

1 **GC Insights: The *Anthro-Pokécene* - Environmental impacts**  
2 **echoed in the Pokémon world**

3  
4 Lewis J. Alcott<sup>1,2</sup> and Taylor Maavara<sup>3</sup>

5  
6 <sup>1</sup>School of Earth Sciences, University of Bristol, Wills Memorial Building, Queen's Road, Bristol, BS8 1RJ,  
7 United Kingdom

8 <sup>2</sup>Ecohydrology Research Group, Department of Earth and Environmental Sciences, University of Waterloo,  
9 Waterloo, Ontario, N2L 3G1, Canada

10 <sup>3</sup>School of Geography, University of Leeds, Leeds, LS2 9NH, United Kingdom

11  
12 Correspondence: Lewis J. Alcott ([lewis.alcott@bristol.ac.uk](mailto:lewis.alcott@bristol.ac.uk))

13

14

15

16 **Abstract.** Public perception of anthropogenic environmental impacts including climate change is primarily driven  
17 by exposure to different forms of media. Here, we show how ~~the Pokémon franchise~~, the largest multimedia  
18 franchise worldwide, mirrors public discourse in the video games' narratives with regard to human impacts on  
19 environmental change. Pokémon demonstrates a trajectory towards greater acknowledgement of climate change  
20 and anthropogenic impacts in each released game, and ~~popular media as a whole~~ presents a hopeful vision for  
21 how society can adapt.

22 **Introduction**

23 The public perception and societal importance of anthropogenic impacts on the environment, including climate  
24 change, has evolved over recent decades. This ~~overall~~ perception is shaped and reflected by political discourse  
25 and news media, as well as creative and narrative media, including ~~blockbuster~~ movies, television ~~series~~, literature,  
26 and video games illustrating climate and environmental change (Bulfin, 2017; McCormack et al., 2021). Video  
27 games take over 3 billion players to virtual worlds where they can assimilate information as they see and interact  
28 with virtual environments (Bankhurst, 2020), and have been recognized for their potential to teach and expose  
29 players to learning concepts for decades (Adams, 1998; De Freitas, 2018; Squire et al., 2008).

30  
31 Research into Earth and environmental science's representation in video games is still a growing field (Clements  
32 et al., 2022; Hut et al., 2019; McGowan & Alcott, 2022; McGowan & Scarlett, 2021), with many video games  
33 inspired by real world settings, events or locations, making them ideal for teaching environmental features,  
34 processes and interactions. Pokémon is the largest media franchise worldwide with a total revenue near \$100  
35 billion USD (Bulchoz, 2021), with 122 total games across 9 generations, merchandise, trading cards, numerous  
36 theatrical film releases and a TV series spanning decades (ThePokémonCompany, 2022). Through gameplay,  
37 players can explore interactions between anthropogenic and natural settings, showcasing and exposing human  
38 impacts on local and global ecosystems, to audiences of all ages. As is well documented, climate change is a  
39 global challenge, and with Pokémon media available across 192 countries (ThePokémonCompany, 2022), it is  
40 uniquely poised to be a valuable resource as a climate change knowledge distributor. Therefore, we ask the  
41 questions: how have the Pokémon video game's representations of environmental change evolved over the past  
42 three decades, and how have they mirrored public discourse and priorities?

43

44 **Methods**

45 We played the main series Pokémon games released from 1996 to 2023 and thematically analysed ~~-driving~~  
46 narratives, ~~imagery~~, and ~~instances~~ mentions of anthropogenic impacts in the games, ~~including in game Pokédex~~  
47 (Bulbapedia, 2024), to evaluate evolving ~~anthropogenic and~~ environmental themes. ~~In order to better~~ To further  
48 define the motives identified from the game, ~~representative~~ quotes were collated from each generation of games  
49 by interrogating game scripts, ~~with themes~~ and ~~representative~~ quotes ~~which can be found~~ summarized at  
50 [https://figshare.com/articles/dataset/Quotes\\_xlsx/26583709](https://figshare.com/articles/dataset/Quotes_xlsx/26583709).

51

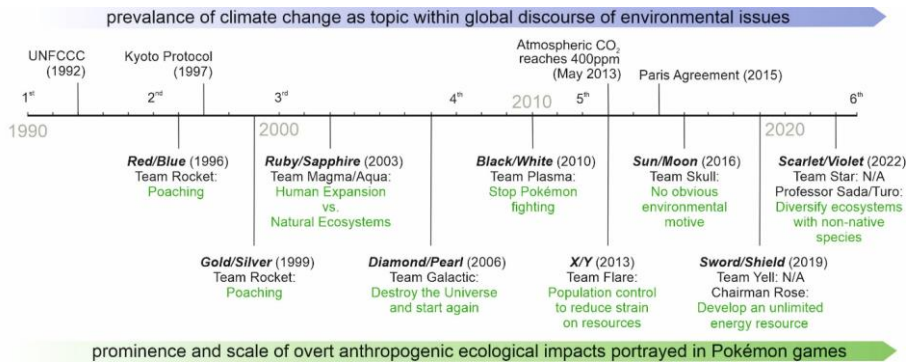


Figure 1: Original release timeline of main-series Pokémon games and the evolution of global discourse surrounding climate change evidenced by environmental events since 1990 (e.g., climate meetings and agreements), benchmarked using climate action or impact milestones since 1990. The qualitatively coded themes of the antagonists' motives are highlighted in green. Numbered IPCC reports are noted above the timeline, 1<sup>st</sup> through 6<sup>th</sup>.

### The Anthro-Pokécene through time

The modern geologic era is often referred to as the Anthropocene due to widespread human impacts across geologies and ecosystems, caused by human impacts including climate change (Waters, 2016). The extent that the Anthropocene is represented in the Pokémon main series games reflects prominent topics within real-world public discourse. We thus refer to the era of anthropogenic change portrayed in the Pokémon world as the Anthro-Pokécene.

The first four generations (*Red/Blue/Yellow*, *Gold/Silver/Crystal*, *Ruby/Sapphire*, and *Diamond/Pearl/Platinum*), released between 1996 and 2006, represent some elements of anthropogenic change, but these are largely limited to minor game script comments, Pokédex entries, or weak inferences that players could draw from game details, like the villainous “nefarious team” plotline (e.g. Team Rocket’s efforts to poach Pokémon). These games coincided with a time in history when climate change was not the most central environmental topic in virtually all discourse that it is today (Holland, 2019; Observatory, 2023). In the 1990s, anthropogenic impacts to ecological systems that were often highlighted included poaching, overhunting, overfishing, and habitat destruction via deforestation and industrial pollution, which were in turn the issues highlighted in these early games. All the game development for *Red/Blue/Yellow*, and likely a large proportion of *Gold/Silver* was completed before the Kyoto Protocol was signed in 1997, which represented a major step in terms of bringing climate change into the public awareness (Fig. 1).

As global climate discourse proliferated in the late 2000s and 2010s, the franchise grew and transitioned to using ever-growing morally ambiguous storylines to present better represent the nuance and complexity of environmental change and associated. Narratives became morally ambiguous as game themes dealt with complex environmental decision-making in an increasingly politically polarized world. This trend A clear example of this moral ambiguity is also found in the earlier 6<sup>th</sup> generation games (*X/Y, 2013*), with a more extreme example of ambiguity: the antagonist wishes to return the planet to a “beautiful” and “unspoiled” state. While, and while arguably well-intentioned, the plan includes wiping out included eliminating most of the

Formatted: Font: Italic

83 world's population to lessen ~~the~~ pressure on the natural world. This storyline mirrors ~~the~~ fraught real-world  
84 ~~argumentarguments~~ that overpopulation is a root cause of climate change. Without being sanctimonious ~~or forcing~~  
85 ~~a message upon players~~, ~~this concept being presented by the enemygame's antagonist~~ inherently causes players  
86 to question the ethics of calls to reduce human populations as a viable solution to climate change; through ~~direct~~  
87 exposure ~~to and discussion of the thoughtsubject, which they may not otherwise be witness to~~. The conclusion of  
88 this story notes that ~~in order~~ to create a better world, people must cooperate globally, which is often quoted as a  
89 necessary approach to lessen climate impacts, with the COP26 meeting being subtitled *Together for our planet*  
90 (TheUnitedNations, 2021), and cooperation being explicitly cited as a means of climate resilient development in  
91 recent IPCC reports (IPCC, 2023).

92  
93 More recent games ~~however~~ acknowledge real-world environmental issues more directly, especially in games set  
94 in Alola (*Sun/Moon/UltraSun/UltraMoon*; 2016) and Galar (*Sword/Shield*, 2019), which depict contrasting  
95 environmental situations in ways accessible to a general audience. These ~~generations of~~ games were released  
96 following the signing of the Paris Agreement in 2015 (Fig. 1), a time when the global environmental discourse  
97 had become vocally aware of the urgent need to address the climate emergency. Alola, is a Hawaiian island-  
98 inspired environmental utopia with a rich ecological diversity due to endemic island species. Galar, is ~~an~~ UK  
99 inspired industrialized region in which the implications of pollution are evident. The most overt representations  
100 of anthropogenic influence in the franchise arose in Galar. For example, the coral Pokémon Corsola, previously  
101 depicted as a healthy pink coral, appears in Galar as a white bleached coral, and changes from rock and water type  
102 to ghost type, as the "living" version was wiped out by ocean acidification driven by climate change.

#### 103 104 **A hopeful world**

105 While the Pokémon franchise excels in its presentation of complex environmental situations to a varied audience,  
106 the games notably present an overall hopeful representation of society's ability to respond to environmental  
107 change. The games have transitioned from including polluting power plants (*Red/Blue*, 1996) to renewable energy  
108 solutions such as wind farms (*Diamond/Pearl*, 2006), solar power (*XY*, 2013) and geothermal energy production  
109 (*Sun/Moon*, 2016). This transition is not restricted to the progression of generations of Pokémon games; the  
110 remakes of *Gold/Silver* (1998) named *HeartGold/SoulSilver* (2010), saw the introduction of wind turbines across  
111 the region, ultimately leading to their widespread depiction in the most recent game *Scarlet/Violet*. The games  
112 also include ~~eye~~~~bicycle~~ paths and wildlife protection zones to demonstrate how the player can respect the  
113 environment. Without ever needing to think critically about the game plotlines, in playing the games and remakes  
114 released since ~2010, players are moving through and interacting with worlds that represent examples of  
115 sustainable, ~~often fossil free, renewable-based~~ living.

116  
117 For many, Pokémon is a gateway to appreciating the natural world and understanding the scope and complexity  
118 of responding to environmental change. (*Rangel et al., 2022*). Whilst we have noted examples of negative human-  
119 ecosystem interactions, the Pokémon games expose players of all ages and demographics to ecological and  
120 environmental concepts, likely many for the first time. ~~Notably, Pokémon presents ahas progressed to present a~~  
121 ~~more~~ hopeful balance between humans and the environment, ~~similar to other hopeful and progressive narrative~~  
122 ~~worlds created in games (e.g. Anno 2070). These hopeful scenarios currently exist alongside numerous and over~~

123 ~~the past few decades. In doing so they represent how popular nihilistic, post-apocalyptic games and stories (which~~  
124 ~~can maintain underlying hopeful messages regarding humanity's ability media has come to recover from~~  
125 ~~apocalypse, despite rather bleak world views regarding the present climate crisis, (e.g. Perez-Latorre & Oliva~~  
126 ~~2017), mirror public discourse and society aiming for a better planet, albeit whilst presenting moral dilemmas~~  
127 ~~through antagonists actions.~~ The existence of ~~these~~ utopian games ~~promotes and maintains hope~~ such as Pokémon  
128 ~~can be used to promote optimism~~ that we can overcome modern environmental challenges if we ~~want to~~ continue  
129 to push for improvement, rather than collectively default to ~~hopeless~~-catastrophism. ~~Games~~Post-apocalyptic  
130 ~~games~~ and global phenomena such as *The Last of Us* and *Fallout* are incredible and ground-breaking, but we need  
131 its antithesis in the world too, and Pokémon represents that. Chang (2019) aptly summarizes this sentiment:

132

133 *“Given the present, fraught historical moment, in which scientists, activists, and educators are often*  
134 *stymied in their efforts to depict the scope and urgency of global environmental crisis, games remain*  
135 *largely untapped in terms of their potential to create meaningful interaction within artificially intelligent*  
136 *environments, to model ecological dynamics based on interdependence and limitation, and to allow*  
137 *players to explore manifold ecological futures— not all of them dystopian.”*

138

139

140

141

142

143 **Data Availability**

144 All data were collected through bulbapedia.bulbagarden.net and the game scripts as described in the Methods.  
145 Additional background information about the game can be found at <https://corporate.pokemon.co.jp/en/> (last  
146 access: 6 December 2022, The Pokémon Company International, 2023). We do not have permission from the  
147 developers to share free access to the game. However, it is publicly accessible to purchase.

148 The authors explicitly state that they have no commercial ties to The Pokémon Company, Nintendo corporation,  
149 and/or its affiliates. This manuscript ~~depicts~~describes work from a copyrighted video game or otherwise  
150 copyrighted material. The copyright for it is most likely owned by either The Pokémon Company, Nintendo and/or  
151 its affiliates or the person or organization that developed the concept.

152 **Author Contribution**

153 Both authors contributed to all aspects of the manuscript.

154 **Competing Interests**

155 At least one of the (co-)authors is a member of the editorial board of Geoscience Communication

156 **Ethical Statement**

157 The work presented is original and reflects the authors' views. Ethics approval and informed consent were not  
158 sought; this study does not deal with sensitive data or human participants.

159 **Acknowledgement**

160 TM was supported by an Independent Research Fellowship from the United Kingdom's Natural Environment  
161 Research Council (NERC), grant number NE/V014277/1.

162

163 **References**

- 164 Adams, P. C. (1998). Teaching and learning with SimCity 2000. *Journal of Geography*, 97, 47-55.
- 165 Bankhurst, A. (2020). *Three billion people worldwide now play video games, new report shows*. Retrieved  
166 December 6th from [https://www.ign.com/articles/three-billion-people-worldwide-now-play-video-](https://www.ign.com/articles/three-billion-people-worldwide-now-play-video-games-new-report-shows)  
167 [games-new-report-shows](https://www.ign.com/articles/three-billion-people-worldwide-now-play-video-games-new-report-shows)
- 168 Bulbapedia. (2023). <https://bulbagarden.net/>. <https://bulbagarden.net/>
- 169 Bulbapedia. (2024). Core series. Retrieved 26th July from [https://bulbapedia.bulbagarden.net/wiki/Core\\_series](https://bulbapedia.bulbagarden.net/wiki/Core_series)
- 170 Bulchoz, K. (2021). *The Pokémon Franchise Caught 'Em All*. Retrieved November 25 from  
171 <https://www.statista.com/chart/24277/media-franchises-with-most-sales/>
- 172 Bulfin, A. (2017). Popular culture and the “new human condition”: Catastrophe narratives and climate change.  
173 *Global and Planetary Change*, 156, 140-146.
- 174 Chang, A. Y. (2019). *Playing Nature. Ecology in Video Games*. The University of Minnesota Press.
- 175 Clements, T., Atterby, J., Cleary, T., Dearden, R. P., & Rossi, V. (2022). The perception of palaeontology in  
176 commercial off-the-shelf video games and an assessment of their potential as educational tools.  
177 *Geoscience Communication*, 5, 289-306.
- 178 De Freitas, S. (2018). Are games effective learning tools? A review of educational games. *Journal of*  
179 *Educational Technology & Society*, 21, 74-84.
- 180 Holland, P. (2019). What were the key environmental issues during the 1990s? Retrieved June 9 2024 from  
181 [https://www.enotes.com/topics/social-political-change-modern-america/questions/what-were-some-](https://www.enotes.com/topics/social-political-change-modern-america/questions/what-were-some-environmental-issues-during-1990s-343179)  
182 [environmental-issues-during-1990s-343179](https://www.enotes.com/topics/social-political-change-modern-america/questions/what-were-some-environmental-issues-during-1990s-343179)
- 183 Hut, R., Albers, C., Illingworth, S., & Skinner, C. (2019). Taking a Breath of the Wild: are geoscientists more  
184 effective than non-geoscientists in determining whether video game world landscapes are realistic?  
185 *Geoscience Communication*, 2, 117-124.
- 186 IPCC (2023). Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth  
187 Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and  
188 J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 35-115, doi: 10.59327/IPCC/AR6-9789291691647
- 189 McCormack, C. M., Martin, J. K., & Williams, K. J. H. (2021). The full story: Understanding how films affect  
190 environmental change through the lens of narrative persuasion. *People and Nature*, 3, 1193-1204.
- 191 McGowan, E. G., & Alcott, L. J. (2022). The potential for using video games to teach geoscience: learning  
192 about the geology and geomorphology of Hokkaido (Japan) from playing Pokémon Legends: Arceus.  
193 *Geoscience Communication*, 5, 325-337.
- 194 McGowan, E. G., & Scarlett, J. P. (2021). Volcanoes in video games: the portrayal of volcanoes in commercial  
195 off-the-shelf (COTS) video games and their learning potential. *Geoscience Communication*, 4, 11-31.
- 196 Observatory, M. a. C. C. (2023). Retrieved December 4 from  
197 [https://sciencepolicy.colorado.edu/icecaps/research/media\\_coverage/world/index.html](https://sciencepolicy.colorado.edu/icecaps/research/media_coverage/world/index.html)
- 198 Pérez-Latorre, Ó. & Oliva, M. (2017). Video Games, Dystopia, and Neoliberalism: The Case of BioShock  
199 Infinite. *Games and Culture*, 14,
- 200 Rangel, D. O., Lima, J. S., Da Silva, E. F. N., Ferreira, K. A. & Costa, L. L. (2022). Pokémon as a playful and  
201 didactic tool for teaching about ecological interactions. *Journal of Biological Education*, 58, 119-29
- 202 Squire, K. D., DeVane, B., & Durga, S. (2008). Designing centers of expertise for academic learning through  
203 video games. *Theory into practice*, 47, 240-251.
- 204 ThePokémonCompany. (2022). *History | The Pokémon Company*. Retrieved November 23 from  
205 <https://corporate.pokemon.co.jp/en/aboutus/history/>
- 206 TheUnitedNations. (2021). *COP26: Together for our planet*. <https://www.un.org/en/climatechange/cop26>
- 207 Waters, C. N. (2016). The Anthropocene is functionally and stratigraphically distinct from the Holocene.  
208 *Science*, 351.

Formatted: Italian (Italy)

Formatted: Font: Italic, Italian (Italy)