



**Global
Village**

Global Citizenship
in Primary Schools

Join The Dots

A Global Citizenship Education Animation
with Teaching and Learning Activities
for Primary School Classrooms



‘JOIN THE DOTS’, is a two-minute animation for primary schools from Global Village. Watch as Molly and Finn teach their Grandad about the interconnected nature of our world, using the example of a mobile phone. A series of suggested teaching and learning activities is presented below, for Junior Infants to Second Class, and for Third to Sixth Class, using the animation as a springboard for exploring what it means to be an active global citizen. The relevant curriculum strands, strand units and objectives are also provided.



What is an active global citizen?

An active global citizen is someone who seeks to be aware of and to understand the world in which we live. They are reflective and make connections between their own lives and international social justice issues. They are empathetic, critical thinkers, and are open to listening to and considering a variety of perspectives. They take action for justice and are committed to building a fairer and more sustainable world.

Global Citizenship Education

Global Citizenship Education (GCE) is an active and creative educational process to increase awareness and understanding of the world in which we live. It should challenge perceptions and stereotypes by encouraging empathy, hope, participation, reflection, and action. Learners of all ages are supported, in age-appropriate ways, to make connections between their own lives and international social justice issues, to collaborate and cooperate and to be empowered to make a positive difference in the world. GCE should not reinforce stereotypes or deny differences. As a process, it facilitates critical thinking from a variety of perspectives. It is built on awareness, analysis, reflection and action for justice and change.

About Global Village

Global Village is the strategic partnership for Global Citizenship Education in primary schools in Ireland, between Irish Aid at the Department of Foreign Affairs, and a consortium of four partners: Dublin City University (DCU), Irish National Teachers’ Organisation (INTO), Irish Primary Principals’ Network (IPPN) and Trócaire. For more information and to sign up for our e-newsletter, visit www.globalvillageschools.ie or contact info@globalvillageschools.ie.

Disclaimer

We recognise that any resources focusing on global issues can resonate with individuals because of their lived experience. Therefore, we advise that you read through this resource and modify it if you feel that there is anything that may impact an individual child.

Acknowledgement

Global Village gratefully acknowledges support received from Irish Aid to conduct Global Citizenship Education activities in Ireland. The content, approaches and activities outlined in this resource are entirely the responsibility of the author(s) and do not necessarily represent or reflect the policy of Irish Aid.

Junior/Senior Infants – First/Second Class: Activities

1. **Elicit predictions from the children** e.g. we are going to watch a video called 'Join the dots'. What do you think it might be about?
2. **Play the video:** <https://globalvillageschools.ie/teaching-resources/>

3. **Facilitate a class discussion:**

- What did you learn from the video?
- What did Molly and Finn teach Grandad?
- How was the environment damaged in the video?
- What kind of problems did some of the people in the video face?
- Why do you think the video is called 'Join the dots'?



4. **Watch and pause the video at the following points to encourage the children to pay attention to specific details. The questions could be asked as a think, pair, share activity:**

- 0.33 What can the squirrel see? (i.e. a house being knocked down by a bulldozer; factories producing smoke; machines (pumpjacks) extracting oil from the ground)
- 0.39 What might the family be thinking and feeling? (e.g. about their house being knocked down; about the extraction of oil; about trees being knocked down)
- 1.41 Which type of planet would you rather live on? (i.e. the fairer planet or the planet with a lot of pollution, destruction of nature and exploitation of people)



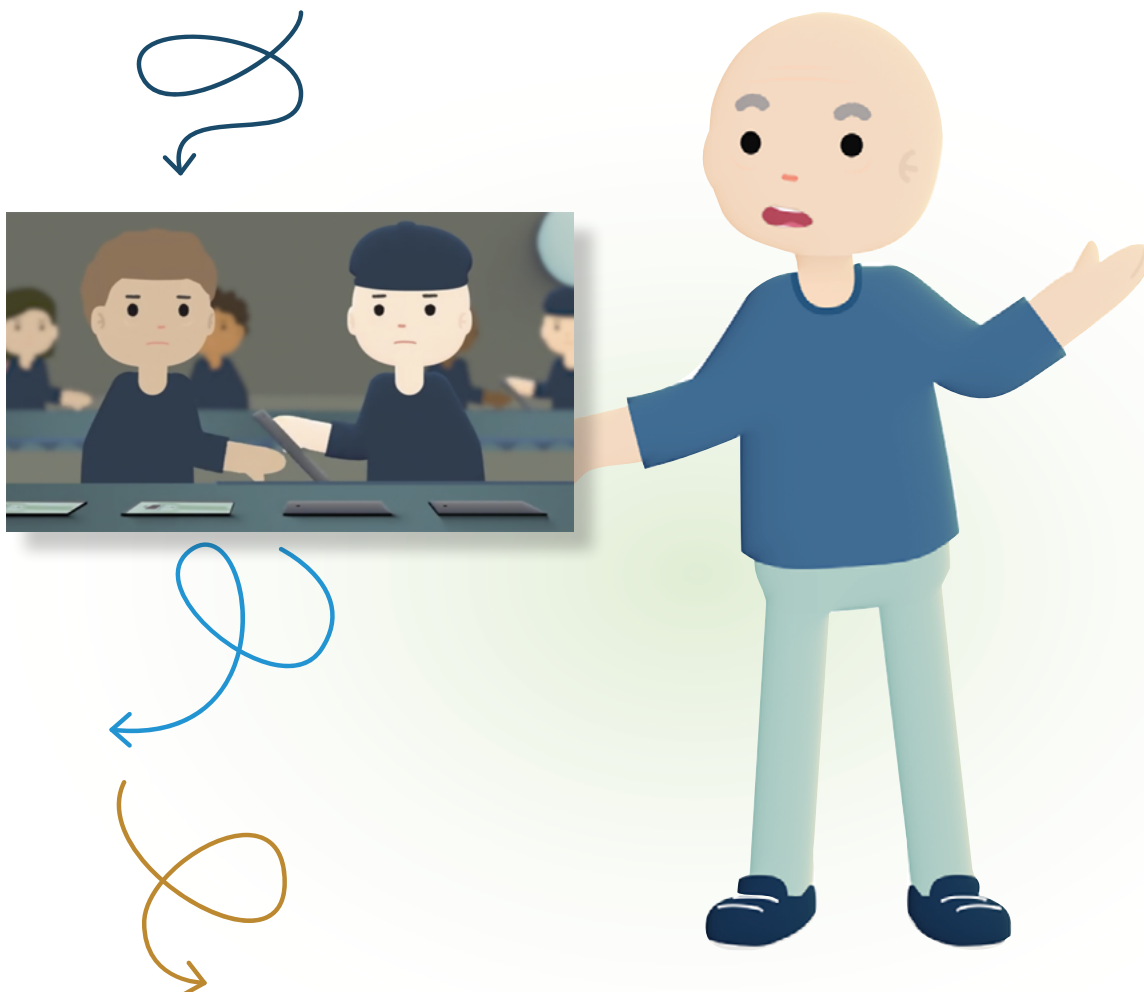
5. **Explore what it means to be active global citizens and make an action plan:**

- **Junior/Senior Infants:**
 - i. Guide the children in a whole class discussion asking questions such as: What do you think Molly meant when she said: "it's up to all of us to join the dots and be active global citizens"? How might we take action to make our world a fairer place?
 - ii. Brainstorm with the children some collective actions you could take during the school year to be active global citizens.
- **First/Second Class:**
 - i. Guide the children to work in pairs/small groups to record on mini-white boards their key words/ideas on what it means to be active global citizens.
 - ii. Ask them to nominate a speaker from each pair/small group to share their ideas with the whole class.
 - iii. Brainstorm with the whole class some collective actions you and the children could take during the school year to be active global citizens.



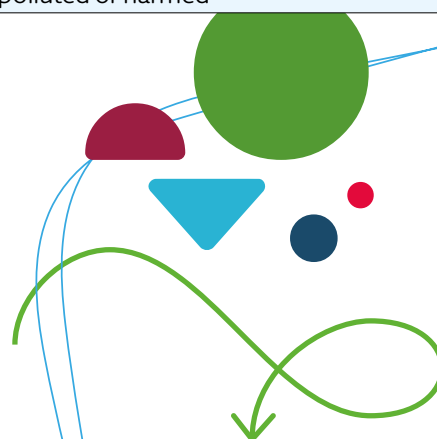
6. **Choose one or more of the following extension activities:**

- **Drama – Conscience Alley:** Allocate the role of Grandad to one child. Ask the class to stand in two lines, facing each other. One line will try to persuade Grandad to buy the phone, one will try to persuade him not to. Give them a few minutes to think silently about what they will say. Ask ‘Grandad’ to walk slowly between the two lines of children, listening to their arguments. At the end of the ‘alley’, ‘Grandad’ should share his decision and what persuaded him of this decision.
- **Language – Diary Writing:** Choose one the characters (Grandad, Molly or Finn) and write a diary excerpt about their conversation.
- **Visual Arts – Drawing:** Ask children to draw a picture in response to the video. What did you learn? Facilitate a gallery walk to look at and respond to the work of others.
- **Drama – Hot-seating:** Allocate the roles of Grandad, Molly and Finn to three children, and two-three advisors to each character. Guide them to think about their character and to prepare to speak to the ‘audience’. Give the rest of the children, the ‘audience’, time to prepare questions for each character. Ask ‘Grandad’, ‘Molly’ and ‘Finn’ to sit at the top of the room to answer questions from the ‘audience’.
- **Visual Arts - Painting:** Ask children to paint a picture: what would a fairer planet look like? Facilitate a gallery walk to look at and respond to the work of others.

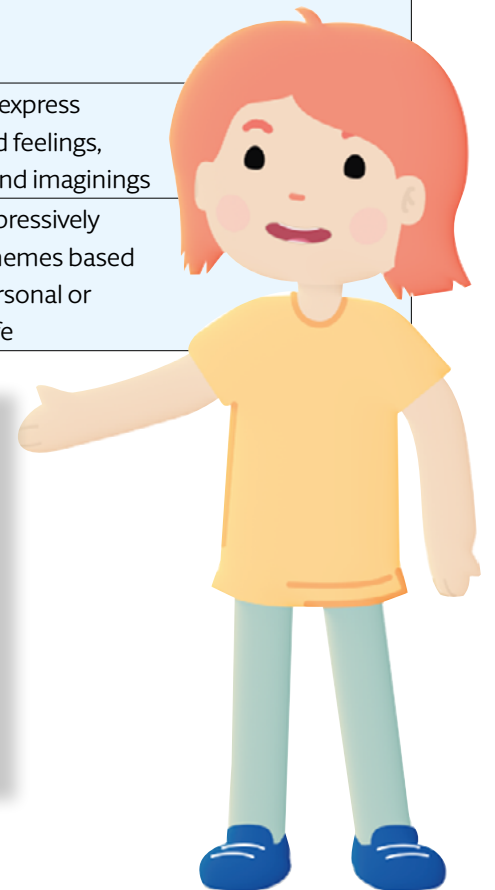


Junior/Senior Infants – First/Second Class: Curriculum Links

Junior/Senior Infants – First/Second Class: Curriculum Links				
Subject	Class	Strand/Element	Strand Unit/ Label	Learning Objective/Learning Outcome
Drama	Junior Infants – Second Class	Drama to explore feelings, knowledge and ideas, leading to understanding	Exploring and making drama	<ul style="list-style-type: none"> • experience how the fictional past and the desired fictional future influence the present dramatic action
			Reflecting on drama	<ul style="list-style-type: none"> • experience the relationship between story, theme and life experience
			Co-operating and communicating in making drama	<ul style="list-style-type: none"> • develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama • develop, in role, the ability to co-operate and communicate with others in helping to shape the drama
Geography	Junior/Senior Infants	Human environments	People and places in other areas	<ul style="list-style-type: none"> • develop some awareness of people living in other areas • become aware of some links between the school or local community and people in other places
	First/Second Class	Human environments	Living in the local community	<ul style="list-style-type: none"> • develop some awareness of people living in other areas and of the links between them and the local community • become aware of the work of people in other areas who supply food and other products to us
			People and places in other areas	<ul style="list-style-type: none"> • appreciate ways in which people in different areas depend on one another and on people living in other parts of the world.
Geography and Science	Junior/Senior Infants	Environmental awareness and care	Caring for my locality	<ul style="list-style-type: none"> • appreciate that people share the environment with plant and animal life • develop a sense of responsibility for taking care of and enhancing the environment
	First/Second Class	Environmental awareness and care	Caring for my locality	<ul style="list-style-type: none"> • begin to realise that people, animals and plants depend on each other • realise that there is both an individual and a community responsibility for taking care of the environment • become aware of ways in which the environment can be polluted or harmed



Junior/Senior Infants – First/Second Class: Curriculum Links				
Subject	Class	Strand/Element	Strand Unit/ Label	Learning Objective/Learning Outcome
Language	Junior Infants– Second Class	Communicating – Oral Language	Engagement, listening and attention	• Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate
		Understanding – Oral Language	Demonstration of understanding	• Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.
		Exploring and using – Oral Language	Requests, questions and interactions	• Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.
		Exploring and using – Writing	Purpose, genre and voice	• Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.
Visual Arts	Junior Infants– Second Class	Drawing	Looking and responding	• look at and talk about his/her work, the work of other children and the work of artists
	Junior/ Senior Infants	Drawing	Making drawings	• make drawings based on vividly recalled feelings, real and imaginative experiences and stories
	First/ Second Class	Drawing	Making drawings	• make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships
	Junior Infants– Second Class	Paint and colour	Looking and responding	• look at and talk about his/her work, the work of other children and the work of artists
	Junior/ Senior Infants	Paint and colour	Painting	• use colour to express vividly recalled feelings, experiences and imaginings
	First/ Second Class	Paint and colour	Painting	• use colour expressively to interpret themes based on his/her personal or imaginative life



Third/Fourth Class – Fifth/Sixth Class: Activities

1. **Introducing the video:** if you think the video might be ‘too young’ for older children, you could introduce this video as something you would like to consult them on e.g. do they think it is a suitable video for their age/do they think younger children would like it?
2. **Elicit predictions from the children:** this video is called ‘Join the dots’. What do you think it might be about?
3. **Play the video:** <https://globalvillageschools.ie/teaching-resources/>

4. **Facilitate paired discussion using the following prompt statements. A worksheet for this activity is provided in the appendices.**

- When I watched ‘Join the dots’, I learned...
- After watching ‘Join the dots’, I wonder...
- I want to know more about...
- At the end of the video I felt...



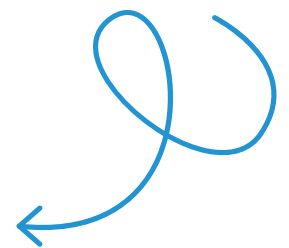
5. **Watch and pause the video at the following points to encourage the children to pay attention to specific details. The questions could be asked as a think, pair, share activity:**

- 0.34 Spot the difference (i.e. one half of the screen shows barren land with machines (pumpjacks) extracting oil from the ground; the other half shows a house surrounded by grass and green hills)
- 1.01 What might be dangerous in this scene of the factory? (i.e. the water dripping from the lightbulb)
- 1.18 What is happening in each of the quadrants? Which part of the story does each one match with? (i.e. the ad for the new phone enticing people to buy it; the house surrounded by grass and trees, before the bulldozer arrives; the people working in the factory; the airplane transporting goods)

6. **Facilitate a class discussion, using prompt questions such as these:**

- What are resources?
- What costs are associated with a new phone?
- Why does Molly say: ‘everything is connected’?
- What does the phrase ‘join the dots’ mean in the context of this video?
- Why might the factory workers not be paid very well?
- Who might be responsible for the bigger actions required to solve these problems?*

**Note: this question is included to encourage children to consider the wider structures that perpetuate global inequalities and to recognise that people in different positions have varying levels of power and responsibility. In the example of the phone, individuals have opportunities to influence change as consumers and activists; however, those involved in running companies and creating legislation to regulate production and retail have a different type of influence and responsibility.*



7. Make a class action plan for active global citizenship:

- Guide the children to work in pairs/small groups to record on mini-white boards their key words/ideas on how the class might work together to be active global citizens.
- Ask them to nominate a speaker from each pair/small group to share their ideas with the whole class.
- Make a class list of all the suggestions.
- Agree upon a chosen number of actions you and the children commit to taking during the school year to be active global citizens. This could be done through voting, with each child given the option of voting for three of the suggested actions. The three-five actions with the most votes are used to form the plan.

8. Choose one or more of the following extension activities:

Language – Walking Debate

Place either two signs – ‘agree’ and ‘disagree’ – on opposite ends of the classroom, or four signs – ‘strongly agree’, ‘agree,’ ‘disagree’, ‘strongly disagree’ – at each corner of the classroom. [These signs are available in the appendices](#) or can be handwritten.

Ask the children to stand in the middle of the classroom to listen to the first statement. Read the statement aloud and ask the children to move to the relevant sign depending on their response to the statement. This can be done as a silent debate to encourage personal reflection, or as a verbal debate, whereby children from each position in the debate are asked to share some of their reasons for choosing that position. Give children the chance to reposition themselves after they have heard some of the reasons – to show that we can change our minds and can be influenced by the words and actions of others.

Suggested statements:

- Grandad should buy the new phone
- The factory owner is responsible for the well-being of the factory workers
- As consumers, we have responsibility for the well-being of people who make the products we buy
- It is up to all of us to be active global citizens
- All people have equal responsibility for looking after the world and its people**
- My small action has a big effect on people living in other parts of the world

***Note: this statement is included to encourage children to consider the wider structures that perpetuate global inequalities and to recognise that people in different positions have varying levels of power and responsibility. In the example of the phone, individuals have opportunities to influence change as consumers and activists; however, those involved in running companies and creating legislation to regulate production and retail have a different type of influence and responsibility.*



SPHE – Needs vs. Wants

In the video, Molly asks Grandad whether he really needs a new phone, or whether he simply wants one. Working in groups, ask the children to make a list of all the things they might need in order to live healthy, dignified and safe lives. Ask them to make a separate

list of things they might want but don't absolutely need. Introduce the concept of 'children's rights', using a child friendly version of the [Convention on the Rights of the Child, such as this one from the Ombudsman for Children](#). Ask the children to compare and contrast the Convention with their own lists. Does it more closely align with their list of needs or wants?



Language – Persuasive Writing

Guide children to write a letter, speech, email, social media post, or video script to persuade a group of adults not to buy a product or products (of the children's choice) that they don't need. Facilitate their sharing of their writing with the audience it is intended for i.e. posting a letter, sharing a video clip on the school website/newsletter.

Visual Arts – Drawing and Collage

Ask children to choose a product and design a poster for it from either the perspective of an advertising company (promoting the sale of the product) or the perspective of a campaigning organisation (trying to convince people they don't need it/that it is harmful to people and/or the environment). Use a combination of drawing and collage making to create the posters, using old newspapers and magazines. Facilitate a gallery walk to give children the chance to look and respond to the work of others.

Geography/Science – Research

Grandad says: 'I hadn't thought about that before'. [Show and read with the children the statements provided in the appendices](#). Working in small groups, ask each group to choose one of the statements they would like to research. Using books from the school library and/or the internet, give the children time to research and compile their new learning on that topic. They could present their learning as a written report, a presentation, a poster, a news report, or a video recording. Each topic is linked to one or more of the Sustainable Development Goals. Children can learn about these goals by watching the [introductory videos on the World's Largest Lesson website](#). Alternatively, children could choose one of the Sustainable Development Goals as their topic for research.



Mathematics – Investigate

Give children the task of finding out where different types of fruit and vegetables are grown. Choose a selection of colours (e.g. red, yellow, orange, green) and allocate one colour to each group. When they are next at the shops, ask them to look at the labels and record as many examples as possible of where their allocated colour of fruit and vegetables came from. [A sample record sheet is provided in the appendices.](#)***

***Note: it may be useful for children to use abbreviated versions of country names, during data collection and/or for the representation of data. [Country name abbreviations can be found online.](#)

Once this data has been recorded by children, instruct them on drawing a block graph, bar chart or pie chart (Fifth/Sixth Class) to represent the following data:

1. Which countries were represented and for how many different types of fruit and vegetables (e.g. Brazil: 5, The Netherlands: 7)? This can be done individually or in small groups, with an individual/small group only analysing the data for one colour. If working in small groups, children should compare and contrast their lists, so that duplicates of fruit/vegetables recorded from one country are eliminated.
2. How many different countries were represented for each colour (e.g. Orange: 9, Yellow: 16)? This can be done as a whole class activity, with each group reporting on their findings for each colour, and this data being recorded on one class chart.



Drama – Image Theatre

Ask the children to work in groups to choose a problem from the video (e.g. transport pollution, excessive consumerism, environmental destruction, destruction of homes) to act out by creating a short (20-30 second) mime finishing in a freeze frame. Ask the rest of the class to guess which problem they are representing. Next, ask the class to work together to create a new representation for each problem, this time showing its solution.

Visual Arts – Painting

This could be done individually, in pairs, groups or as a whole class mural. Ask children to first plan their painting – their interpretation of ‘a fairer world’. Before they start painting, ask them to consider, from whose perspective would that world be fairer? Whose perspective might they have

forgotten to include and what changes could they make to their plans?

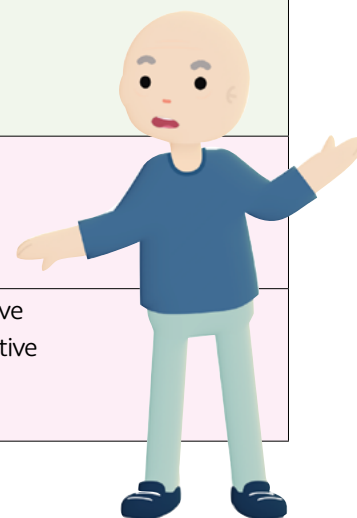


Third – Sixth Class: Curriculum Links

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Subject	Class	Strand/Element	Strand Unit/ Label	Learning Objective/Learning Outcome
Drama	Third – Sixth Class	Drama to explore feelings, knowledge and ideas, leading to understanding	Exploring and making drama	<ul style="list-style-type: none"> • explore how the fictional past and the desired fictional future influence the present dramatic action
			Reflecting on drama	<ul style="list-style-type: none"> • use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action • use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people
			Co-operating and communicating in making drama	<ul style="list-style-type: none"> • develop, out of role, the ability to co-operate and communicate with others in helping to shape the drama • develop, in role, the ability to co-operate and communicate with others in helping to shape the drama
Geography	Third/ Fourth Class	Human environments	People and other lands	<ul style="list-style-type: none"> • develop an awareness of the interdependence of these people and people in Ireland • begin to develop a sense of belonging to local, county, national, European and global communities
	Fifth/ Sixth	Human environments	People and other lands	<ul style="list-style-type: none"> • develop an increasing awareness of the interdependence of people in these places and people in Ireland • learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world • become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world • develop a sense of belonging to local, county, national, European and international communities.
			Trade and development issues	<ul style="list-style-type: none"> • explore, through the study of some major world commodities, trade issues • come to appreciate the inequalities between the developed and the developing world

Third – Sixth Class: Curriculum Links				
Subject	Class	Strand/Element	Strand Unit/ Label	Learning Objective/Learning Outcome
Geography and Science	Third/ Fourth Class	Environmental awareness and care	Environmental Awareness	<ul style="list-style-type: none"> • recognise how the actions of people may have an impact on environments • recognise and investigate human activities which may have positive or adverse effects on local and wider environments • come to appreciate the need to conserve the Earth's resources
			Caring for the environment	<ul style="list-style-type: none"> • identify and discuss a local, national or global environmental issue • realise that there is a personal and community responsibility for taking care of and conserving environments
	Fifth/ Sixth Class	Environmental awareness and care	Environmental awareness	<ul style="list-style-type: none"> • recognise and investigate aspects of human activities which may have positive or adverse effects on environments • become aware of the importance of the Earth's renewable and non-renewable resources • foster an appreciation of the ways in which people use the Earth's resources • come to appreciate the need to conserve the Earth's resources.
			Caring for the environment	<ul style="list-style-type: none"> • identify and discuss a local, national or global environmental issue • come to appreciate individual, community and national responsibility for environmental care
Language	Third – Sixth Class	Communicating – Oral Language	Motivation and choice	<ul style="list-style-type: none"> • Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes
		Understanding – Oral Language	Demonstration of understanding	<ul style="list-style-type: none"> • Respond creatively and critically to what they have heard and experienced
		Exploring and using – Oral Language	Information giving, explanation and justification	<ul style="list-style-type: none"> • Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
		Exploring and using – Writing	Purpose, genre and voice	<ul style="list-style-type: none"> • Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.

Third – Sixth Class: Curriculum Links				
Subject	Class	Strand/Element	Strand Unit/ Label	Learning Objective/Learning Outcome
Mathematics	Third - Sixth Class	Data	Representing and interpreting data	<ul style="list-style-type: none"> • collect, organise and represent data using pictograms, block graphs and bar charts • read and interpret tables, pictograms, block graphs and bar charts
	Fourth Class	Data	Representing and interpreting data	<ul style="list-style-type: none"> • collect, organise and represent data using pictograms, block graphs, bar charts and bar-line graphs incorporating the scales 1:2, 1:5, 1:10, and 1:100 • read and interpret bar-line graphs and simple pie charts
	Fifth Class	Data	Representing and interpreting data	<ul style="list-style-type: none"> • collect, organise and represent data using pictograms, single and multiple bar charts and simple pie charts • read and interpret pictograms, single and multiple bar charts, and pie charts
	Sixth Class	Data	Representing and interpreting data	<ul style="list-style-type: none"> • collect, organise and represent data using pie charts and trend graphs • read and interpret trend graphs and pie charts
SPHE	Third / Fourth Class	Myself	Growing and changing – Feelings and emotions	<ul style="list-style-type: none"> • identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later
		Myself and the wider world	Developing citizenship – my school community	<ul style="list-style-type: none"> • explore and recognise the rights and responsibilities of both adults and children in the school community
	Fifth / Sixth Class	Myself	Growing and changing – Feelings and emotions	<ul style="list-style-type: none"> • differentiate between needs and wants and recognise and explore the concept of delayed gratification
		Myself and the wider world	Developing citizenship – National, European and wider communities	<ul style="list-style-type: none"> • realise and begin to understand the unequal distribution of the world's resources
Visual Arts	Third – Sixth Class	Paint and colour	Looking and responding	<ul style="list-style-type: none"> • look at and talk about his/her work, the work of other children and the work of artists
			Painting	<ul style="list-style-type: none"> • express his/her imaginative life and interpret imaginative themes using colour expressively



Join the dots: Prompt statements for discussion

When I watched 'Join the dots', I learned

After watching 'Join the dots', I wonder

I want to know more about

At the end of the video I felt

because

Walking Debate Signs

Agree

Disagree

**Strongly
agree**

**Strongly
disagree**

Join the dots: Researching Global Themes

Choose one of the following statements

These and more facts can be found on the [World's Largest Lesson website](#). Using books from the school library and/or the internet, research and compile your new learning about that topic.

Statement	Suggested research topics	Sustainable Development Goal
Of the 7.1 million refugee children of school age, 3.7 million do not go to school.	Education Refugees	Goal 4: Quality Education
In at least 20 countries, almost zero girls from poor and rural areas complete secondary school.	Education Gender Inequality	Goal 4: Quality Education Goal 5: Gender Equality
More than 600 million people worldwide are projected to face hunger in 2030.	Hunger Poverty	Goal 1: No Poverty Goal 2: Zero Hunger
Between 2015 and 2019, the world lost at least 100 million hectares of healthy and productive land every year.	Land Pollution and Destruction	Goal 15: Life on Land
More than a third of Global Stocks were overfished in 2019.	Overfishing	Goal 14: Life below water
Less than 30% of the world's STEM (Science, Technology, Engineering and Maths) researchers are women.	Gender Inequality	Goal 5: Gender Equality
17+ million metric tons of plastic entered oceans in 2021.	Ocean Pollution Plastic Pollution	Goal 14: Life below water

Research steps

1. As a group, **choose one of the statements**. Draw a line under your chosen statement.
2. **Find out more about the topic in the statement** by searching for information in books and online, as guided by your teacher.
3. **Record what you have learned**.
4. **Decide how you are going to present your learning to your classmates**. You could make a poster, prepare a presentation, or create a news report to read out or record as a video.



Join the dots: Investigating the origins of fruit and vegetables

Which colour of fruit and vegetable are you looking for?

Data Collection

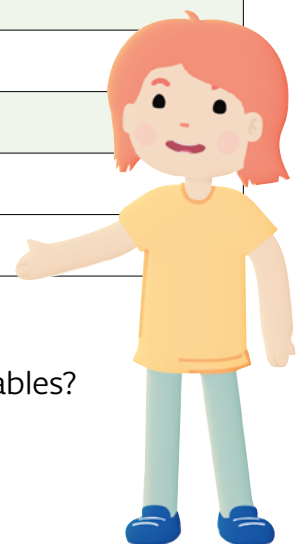
Record below the name of each fruit/vegetable and where it came from

Name of fruit/vegetable	Name of country of origin

Data Analysis

Count how many fruit/vegetables came from each country

Name of country	Number of fruit/vegetables



Data Analysis

How many different countries did you find named on the labels of fruit/vegetables?