

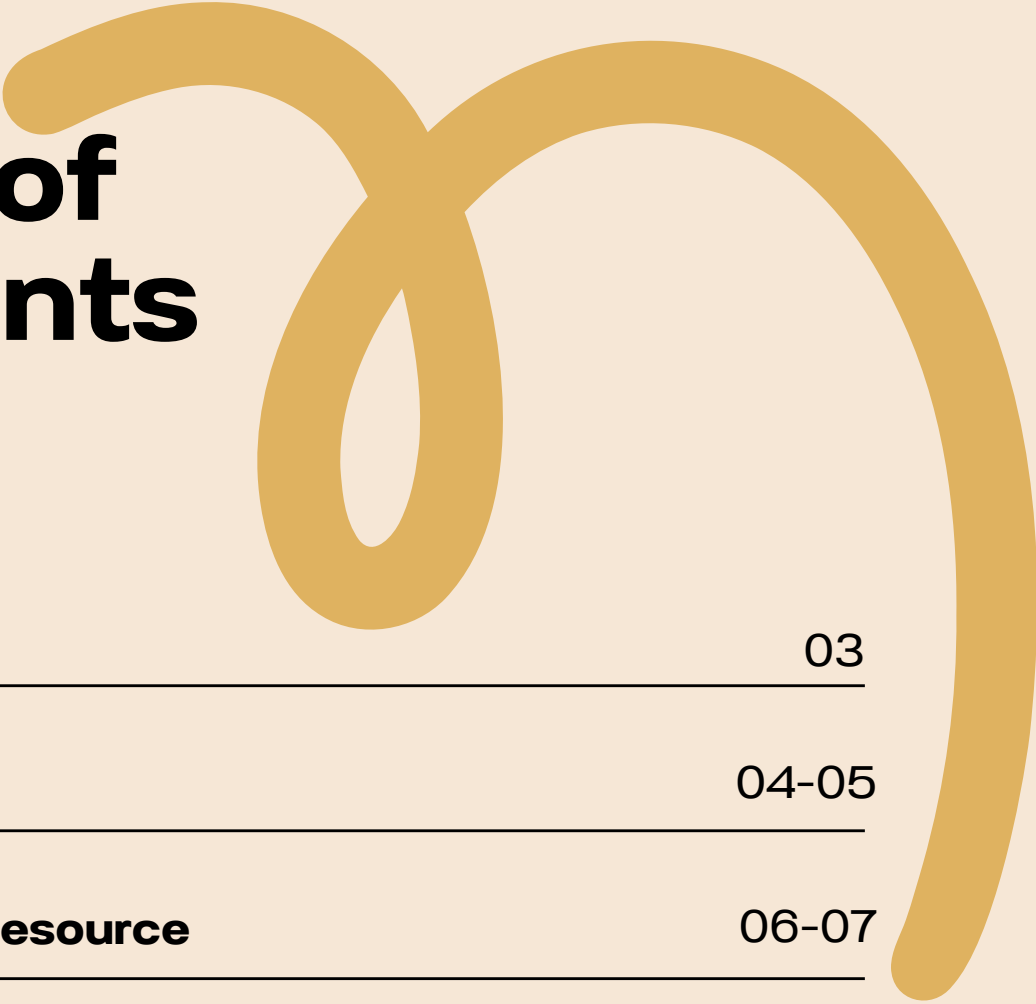


Futures Thinking -

Learning through international links in 40
and 200 years time

Charity Vs Solidarity
Year 4-6

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Acknowledgements developed in partnership by Taith, Welsh Government and Dolen Cymru Lesotho, this resource is informed by the voices and lived experiences of communities, educators, and young people in Wales and Lesotho.



Welcome To

Futures Thinking

Charity Vs Solidarity Resources

This resource helps pupils explore the theme **Charity Vs Solidarity** through identity, belonging (cynefin), fairness and values.

It builds confidence in understanding how communities make decisions and how belonging is expressed in Wales and Lesotho.



About Us

Dolen Cymru is Wales' longest-running international friendship link. Since 1985, Dolen Cymru has built relationships between Wales and Lesotho through education, culture, language, health and community projects.

The name Dolen means “link” or “connection”, and connection is at the heart of everything they do.

For over forty years, Dolen Cymru has:

- helped Welsh and Basotho teachers learn from each other
- supported school partnerships and classroom exchanges
- developed resources that celebrate shared values and histories
- created opportunities for young people to build confidence and global awareness
- strengthened community bonds through friendship, respect and fairness.



Futures Thinking

Why Wales ↔ Lesotho?

Although Wales and Lesotho are very different places, there are striking similarities:

- strong cultural identity
- rich languages and traditions
- deep sense of community and belonging
- history of resilience and unity
- love of music, storytelling and landscape

Dolen Cymru's work brings these common threads together so children can learn:

"Who we are is shaped by the places we belong, the stories we share, and the values we live by."

Our goal in education

Dolen Cymru supports teachers by providing practical, curriculum-aligned resources that:

- ✓ **celebrate identity, language and culture**
- ✓ **promote fairness, respect and inclusion**
- ✓ **help children make connections between Wales and Lesotho**
- ✓ **build confidence and curiosity**
- ✓ **encourage global citizenship and anti-racist understanding**

This resource is part of that shared vision.

Purpose of the Resource

This resource focuses on the theme of **Charity Vs Solidarity**, while also exploring identity, cynefin (belonging), fairness, and community values. It is designed through an anti-racist lens and includes meaningful digital competency through collaboration with a partner school in Lesotho.

The activities support key areas of the Curriculum for Wales across Humanities, Languages, Literacy & Communication, Expressive Arts and the Digital Competence Framework, helping pupils understand the past while reflecting on who they are today.

Core Values



Cultural Connection

This resource strengthens pupils' understanding of their own identity while building meaningful links between Wales and Lesotho. It promotes curiosity, respect and pride in cultural heritage.



Community

The activities encourage fairness, empathy and values-led decision-making. Pupils explore how communities in the past and present work to keep people safe, included and treated with respect.



Purpose of the resource

When to use the Padlet

This is a shared Padlet between your school and a partner class in Lesotho.

Scan the QR code below to access the Padlet and post in the correct column.

Teachers may display partner school posts to the class so pupils can compare ideas, exchange thinking and learn from one another.

You can use the Padlet to share pupils' final reflections.



Padlet

What to upload

Geographical map, Activity 2, and listening promise

Pupils should share ideas about how life could be fairer or better in Wales and Lesotho in the future.

How to use this Resource

This pack can be delivered as a full sequence of lessons, as individual sessions, or alongside the companion texts.

Each topic includes:

- A clear learning objective
- Step-by-step teaching guidance
- Differentiation and progression ideas
- Pupil activity resources
- A reflection or exit task

Teachers may follow the suggested order or select activities to suit their curriculum focus and available time.

Digital Resources

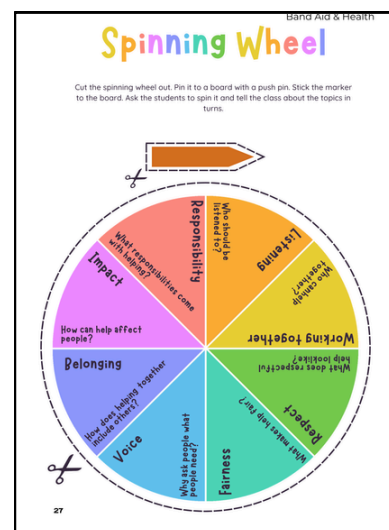
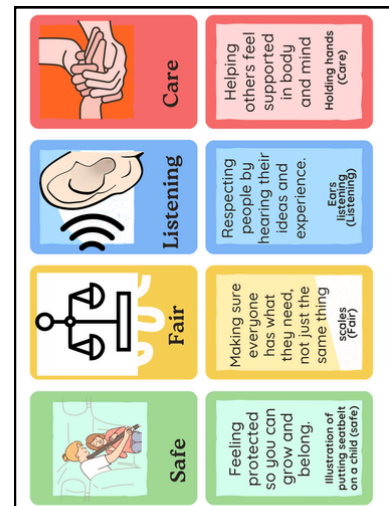
QR codes throughout this pack provide instant access to the materials you need to deliver each lesson confidently.



Presentation



Companion Texts



Companion texts are provided for teacher reference to strengthen subject knowledge and are not intended for direct pupil use.

Breakdown of activities



Our program includes

Pupils share their work with a partner class in Lesotho by uploading drawings, captions or voice notes about their home, school or symbols. Seeing each other's posts helps pupils explore identity and belonging from a global perspective, supporting an anti-racist, relationship-based approach.



Children's Rights

Teaching Ideas

Learning Objective:

To explore how children's rights help children feel safe, heard and included in Wales and Lesotho, and to compare how communities protect and support children fairly.

Context

Keep responses concrete and linked to pupils' own experiences. This activity can be extended by exploring systems or wider decision-making.

Starter

Teacher explains that feeling safe, listened to and cared for helps people feel they belong. "Think of a place where you feel safe or cared for." Pupils say, draw, or write the name of a place where they feel safe.

- Y5: Name the place and give one reason it feels safe.
- Y6: Link the place to a child's right (e.g. education, care, being listened to).

Activity 1

Using the **presentation**, the teacher explains that feeling safe, cared for and listened to are children's rights, and that children have these rights in both Wales and Lesotho.

Key words: safe, fair, listen, care, learn

- Y4: Match word to picture pg.16
- Y5: Match word to meaning pg. 16-17
- Y6: Use two words in a sentence about children in Wales or Lesotho. **Resource pg. 16-19**

Activity 2

Task

Teacher reads a short situation and two options (A or B), and pupils decide which option is fairer. (Yr4) **Resource pg. 20-21**

Progression

- Y5: Choose A or B and give one reason.
- Y6: Choose A or B and link the choice to fairness or kindness.

Activity 3

Task

Teacher gives pupils simple rights (spoken or on cards), such as education, safety, being listened to, healthcare and family care, and pupils sort them under the headings Helps us feel safe, Helps us learn and Helps us belong. Sort one right into one group. (Yr4) **Resource pg. 22**

Progression

- Y5: Sort two or three rights and explain one choice. pg. 23-24
- Y6: Explain how one right helps children in both Wales and Lesotho, even if daily life looks different. **Resource pg. 23-24**



Children's Rights

Teaching Ideas

Activity 4

Task

Pupils create a simple map (not a geographic map) showing places where children's rights are experienced, such as home, school, playground or community. Draw one place and match it to one right. (Yr4)

Progression

- Y5: Add labels explaining how the right works in that place.
- Y6: Add a comparison sentence: "This right matters in Wales and Lesotho because..." pg 25.

Futures Thinking Mini-Plenary

"How can we make sure all children feel safe and listened to in the future?"

- Y4: One action
- Y5: One action + why it helps
- Y6: Link action to a right

Exit Card

Pupils say it out loud:

- Year 4: "Children need rights to help them feel safe."
- Year 5: "One right that is important for children is ____ because ____."
- Year 6: "Children's rights help people feel they belong because ____."

Learning Objective:

To explore how children's rights help children feel safe, heard and included in Wales and Lesotho, and to compare how communities protect and support children fairly.

Context

Keep responses concrete and linked to pupils' own experiences. This activity can be extended by exploring systems or wider decision-making.



Rights in action

Teaching Ideas

Learning Objective:

To explore how people in Wales and Lesotho put fairness into action by listening, supporting others and working together, and to compare how communities make decisions that respect everyone's rights.

Context

Keep responses concrete and linked to pupils' own experiences. This activity can be extended by exploring systems or wider decision-making.

Starter

"Sometimes people help each other by working together." Who helps people when something goes wrong? (Examples you can offer if needed: family, teachers, neighbours, helpers, doctors, community groups.) Name one person or group who helps others. (Yr4)

Progression

- Y5: Name one person or group who helps others, and how?
- Y6: Name one person or group who helps others and what they help with, and for Year 6 explain how working together helps people feel supported or included.

Activity 1

Using the **presentation**, the teacher introduces the idea that children have rights in both Wales and Lesotho, including feeling safe, cared for, and listened to. Pupils give one example of what this might look like in everyday life.

Activity 2

Task

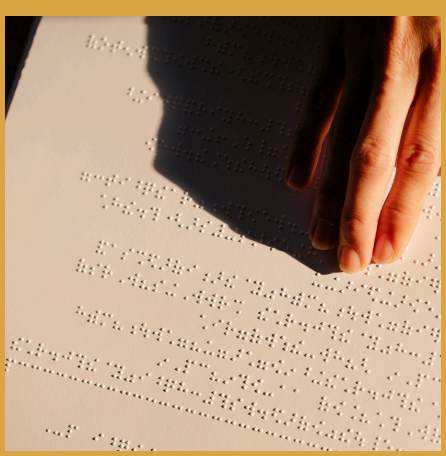
Pupils sort short sentences into two columns: "Standing with people" and "Deciding for people." **Resource Pg. 26-27.**

Examples

- "People ask communities what support they want."
- "People choose what others need without asking."

Progression

- Year 4: Sort the sentences into the two groups.
- Year 5: Explain one sorting choice.
- Year 6: Explain why listening shows solidarity and respect.



Rights in action

Teaching Ideas

Learning Objective:

To explore how people in Wales and Lesotho put fairness into action by listening, supporting others and working together, and to compare how communities make decisions that respect everyone's rights.

Context

Keep responses concrete and linked to pupils' own experiences. This activity can be extended by exploring systems or wider decision-making.

Activity 4

Task

Think of one small, realistic action that shows people listening or working together to help others.

For example: asking people what support they want, sharing correct information, including someone in a decision, or working as a team to solve a problem.

Progression

- Year 4: Draw one way people can help together.
- Year 5: Draw and write one sentence explaining how it helps.
- Year 6: Draw and explain how the action shows solidarity, not pity.

Futures Thinking Mini-Plenary

- Year 4: How can we show respect for other people's rights?
- Year 5: How does respecting people's rights help them feel they belong?
- Year 6: How can what we learned about rights in Wales and Lesotho help us think about fairness and belonging today?

Exit Card

- Year 4: "One way we can show respect for others is..."
- Year 5: "Give one way respecting people's rights can help people feel included."
- Year 6: "What we learned about rights in Wales and Lesotho shows that fairness matters because..."



Band Aid & Health

Teaching Ideas

Learning Objective:

To explore how health and illness affect children and families in Lesotho and Wales, and to compare how communities respond with care, support and fairness.

Context

Keep responses concrete and linked to pupils' own experiences. This activity can be extended by exploring systems or wider decision-making.

Starter

"Sometimes people work together to help others. This is called helping as a community." Prompt: "When have people worked together to help others?"

Progression

- Y4: Name one time people helped together.
- Y5: Explain how working together helped.
- Y6: Link helping together to community or belonging.

Activity 1

Using the **presentation**, the teacher explains that Band Aid showed people working together through music, and that today communities in Wales and Lesotho support health and wellbeing through cooperation and listening.

Activity 2

Task:

Using a discussion wheel, pupils respond to questions about helping others fairly, focusing on listening, working together, and respect. **Resource Page 29**

Progression:

- Y4: Share one simple idea orally.
- Y5: Share an idea and give one reason.
- Y6: Explain an idea and link it to fairness, respect, or children's rights (Wales and Lesotho where appropriate).

Activity 3

Task

The teacher reads the scenario aloud. Pupils then discuss in pairs which response shows stronger solidarity and explain their thinking. If a crisis happened today, how should people raise support in a way that shows partnership rather than pity? pg. 28

Progression

- Year 4: Choose the option you think helps people best.
- Year 5: Explain why you chose that option.
- Year 6: Explain which option shows more respect, fairness, or voice, and whether parts of both could be combined.



Band Aid & Health

Teaching Ideas

Learning Objective:

To explore how health and illness affect children and families in Lesotho and Wales, and to compare how communities respond with care, support and fairness.

Context

Keep responses concrete and linked to pupils' own experiences. This activity can be extended by exploring systems or wider decision-making.

Activity 4

Task:

Pupils create a "Listening Promise" about how they will hear and respect others' voices. **Resource Page 30 and 31.**

Progression:

- Y4: Discuss what a pledge means.
- Y5: Discuss ideas and write a pledge and sign..
- Y6: Write a pledge and sign.

Futures Thinking Mini-Plenary

Prompt:

"How can communities make sure people feel safe and respected because of what they wear?"

Progression

- Year 4: One idea
- Year 5: Explain how it helps people belong
- Year 6: Link to learning from Wales or Lesotho

Exit Card

Pupils say it out loud:

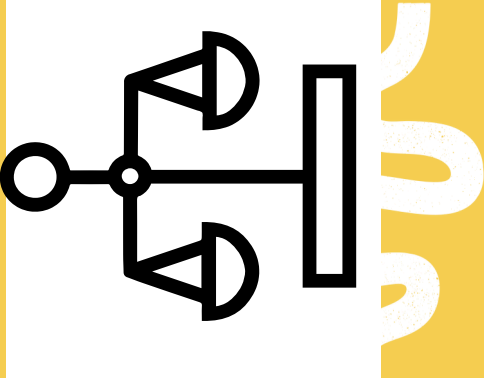
- Y4: What is one small thing we can do to make our community kinder and more welcoming in the future?
- Y5: Wales and Lesotho both care about helping others. How could this make the future kinder?
- Y6: Choose one thing that both Welsh and Basotho people value (like fairness or community). How could this help the future be better for everyone?



Safe

Feeling protected so you can grow and belong.

Illustration of putting seatbelt on a child (safe)



Fair

Making sure everyone has what they need, not just the same thing

scales (Fair)



Listening

Respecting people by hearing their ideas and experience.

Ears listening (Listening)



Care

Helping others feel supported in body and mind

Holding hands (Care)

Name:

Date:



Children's Rights Match-Up!



VOCABULARY BUILDING ACTIVITY

Match each word to its correct definition

1. Listening

☐

Feeling protected so you can grow and belong.

2. Safe

☐

Making sure everyone has what they need, not just the same thing.

3. Fair

☐

Feeling protected so you can grow and belong

4. Care

☐

Respecting people by hearing their ideas and experiences.

Activity One

Year 5 & 6

Name:

Date:



Children's Rights

Match-Up!



ANSWER KEY

1. Listening

2 Feeling protected so you can grow and belong.

2. Safe

3 Making sure everyone has what they need, not just the same thing.

3. Fair

4 Feeling protected so you can grow and belong

4. Care

1 Respecting people by hearing their ideas and experiences.

Activity One

Year 6

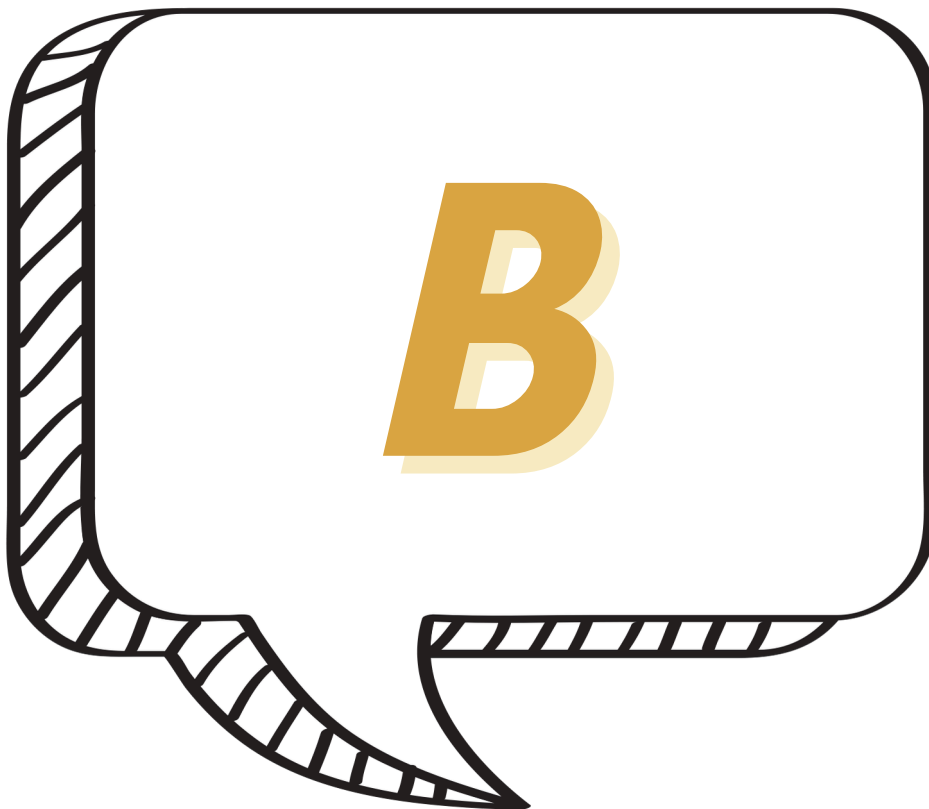
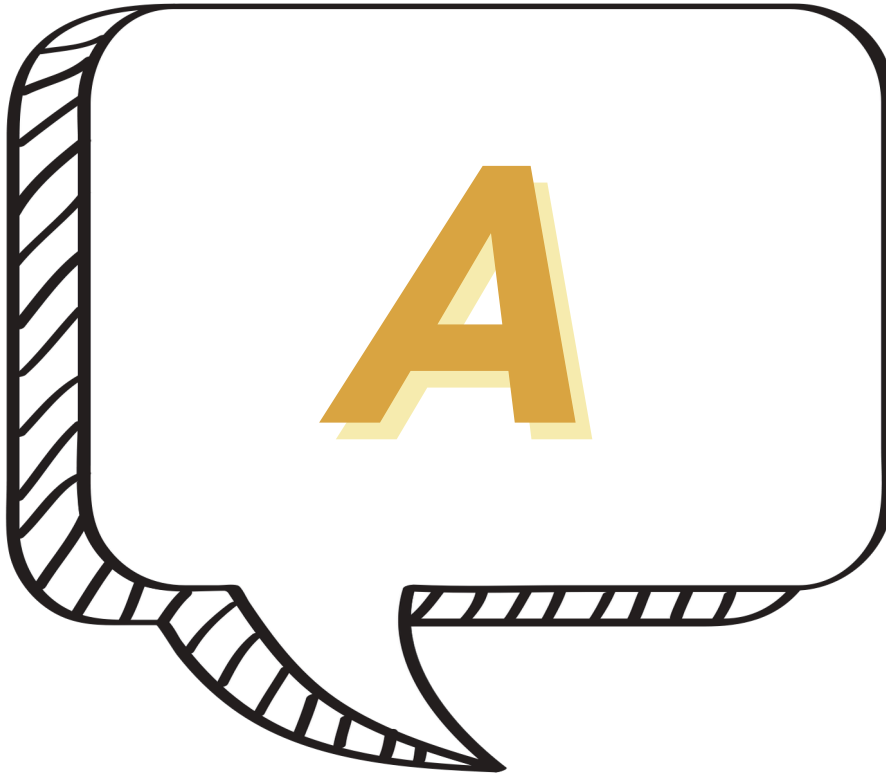
Children's Rights

Use two words in a sentence about children in
Wales or Lesotho



Scenario Cards

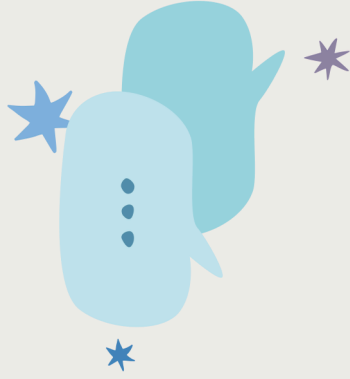
Print the flashcards and pupils hold up A or B to show which option they think is fairest.



A child has an idea about something that affects them.	A: Adults listen to the child's view before deciding. B: Adults decide without asking the child.
A child is struggling to get to school.	A: The community looks for ways to support the child to attend school. B: The child is expected to manage on their own.
A group wants to help children in another community.	A: They ask children what support they need. B: They decide what children need without asking.
A child is unwell.	A: The child gets medical help and care. B: The child does not get help because it is difficult to access.
A child helps at home.	A: The child helps with chores but still has time for school and rest. B: The child works so much that they miss school.

Sorting Cards

Rights in action



SORTING
CARDS

Education



SORTING
CARDS

safety



SORTING
CARDS

Healthcare



SORTING
CARDS

**Family
care**



SORTING
CARDS

**Being
listened
to**



SORTING
CARDS

**Helps
us learn**



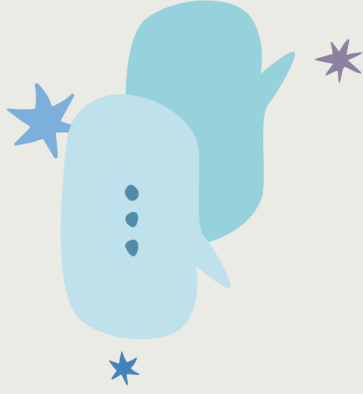
SORTING
CARDS

**Help us
belong**



Sorting Cards

Rights in action
(Year 5 and 6)



SORTING CARDS

Education



SORTING CARDS

Safety



SORTING CARDS

Healthcare



SORTING CARDS

Family care



SORTING CARDS

Being listened to



SORTING CARDS

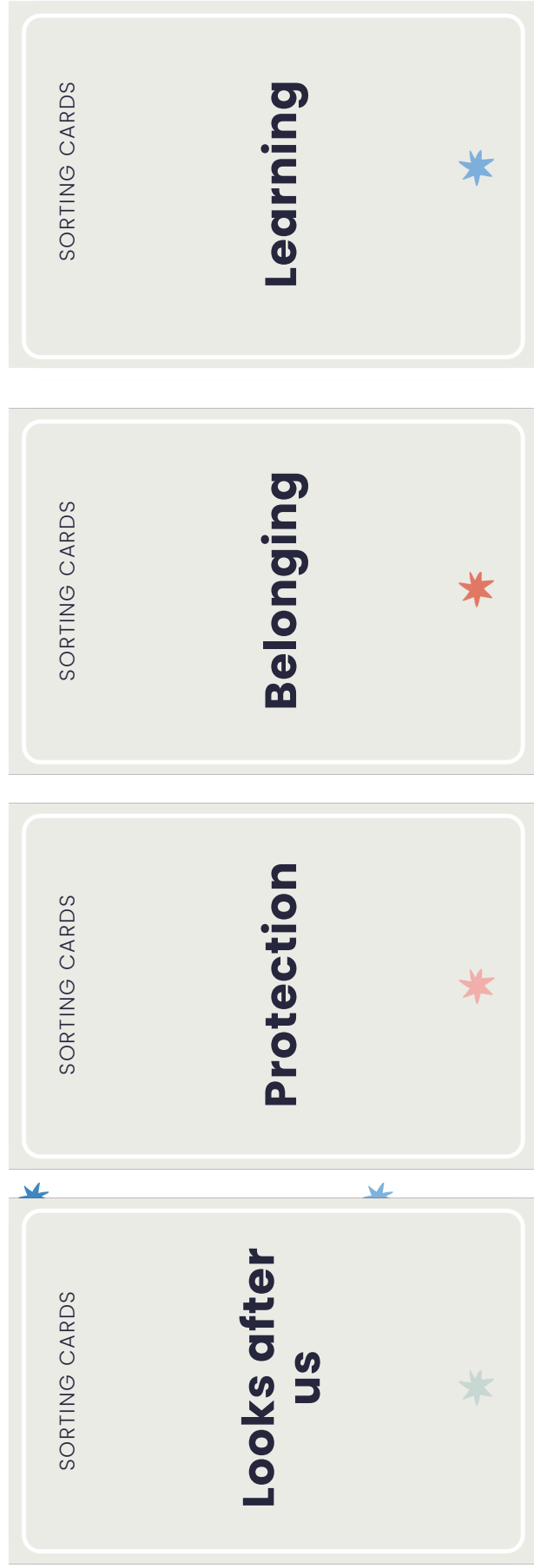
Helps us learn



SORTING CARDS

Help us belong





Map of rights



Standing with people

Deciding for people

Statements

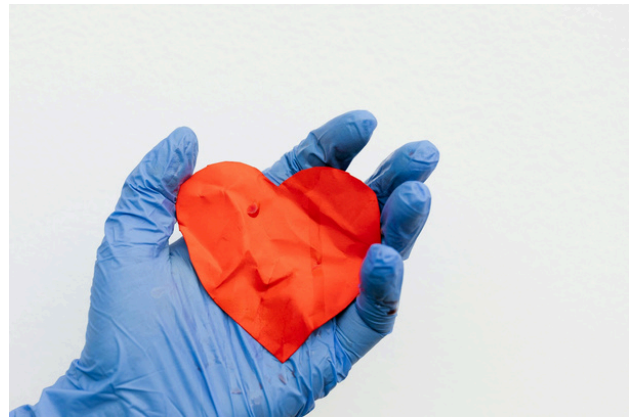
Cut out and sort the statements into the correct column:

"People ask communities what support they want."	People choose what others need without asking.
Children are asked for their opinions before decisions are made.	Leaders make decisions without listening to those affected.
Leaders meet with local groups to listen to their ideas.	Help is given based on assumptions
People work together to solve a problem.	A plan is created without speaking to the community.
A school asks families what would help them most.	Adults decide what children need without asking them.
Disabled people help design services that affect them.	Support is offered without checking if it is useful.
Young people are invited to speak about their experiences.	Some voices are ignored.
People check that everyone feels included.	People think they know best and don't ask questions.
Support is planned with the community, not just for them.	Rules are made without including the people they impact.
Different voices are included before a decision is made.	One group holds all the power.

Name: _____

Discussion Situation

Share your thoughts on the following scenarios based on the lesson on rights in action.

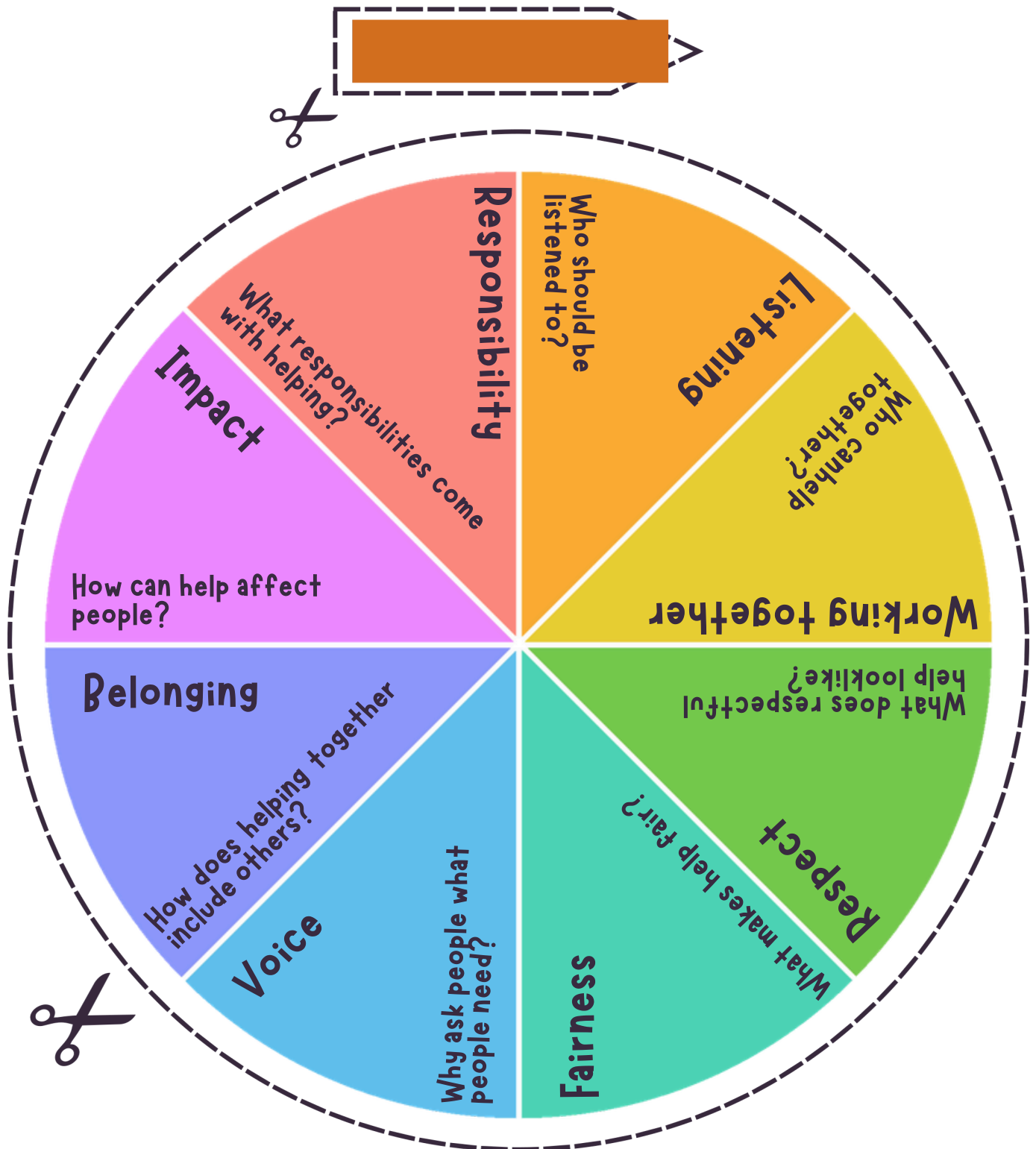


Scenario: In 1984, musicians in the UK saw news reports about famine in Ethiopia. They quickly recorded a song and used powerful images of hunger to raise millions of pounds. Years later, some people argued that the campaign showed only suffering and did not include African voices in decisions about how help was given.

Discussion Prompt: If a crisis happens today, how should people raise support in a way that shows partnership instead of pity?

Spinning Wheel

Cut the spinning wheel out. Pin it to a board with a push pin. Stick the marker to the board. Ask the students to spin it and tell the class about the topics in turns.





What's your promise ?

**I pledge to
listen to
others with
care and
respect.**

Sign here:



**#DolenSolidarity
#ListenWithRespect**



What's your promise ?

I pledge to ..

Sign here:



#DolenSolidarity

#ListenWithRespect

FURTHER LINKS

[Fuse OG on Band Aid](#)

[Africa for Norway charity single](#)

[Health and HIV In Wales podcast](#)

[Health and HIV In Lesotho Podcast](#)

[Bandaaid Video](#)

[Basotho Welsh Rights in Action podcast](#)

[Basotho Rights podcast](#)

[Welsh Rights podcast](#)

CONTACT US

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Taith Learn more about
international
learning opportunities:

<https://www.taith.wales>



Learning Together, Improving Together

This resource grows
through shared
experience. Scan to help
shape the next edition.



[Feedback survey](#)