivia and Joey because Olivia is a very type-A personality, and Joey's laid-back attitude gets under her skin. Joey likes Olivia though, she reminds him of his sister. Eventually, Olivia realizes there's more than one way to achieve their goals and she comes to appreciate Joey's relentlessly calm nature. Initially, Foxx distrusts Braxton because she views him as just another facet of the very thing they're fighting, but gradually he earns her trust as he uses his power inside the school to help their cause. Or, if the player chooses to play Braxton or Foxx along their self-serving paths- if Braxton won't help or Foxx becomes too depressed to fight- they won't become friends.

At one point, each character will be offered something by Dr. Thornbury in order to stop their anarchy. Olivia is offered a scholarship and a place on the A floor. Joey is offered an early graduation. Foxx is offered a completely clean record and a chance to move into a higher floor. The player will be able to allow the character to make a self-serving choice or make a choice that benefits the group. The choice made will have a dramatic impact on the ending of the game.

There are a few conflicts that peaked before the beginning of the game's plot. For example, Foxx's expulsion from her old school and her transition into Thornbury. Another example would be Braxton's neglectful parents. Still another would be Olivia trying to reconnect with her family's heritage. These conflicts will be discussed more in depth in their character descriptions.

Characters

All of these characters are playable. Whichever characters are not chosen by the player become a part of the game.

Braxton

Male

Age 16

A-level student

White.

He's very pale with blonde hair, blue eyes and a tall, thin frame. He wears polos, khakis, a nice watch, and hair gel. He has lived his life in privilege and entitlement. He grew up the only child of a very rich couple in a house so big they all rarely see each other. His parents have no interest whatsoever in his life, so long as he doesn't drop out. They give him money and carry on with their adult lives. He thinks he's a hard worker. He's not malicious or unkind, he's just ignorant. He's materialistic and self-involved- because no one has ever confronted him with anything that would make him change that. He's quite bright- very left-brained, good with numbers. He treats class like a competition because that's how A-Floor works. He constantly fears inadequacy next to his peers. He knows he's not the smartest person in the room, but for him to show it on A-Floor would be detrimental to his social life.

Olivia

Female

Age 17

B-level student

Cuban-American

She's pretty short with an athletic build. Light brown hair in many curls, tan skin, brown eyes. She's fighting to be on the A-level because she is so close. She's unquestionably smart enough to be on A-Floor. She spends most of her free time studying for her end of terms. She's a very type-A personality, but she made herself that way intentionally because of her drive to succeed. She's an outspoken feminist, though the way she is played determines if her feminism is intersectional or not. She has good ideas, but it wouldn't be hard for her make a choice in her own self-interest. She lives with her parents, younger and older sisters, and her grandfather. Her parents and grandfather are all proudly Cuban. Her grandparents and mother came to America when her mother was a baby, and her father was born here to Cuban immigrants. If her feminism is not played as intersectional, it creates an internal conflict in her, and a conflict between her and her mother, that is not seen but is discussed. How she feels about her heritage is up to the player, and dramatically influences her arc.

Shauna

Female

Age 15

C-level student

Ethnically ambiguous

Average everything and very much a follower. She dresses in popular but inexpensive clothes. She's considering getting her nose pierced because it's becoming a trend. She listens to whatever music everyone else is listening to. She's complacent and content in her averageness. She's teen-angsty, but she's not obnoxious about it. Her parents are not very involved in her life. She has a little brother and a dog. When she was a kid she wanted to be an artist. Now she wants to go to college for a marketing degree- everyone says it's a more stable investment. Once she was full of light and passion and uniqueness. But somewhere along her path of growing up, she lost it. A part of her misses when she was more than just another student.

Joey

Male

Age 18

D-level student

Ethnically ambiguous

A very attractive guy. Tall, fit, dark hair, dark eyes, and olive toned skin. Not very bright, but he does try though. His high emotional intelligence is shocking to those around him. His people skills are amazing and he's a great mediator. He's fine with being on D tier. He wants to be a mechanic, you don't need to get a scholarship to do that. He doesn't love challenges, he avoids them if he can. In line with the mentality of "I'm a lover, not a fighter but I'll fight for what I love." He makes friends easily. He's very caring and loves to make people happy. He often struggles with making everyone happy and keeping the ostensible peace. He comes from a family of blue-collar workers, one of his dads is a mail carrier, the other is a custodian. He was not raised in an environment that undervalues blue-collar work, and he has a lot of respect for people working all kinds of jobs. He has an older sister, who graduated from B-level and a younger brother who is still in Elementary school. His sister was a role model to him, just as he tries to be one for his little brother.

Foxx

Female

Age 17

F-level student

Black

She's fairly tall, and she likes that about herself. She usually wears her hair in braids with metal braiding beads. She rarely smiles at school, why would she? She's very bright. She loves talking about philosophy and politics. She has been given every obstacle and no opportunities. She does the most with what she's got, she's nearly a D. It may seem like she's not trying because all the work she's given is so remedial to her she doesn't have to try. She only ever landed in F because a little bit over a year ago, Foxx was expelled from her public school. She was in a fight she didn't start and didn't win when some of her classmates made derogatory remarks about her family. Regardless, the admin of her old school deemed her guilty. She's understandably still bitter about that. Thornbury was the nearest private school to her, so she was forced to enroll, but she needed a scholarship. Because she had a "bad record," Thornbury disregarded her test scores and previous GPA and placed her on F floor. She had a 3.7 GPA before she enrolled, now she doesn't even know what her GPA is. She doesn't recall getting a report card from Thornbury, just being told she has an F. She's justifiably pissed about being on the F floor of a school she never wanted to be in. All of the bullshit she has dealt with through her life is

bubbling up in her. Her tolerance for bullshit is getting really low, so to some people, she comes off as rude. She sees injustice in the world and she's done being a bystander. She's a natural leader. When she gets to be happy she has the biggest smile. She claps when she laughs. She has an older brother that graduated from public school and is off at college. She admires him very much and they've always been really close.

Both of these characters are NPCs significant to every character's storyline

Dr. Martin Thornbury

Male

Age 65

The founder and principal of the school

White

The primary antagonist in the game. A grizzled old man with a short white beard. He has a Ph.D. in philosophy and a masters in education from an undisclosed university. He does what is financially best for the school that remains in line with his elitist ideals. He's an academic elitist in the purest form. He has certain notions of what kinds of people are brilliant and what kind of people are not. In other words, he's racist but doesn't think that he is. This school is his life's work and he does not take kindly to people trying to change it.

Mr. Elliott Walker

Male

Age 32

B Floor History teacher

Any ethnicity

The most helpful faculty member. A former student at Thornbury. He assists the anarchy squad when they come to him with their cause. A caring man who doesn't usually like to disturb the status quo- a fly under the radar kind of guy. But when presented with the passion and drive that this group of students has, he feels it's time for him to rise to the occasion and be the adult with power he needed when he was a student.

Narrative Arc Sample

The following presents one narrative arc a player could experience. This is a version of Foxx's communal gain arc.

1. Foxx is sitting in history class. The question on the board is 'Who won the revolutionary war?' notably misspelled. The teacher, Miss Maybell sits at her desk reading a celebrity gossip magazine, smoking a cigarette. Foxx writes, "The colonies." on a sheet from her notebook and goes to turn it in. Miss Maybell requires she write the page number from the textbook. Foxx begrudgingly goes back and pulls out a textbook dated 1954. She quickly flips to the page and jots it down. Miss Maybell tells her she can do "whatever" for the rest of class as long as she's quiet. The player can explore the room. Try to fix a leak in the ceiling, look through the classroom's small and pathetic bookshelf. Foxx's friend LJ the Stoner, who runs errands for the principal's office, walks into the room. LJ has a letter for Foxx informing her that her scholarship will run out at the end of the semester and next fall she will either have to pay in full or drop out. She's furious and decides to go to the principal herself to complain. Miss Maybell refuses her an escort, so she needs the janitors key to use the elevator to get to the top floor herself.
2. Notable Quest: Locate the Janitors office on the F Floor. Devise a plan to get the swipe key from the janitor. Get the swipe key. Don't get caught. Foxx may interact with any NPCs around the floor.
3. Once she's acquired the card, she can go to any floor she'd like- except the very top floor where the principal's office is. The highest the janitor's card can take you is A floor. Foxx decides she may find a staircase or something on A floor. Eventually or immediately, the player will get to A Floor. Foxx sees that it's clean, high tech, well lit- everything F Floor is not. Foxx is pissed. The longer she stays and looks the more upset she gets. She asks an A Floor student, Braxton, if there's a staircase to the roof. He's skeptical about how she got up here, but he points her to it. He follows her there and when she swipes and it doesn't let her up. He scoffs, and calmly says she shouldn't be up here. Foxx has to convince Braxton to let her up to the roof using his key card. He won't let her up because he'd get in trouble. She does, however, convince him to come down to F Floor to make him believe it's as awful as she says it is. He goes with her and is floored by how unlivable it is. The bell rings, he has to get back to class. He says to meet him at the staircase after this class and he'll swipe her up.
4. Foxx sees Olivia get her petition rejected by some F floor students, the girl's stoner clique. They reject it because Olivia was talking too much about the issues of higher floors and used too many words they didn't know. Olivia asks Foxx to sign the petition, she signs and asks to do more. Foxx and Olivia meet and quickly realize they match each other in wit and passion for change. Foxx suggests they find a representative from each floor to revise the petition and help collect signatures. Olivia is on board, but skeptical about how they'd get an A-floor student on board. Foxx says she knows a guy. Olivia gives Foxx the option to pick a floor, C or D, to find a rep from. They will all meet in the B-floor history room.

5. Notable Quest: Find a representative from the selected floor. A fairly short quest because it's largely devoted to the introduction of either Shauna or Joey, depending on which floor was selected. This is also an opportunity to explore the new floor if they didn't before. Before she heads to B floor, she and the newly acquired friend go up to A-floor to meet Braxton and convince him to join them. It is possible to fail the second part of this quest, but in this version, it's accomplished.
6. Go to B floor with the newly acquired group member. Everyone works together to rewrite the petition. Foxx learns a lot about the background of her new friends. They sort of establish a name for themselves, but can't decide between Anarchy Squad and Student Advocacy Group. They go for the former on a hypothetical T-shirt and the later on paper.
7. Notable Quest: Acquire signatures. Foxx walks all over F floor gathering signatures for the petition.
8. The group comes back together to compile signatures. At the end of the day, they take the petition to Dr. Thornbury. He laughs at them. He's amused that they put effort into something but doesn't take them seriously at all. He gives them a whole lecture on why he runs the school the way he does. Then he ejects them from his office. They discuss what he said to them. The next morning, they devise a new plan, to shuffle the student IDs of the students who signed the petition.
9. Notable Quest: Gather the student IDs of the students that signed the petition
10. The next morning the group is out by the flagpole redistributing IDs to the masses. Foxx can pick whichever level she'd like to spend a day on.
11. Foxx has selected level C. She walks through the day selecting her classes at random. She gathers from the teachers, the remaining actual C-Level students, and the ever-present off-white wall color that C is a lifeless place. This is the place where dreams go to die, not from lack of sunlight but from actual effort to squander them.
12. The entire squad is called by name over the loudspeakers to come to the principal's office. When Foxx gets up there, the other four are sitting outside Dr. Thornbury's office waiting. Foxx is called inside. Dr. Thornbury commends her on her commitment to her ridiculous anarchy scheme. He says what's happening downstairs is really just a frustration to him and will not get them anywhere. He makes her an offer of a clean record and a chance to move into a higher floor, C floor- maybe even B Floor if she can pass the exam- and a full scholarship if she'll go back downstairs and fix the mess and convince the other students to give up their fight. She refuses. He threatens expulsion, a second expulsion on her record. She decides to take her chances and walks out of his office neither fighting nor accepting it.
13. The students return to their B-floor history room. They fret over the threat of expulsion and are overheard by Mr. Walker, the history teacher who has been present but minor to this point. Mr. Walker, fearing he'll lose the most driven group of student he's ever had, offers

up the only thing left he can think: Last year there was a rumor circulating the upper floor staff rooms that Dr. Thornbury had been embezzling money. The group immediately knows what do do with that.

14. Notable Quest: Get information and make posters. They want to fact check Mr. Walker's rumor. They get as many details from other teachers as they can find. Secretaries know things and love to gossip, which is convenient. Shauna is tasked with designing the poster, but Foxx can help if she wants.
15. The very next morning, they plaster the school in posters with the information. They suggest that everyone alert their parents about the scandal. In the meantime, the school is still in chaos. The group goes back to Mr. Walker's room trying to convince him to essentially stage a coup and become the new principal of the school. They convince him, on the condition that they set up a functional student government. The students help Mr. Walker with this coup by employing a secretary with access to the parent contact listserve.
16. About 20 minutes after the school day ends, all the students standing outside get an email saying that school is canceled tomorrow due to some 'scheduled maintenance.' Everyone knows the real reason is that Thornbury has been fielding angry phone calls and emails all day. The group members get an email from Mr. Walker telling them Dr. Thornbury has taken the money and run. Mr. Walker has garnered support from the faculty and many parents and has good odds of being his replacement.
17. That night students have a bonfire in the school parking lot. The bust of Thornbury that sat outside the school is vandalized and smashed. Foxx looks around and can't tell the difference between students from any level anymore- everyone is unique and in their uniqueness they blend into one cohesive student body.
18. A few weeks later, the group sits in a new average classroom organizing the election for student government. It's just a normal classroom now, with little pieces of the aesthetics of all the previously assigned levels. Mr. Walker is the new principal. Olivia and Foxx are running for president and VP, everyone else is helping out. Foxx gets to vote for herself for class president.

Dialogue Sample

Paths that advance the larger story are marked in *red*, paths that advance the characters side story are marked in *orange*. In the following scene, orange leads to Int. C Floor Cafeteria- Day and is the beginning of the personal gain path. Red leads to Int. B Floor Hallway- Day and is the beginning of the communal gain path. It's not too late at this point to switch paths. **(Bold)** letters indicate options in branching dialogue. Choices that have no impact on the direction of the plot are indicated (unbolded).

The player has chosen SHAUNA.

Context- OLIVIA's objective is to learn what's wrong with C floor to add their concerns to the concerns of the ~~student uprising~~ Student Advocates she's trying to lead. She has a clipboard. She also wants to find someone from the C floor to bring up to B to join their ~~marchy squad~~ Student Advocacy Group. SHAUNA is walking to lunch late from art class. Her teacher said her portfolio was fine. Not good. Not bad. Just fine. Probably not college material. She pretended not to care, she wasn't really planning on being an artist anyway. Only really special people can make it as artists. She's dejected, but she's trying not to show it. OLIVIA catches her off guard

OLIVIA
Excuse me?

SHAUNA
Yeah?

OLIVIA
What are your thoughts on the C floor as a whole?

SHAUNA
Uh- What?

OLIVIA
C floor. Are you satisfied with C floor? The academic offerings, the extracurricular options, the post-grad career paths?

SHAUNA
Oh. Um. I guess so. Yes?

OLIVIA
"Um, I guess so, Yes?" *(She laughs)* Decisive. What's the best part of C floor?

SHAUNA
Uh- (a) The classes aren't that hard. (b) The teachers are relaxed
(c) The wifi usually works (d) The library is good

OLIVIA
(Takes notes on her clipboard) And what would you like to change about C floor?

SHAUNA

Uh. I mean, nothing? It's fine.

OLIVIA

Did you know that A floor hires teachers who are experts in their field? PhDs, world-renowned scientists and historians, Pulitzer prize winners?

SHAUNA

No, but ok.

OLIVIA

Did you know that *sometimes* they come down to B floor as guest speakers?

SHAUNA

No. Hey, I was kind of going to lunch.

OLIVIA

I'm representing a group of students working to affect change in our school.

SHAUNA

Cool.

OLIVIA

So as a member of the student body- What would you like to see change at Thornbury?

SHAUNA

If they could fix the broken toilet in the girl's bathroom, that'd be cool.

OLIVIA

(She scribbles that down) Ok, but can you think bigger? Make it personal. How can Thornbury better serve *you* as a student?

SHAUNA

Geez, just me?

OLIVIA

Just you. What do you want?

SHAUNA

Ummm...

(A)

SHAUNA
I just don't want trouble.

OLIVIA
Nothing changes without trouble.

(Aa)

SHAUNA
Sure. Really, I'm sure what you're doing is great. Best of luck- changing things- I guess.

OLIVIA
... Thanks.

OLIVIA walks away.

(Ab)

SHAUNA
...

2B OLIVIA
Well?

SHAUNA
I guess you're right.

OLIVIA
(*OLIVIA smiles*) Follow me.

*With that OLIVIA walks away.
Player follows because there are
no other options in the
gameplay.*

(B)

SHAUNA
I just... I just want...

SHAUNA
...To feel like myself again?

OLIVIA
Oh... That is personal...How's that?

SHAUNA
I'm not sure. I thought taking an art class would help but...But nothing really makes me happy anymore.

OLIVIA
Oh.... Ok.

SHAUNA
I'm sorry. You didn't need to know that.

OLIVIA
No, It's fine. Maybe you just need something new. I think we can help each other out. Come with me up to B floor.

(Ba)

SHAUNA
Ok. If you're sure.

*Goes with OLIVIA to B floor.
Player follows because there
are no other options in
the gameplay.*

(Bb)

SHAUNA
B floor!? I can't,
that's not
allowed.

OLIVIA
Yeah? And who's gonna check? It's B floor, not A floor. Just act like you belong, no one will question it.

SHAUNA

No. I really don't
want to risk it. I'll
see you around. Good
luck with your thing.

SHAUNA walks away.

(Bc)

SHAUNA

Now?

OLIVIA

Now. Come on, eat lunch with
me up there. The food is
better anyway.

SHAUNA

..Ok, fine.

*Goes with OLIVIA to B floor.
Player follows because there are
no other options in the
gameplay.*

Quest Samples

The following quests can be found along Foxx's communal gain path.

Quest 1: Get the ID Card

The first quest on this path. Foxx has just been informed that her scholarship will run out at the end of the semester and she will be required to pay tuition. She's understandably pissed and wants to speak to the principal, Dr. Thornbury about it. When her teacher won't grant her an escort to the office, she must find her own way to get to the principal. Important NPCs in this quest are the janitor, Mr. Collins, history teacher Ms. Maybell, and Foxx's friend LJ. It takes place on the F Floor, from the history room through the hallway, and any other classrooms the player may wander into. The janitor's office is located across and down the hall from the history room. The door to the janitor's office is always left open because Mr. Collins is an old and forgetful man.

As Foxx turns away from her teacher's denial, she says, "Fine. I'll find my own way to the top floor." The player should take this opportunity to explore the F floor, as well as find the way up. At this time they'll be able to have some limited interactions with other students milling about the F floor. The interactions can be positive, negative, or most likely neutral- but the quality of these interactions will be relevant later in the game. Positive interactions make a later quest easier, negative interactions make them harder, neutral or no interaction has no impact. Naturally, on the quest they'll see the elevator, try to use it, only to realize they need an ID card. They might search the teacher's desk, which will contain some interesting things, but no ID card. When they walk past the janitor's office, they'll see one hanging on the wall. Foxx can try to walk in and take it, but Mr. Collins is inside, so she can't pull it off. Instead, Mr. Collins gives her a brief lecture about the importance of education before shooing her off to class. Foxx can ask him for it, but he won't give it to her. The player can try to distract him, which does work. The way to distract him, go talk to LJ and ask him to make a distraction while Foxx snags the card. Foxx works with LJ to create something that looks like vomit, LJ pretends to vomit, Mr. Collins leaves his office to clean it up, the player can then steal the swipe card. If they leave something in its place, Foxx won't get caught- if they don't, she'll get caught later. Some things she could leave in its place include, a (non ID) card taken from a teachers desk, a lost student ID found on the ground, or any object from Mr. Collin's desk, just to fill in the blank space. She can then take the swipe key to the elevator and get to the A floor. The player can't 'fail' this quest, it's the first quest on Foxx's storyline, and they must complete it to advance her story. Different objects left may have different consequences later in the game though.

Quest 2: Collect Signatures

By this point, all the group members have worked together to modify the petition so that it addresses all of the issues they have seen on each floor. Olivia has provided all the group members with a blank petition and everyone is tasked with gathering signatures from everyone on their floor. Important NPCs include LJ once again and a handful of other F floor students. These students can be found all over the floor, classrooms, hallways, bathrooms. Very briefly at

the end, disjointed from the quest but an equally important plot point, Mr. Collins is another significant NPC. Located in the meeting room on B floor and all around F floor.

They begin meeting in a classroom on B floor. Olivia tells the group that they each need to get 20 signatures. The group disperses. When Foxx gets onto F floor, the player must interact with all the students. If in the first quest the player had any positive interactions, those NPCs will quickly sign her petition, negative interactions will be very reluctant or may not sign at all. For all of the NPC's for which neutral was the only playable option, Foxx will have the chance to hear their personal complaints about their treatment. This is relevant not only to further characterize the school but to allow the players to better empathize with the goals of the heroes and provide more meaning to their fight and the fight of all the students at Thornbury. One such character would be Louis, who is autistic and has been written off by the school as a lost cause. Louis is not a lost cause, but he was never provided the extra support he asked for. As soon as the admin saw that he was on the autism spectrum, but had no savant-like abilities, they assumed he would be best suited to the F floor. Another group of NPC's that are more light-hearted in terms of their struggle, is the girl's bathroom stoner clique. They're jaded and bored. They cared about school once, but haven't given a shit in years. When the player has gathered 20 signatures, they will head back to the elevator, where they'll be approached by Mr. Collins. Collins will ask Foxx if she was the one that took his ID card. The player can lie and say she's authorized, which he will see right through and she will get in trouble. They can lie and say the ID belongs to another teacher, which he'll be skeptical of, but he'll leave Foxx alone. They can tell the truth, and show him the petition, at which point he'll nod understandingly and walk away, and will essentially be an equally powerless ally for the rest of the game. Or they can say nothing, and just hand him back the ID, at which point he'll nod understandingly and walk away. Whether or not Foxx kept the ID in this situation will alter the course of the game slightly. If she kept the ID, the player returns to the group on the B floor, and as a group, they compile their signatures and begin prepping to take it to the principal. If she lost the ID but stayed out of trouble, the player for the first time goes outside of the school and attempts to climb the B floor staircase, which becomes a whole new adventure. If she lost the ID and got in trouble she'll be brought before the principal completely unprepared.

Quest 3: Create Chaos

To this point, the crew's petition has failed and Foxx was not called to the principal's office unprepared. Dr. Thornbury is not taking them seriously, so they have devised a new plan. The new plan is to shuffle all the student IDs and have each student spend the next school day on a new floor. This quest involves a ton of NPCs, none of them outstandingly important. Foxx enlists LJ's help to expedite the first part of this quest. The first little bit of the quest will take place on F floor. Most of this quest will take place in front of the school the next morning.

The first thing Foxx must do, with LJ's help, is gather the IDs of F floor students. If they signed the petition, they quickly hand it over. Even if they didn't sign the petition, many are intrigued and give their IDs anyway. When the player has gathered a satisfactory number of IDs (at least 20), Foxx leaves school and that school day ends. The next morning, the crew meets near the flagpole in front of the school. Foxx is shocked by the size of the crowd surrounding them. Joey, ever the kinesthetic comedian, climbs the flagpole and starts tossing IDs to the masses. The rest of the crew just starts handing them out, Olivia yells instructions to everyone. Foxx is just delighted to be there. The player is then able to pick an ID from anyone else's bag.

The player can spend the day experiencing any floor they wish. Naturally, each floor will have a very different story attached to it. This point in the game, regardless of the character the player has chosen to play as, serves not just to enhance the story of that play-through, but raise questions that encourage multiple play-throughs as all the other characters. This quest is essentially completed when all the ID's have been passed out. The entire quest, now out of the player's control, ends when the crew is called to the principal's office by name over the intercom at the end of the day. This leads to the next quest- navigating the meeting with the enraged principal. This meeting is not the conclusion of the game but will be a major turning point in the crew's favor leading up to the end of the game.