STEP ONE (OPTIONAL):

Outcome :

Pupils will experience playing the app 'Pokemon Go'.

Resources :

Access to the **Pokemon Go** app.

Main EYFS areas covered (refer to unit assessment sheet for specific learning outcomes) :

Understanding the world:
- technology

Communication and language:
- understanding
- speaking
- listening and attention

Personal, social and emotional development:
- being imaginative
- self confidence and awareness

Physical Development:
- moving and handling

Preparation :

Make sure you have the Pokemon Go app installed and have identified an area to explore where there a plenty of Pokemon to find!

Instructions :

Before playing the game, it would be wise to go through some appropriate safety ground rules. Stress the importance of pupils applying these, especially if they are going to be playing the game outside of school. I would suggest these rules include;

1. Making sure you are with a responsible adult that you know at all times.
2. Make sure you stay with that adult throughout the full duration of the game (i.e. don't be tempted to wander off on your own in search of a Pokemon).
3. Be aware of your surroundings at all times whilst playing the game.

Focussed activities :

In small groups and with an adult supervising, pupils will play the Pokemon Go game. This will give them an understanding of how the game works and will provide them with inspiration for making their own version of the game in the next lesson.

STEP TWO : Planning where to put the Pokemon!

Outcome :

In small groups, pupils will prepare their Pokemon Go environment by deciding where to place each of their 'Poke stops.'

Each group will need access to **resource 1 (a blank plan of the classroom and surrounding areas)**. Alternatively, you may wish to design your own map based on your own classroom layout.

Main EYFS areas covered (refer to unit assessment sheet for specific learning outcomes) :

Mathematics:
- Number
- Shape, Space and Measure

Understanding the world:
- technology
- the world
- people and communities

Communication and language:
- understanding
- speaking
- listening and attention

Personal, social and emotional development:
- being imaginative
- self confidence and awareness

Expressive Arts and Design
- exploring and using media and materials
- being imaginative

Preparation :

You will need to have pupils split into small groups (with one adult or Digital Leader supervising each group). The groups need to be called 'stars' 'circles' triangles' and 'squares.' Each group will then need their copy of **resource 1 (a map of the classroom and surrounding areas)**. *Note: as this is based on my own classroom setting, you may wish to design your own map if your layout differs significantly -* a*nd if you are feeling adventurous you might even want to use a map of your whole school!*

Instructions :

Tell pupils that they will be making their own version of the Pokemon Go game using the same basic principle of Augmented Reality (i.e. blending the real world with the virtual one). Explain that when others play their game they will be 'scanning' Poke stop images (**real life**) in order to bring up different images of Pokemon characters that they have found and saved online **(virtual)**.

Focussed activities :

Pupils will be given a blank map of their classroom and surrounding areas (you may wish to use **resource 1** if your classroom layout is similar). You might decide to either label the different areas on the blank map yourself beforehand, or do this as an activity with the pupils to see if they can work out the different places on the map. In their groups, pupils will then need to decide where they will place each 'Poke stop' (the 'Poke stop' will be the trigger image that once scanned with the iPad, will bring up a virtual reality Pokemon character). Once they have decided, they will need to draw their groups shape in the eight different places where they will hide each sign. They will then need to colour in each shape with each of these different colours: green, red, light blue, purple, yellow, black, dark blue and light green (to represent the different coloured 'Poke stop' signs that they will hide). If you haven't got access to these colours, they could write the name or initial letter of the colour instead.

<u>STEP THREE</u> : Getting the game ready!

Pupils will find and save images of the eight different Pokemon characters that will feature within their game. With assistance they will then create Aura's for each of their 'Poke stop' signs (i.e. make each sign interactive so that when scanned it brings up a virtual reality Pokemon character).

Resources :

Print off the large version of the **'Poke stop' signs (resource 2, 3, 4 and 5)** and give 1 booklet to each group. Print off the **list of main Pokemon characters (resource 6)** and give to each group.

(Note: If you're having problems with Aurasma not recognising some of the 'Poke stop' signs once you scan them (i.e. they bring up the wrong character), you could as an alternative solution, have pupils hand draw their own Pokemon themed signs and use these as trigger images instead of these printed out 'Poke stop' signs. Just remember that they will need a different trigger image for each Pokemon character and will need to be coloured in and bold in order for Aurasma to detect the presence of an image. Doing it this way should mean that each trigger image is entirely different and is therefore less likely to cause Aurasma any confusion)!

Main EYFS areas covered (refer to unit assessment sheet for specific learning outcomes) :

Understanding the world:
- technology

Communication and language:
- understanding
- speaking
- listening and attention

Personal, social and emotional development:
- being imaginative
- self confidence and awareness

Physical Development:
- moving and handling

Literacy:
- writing

Preparation :

*Reference **resource 7** (saving images to the iPad tutorial).You may also want to watch the app demonstration video again to familiarise yourself with how to create Aura's within Aurasma.*

Instructions :

1. Ask pupils to decide which Pokemon character they want to appear when people scan each of their 'Poke stops' - to do this they will need to choose eight different characters from **resource sheet 6**. Ask each adult or Digital Leader who is leading the group, to write the name of each different Pokemon character they choose in pencil on the back of each 'Poke stop' sign.

2. Next, show pupils how to find and save images to the iPad Camera roll (they could do this by either typing in the name of the Pokemon character they wish to find in Safari or they could use Siri and verbally say their command, e.g. "*pictures of Squirtle.*")

3. Once pupils have saved all eight of their Pokemon images, an adult or Digital Leader will need to create an Aura for each 'Poke stop' sign. To do this assign each group with a different set of Poke stop signs **(either resource 2, 3, 4 or 5)**. Pupils, with assistance from their group leader, will then need to link each different sign to a different Pokemon character that they have saved. This will mean that when each 'Poke stop' sign is then scanned (using the app Aurasma), a different one of their eight Pokemon characters will appear on the device.

4. Explain that each group will then need to place each of their eight 'Poke stop' signs in each of the places that they have marked on their classroom map.

Focussed activities :

Pupils will need to find and save images of their eight different Pokemon characters (one for each of their eight 'Poke stops). 'The adult leading the group (or Digital Leader) will then need to create an Aura for each 'Poke stop' sign - **ref: tutorial video.** Each group will have a different set of signs - either **resource 2, 3, 4 or 5.** They will need to link each one to a different Pokemon character that they have saved. Pupils will then need to place each of their eight 'Poke stop' signs in each of the places that they have identified on their classroom map.

STEP FOUR : Playing their version of the Pokemon Go game!

Outcome :

Pupils will get the opportunity to play each other's version of the Pokemon Go game.

Resources :

You will need to give each group leader a **Pokemon recording sheet (resource 8)**.

Main EYFS areas covered (refer to unit assessment sheet for specific learning outcomes) :

Mathematics:
- Number
- Shape, Space and Measure

Understanding the world:
- technology
- the world
- people and communities

Communication and language:
- understanding
- speaking
- listening and attention

Personal, social and emotional development:
- being imaginative
- self confidence and awareness

Expressive Arts and Design
- exploring and using media and materials
- being imaginative

Preparation :

Ensure each of the 'Poke stops' are in their correct places as identified on each groups completed map of the classroom **(resource 1)**. Give each group a different map (not their own)! You will need to show pupils how to use the scanning tool within the Aurasma app.

Instructions/Focussed Activity :

You may need to think carefully about how you will organise and supervise the pupils playing each other's games. I would structure it in the following way;

1. Keep pupils in their original groups with an adult (or responsible Digital Leader) in charge.

2. Give each group another groups map (which will have their 'Poke stops' to find marked on it).

3. Have each group setting off at the same time, with the aim of finding as many of the 'Poke stops' referenced on their map as they can (the winning group being the first one to find, scan and write down the name of the eight Pokemon characters they have found).

4. Ensure each group leader has a copy of the **Pokemon recording sheet (resource 8).** Each time pupils find a 'Poke stop' sign, they will need to scan it using the Aurasma app. The group leader should then write down the name of each character they find on their sheet.