

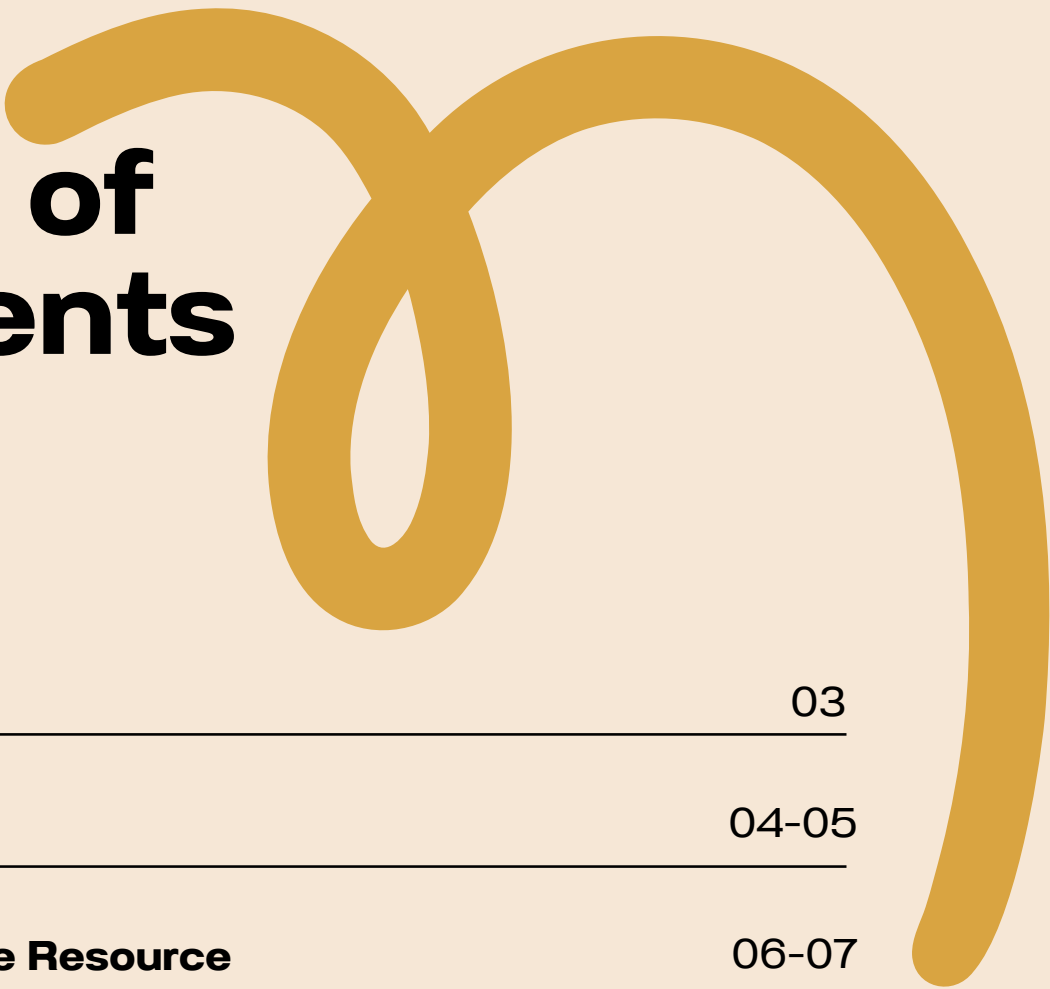


Futures Thinking -

Learning through international links in 40 and 200 years time

**Charity Vs Solidarity
(Year 7-9)**

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Acknowledgements

Developed in partnership by Taith 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 (attitudes and acts of)**, 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.

What to upload

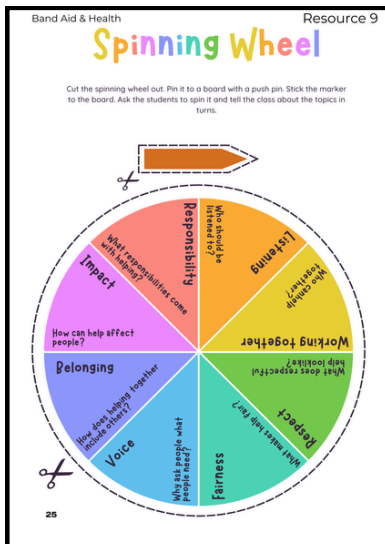
Geographical Map, Pledge card, Band Aid lyrics

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



Padlet

How to use the resources



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.

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



Companion text

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 create a drawing, caption or voice note about their home, school or cultural symbols and share it with a partner class in Lesotho. They explore similarities and differences, reflecting on identity, belonging and voice. The activity encourages mutual respect and positions Welsh and Basotho pupils as equal partners learning with each other, not about each other.



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

Pupils explore how two communities Wales and Lesotho grew through fairness, cooperation and shared values, and how these ideas still shape identity today.

Starter

Prompt: What helps children feel safe, heard, and respected?

- Year 7: List two things children need to feel safe or included
- Year 8: Explain how one of these links to a right
- Year 9: Explain why being listened to is as important as being protected

Activity 1

The teacher reads the companion texts about children's lives.

Progression

- Year 7: Highlight unfamiliar words and use context clues in the text to work out their meaning.
- Year 8: Highlight unfamiliar words or phrases, use context clues to understand them, and discuss what the extracts show about children's lives, rights, or fairness.
- Year 9: Highlight unfamiliar words or phrases, use context clues to interpret them, and write a short paragraph explaining how children's rights are shaped by context in Wales or Lesotho.

Activity 2

Task:

Read the scenario and choose the response that best shows fairness and respect for children's voices.

Progression:

- Y7: Choose A or B
- Y8: Explain how your choice links to fairness
- Y9: Explain whether A or B shows solidarity rather than charity.

Resource 1 and 2, Pg. 16-17



Children's Rights

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Activity 3

Task

Sort rights under these headings: Enables participation, Provides protection and supports belonging. This activity focuses on identifying how rights are structured and supported. Rights cards: education, healthcare, being heard, safety, family care

- Y7: Place one right and explain where it fits
- Y8: Place three rights and justify one decision
- Y9: Explain how the same right supports dignity in both Wales and Lesotho.

Resource 3 (Year 7).pg. 18, Resource 4 (Year 8-9).pg. 19-20.

Activity 4

Task:

Create a non-geographical "map" of where rights are experienced (school, home, online, community).

- Y7: Identify one place and one right
- Y8: Explain how the right operates there
- Y9: Compare how that right is supported (or challenged) in Wales and Lesotho. **Resource 7, pg. 23**

Futures Thinking Exit Card

Prompt

How can communities strengthen children's rights without speaking over children?

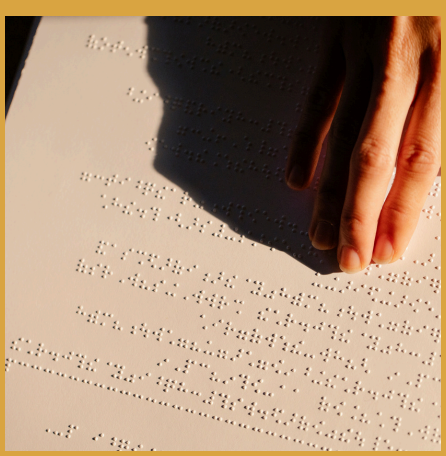
Progression

- Year 7: Write one idea about how children's rights can be supported.
- Year 8: Write one idea and explain how it supports fairness or listening.
- Year 9: Write one idea and explain how it strengthens children's participation or voice, linking to belonging.

Padlet

A joint Padlet between your school and a partner class in Lesotho. Use the [LINK](#) to access our padlet and upload drawings with or without short caption or a upload reflection or voice note.

Teachers can show the partner school's Padlet posts to the class, allowing pupils to exchange work, compare ideas and learn from each other.



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

Pupils explore how two communities Wales and Lesotho grew through fairness, cooperation and shared values, and how these ideas still shape identity today.

Starter

Task:

Think about a real-life situation (in school, at home, or in the community) where fairness mattered.

Progression

- Year 7: Describe a situation that was fair and who it involved.
- Year 8: Explain why it was fair, linking it to a rule, right, or shared expectation.
- Year 9: Explain how fairness relies on systems (rules, laws, or decisions), not just kindness, and why this matters for children's rights in different places.

Activity 1

Task:

Students read extracts and discuss fair and unfair. Then teacher reads one short situation aloud. Pupils discuss how fairness works in that situation.

Progression

- Year 7: Decide if the situation is fair or unfair and give one reason.
- Year 8: Explain who has power in the situation and why that matters.
- Year 9: Explain how fairness depends on systems (rules, laws, organisations), not just individuals, and why fairness can look different across countries even when the same rights exist.

Resource 5 pg. 21

Activity 2

Task

Pupils read each statement from the statements resource, cut out and place it on the grid to show whether it represents standing with people or deciding for people, based on who has voice and power in the decision.

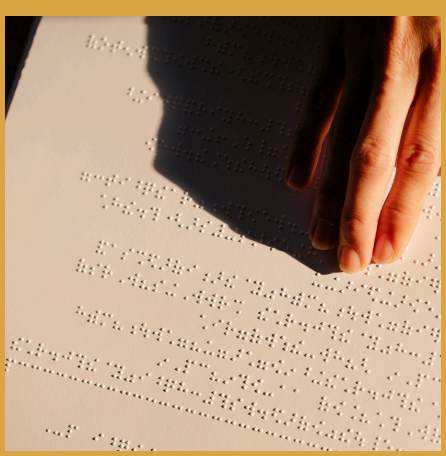
Progression

Year 7: Place each statement in the correct column.

Year 8: Choose one statement and explain why it belongs in that column, referring to who is listened to or who makes the decision.

Year 9: Choose one statement from deciding for people and explain how this limits participation or children's rights, linking your answer to solidarity rather than charity.

Resource 6 & 8, pg. 22 and 24



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

Pupils explore how two communities Wales and Lesotho grew through fairness, cooperation and shared values, and how these ideas still shape identity today.

Activity 3

Task

Create a poster showing fairness in school, community, online, health, or helping others. Include: what fairness looks like, who is listened to, who decides, and how people are treated. "Fairness is not just being kind, it's about how decisions are made."

Progression

- Year 7: Example of fairness in action and label who is listened to or who decides.
- Year 8: Build on this by explaining who is listened to and why that matters.
- Year 9: Extend this by explaining how fairness needs rules or systems, not just good intentions.

Activity 4

Task: Create a small pledge card titled "I Will Listen By..."

- Year 7: Write one listening action
- Year 8: write a paragraph explaining why this action supports fairness
- Year 9: explain in a paragraph how listening links to rights or belonging. **Resource Page 28 and 29**

FuturesThinking Exit Card

- Year 7: How can respecting people's rights affect how decisions are made?
- Year 8: How does respecting people's rights support fairness and belonging in communities?
- Year 9: How can examples from Wales and Lesotho help us evaluate what fairness and belonging look like today?

Padlet

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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

Pupils explore how two communities Wales and Lesotho grew through fairness, cooperation and shared values, and how these ideas still shape identity today.

Starter

Prompt:

When have people worked together to support others?

- Y7: Describe an example
- Y8: Explain why working together mattered
- Y9: Explain how working together differs from “rescuing”

Activity 1

Task:

The teacher reads short actions aloud and pupils decide whether each one shows solidarity (working with people) or charity (deciding for people), responding through discussion or brief written notes.

Progression:

- Year 7: Identify which action shows solidarity.
- Year 8: Explain why an action shows solidarity or charity.
- Year 9: Explain how solidarity protects dignity, voice, or respect.

Resource 6, pg 22

Activity 2

Task

Pupils examine selected lines from a song used to support a campaign and identify where the message sounds like charity rather than solidarity, then suggest how it could be reworded to show listening and partnership.

Progression:

- Year 7: Highlight one line and say what the song is trying to do.
- Year 8: Identify a line that sounds like charity and explain why.
- Year 9: Rewrite one line to show solidarity and explain how listening changes the message.

Resource 11 pg. 27



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

Pupils explore how two communities Wales and Lesotho grew through fairness, cooperation and shared values, and how these ideas still shape identity today.

Activity 4

Task

Read each action and analyse it using the decision framework (voice, power, impact, responsibility, belonging). Decide whether the action shows solidarity or charity and explain your reasoning.

Progression:

- Year 7: Identify which actions show solidarity.
- Year 8: Explain which decision factor (e.g. voice or power) influenced your judgement.
- Year 9: Evaluate how the action protects or limits dignity, voice, and fairness through systems, not just individual intentions.

Resource 9, pg 25 & Resource 10, pg. 26

Futures Thinking Exit Card

Prompt:

How can people support others in fair and respectful ways in the future?

- Year 7: One way people can help by working together.
- Year 8: Explain how listening makes helping fairer.
- Year 9: Explain how future helping should protect voice, dignity, and decision-making.

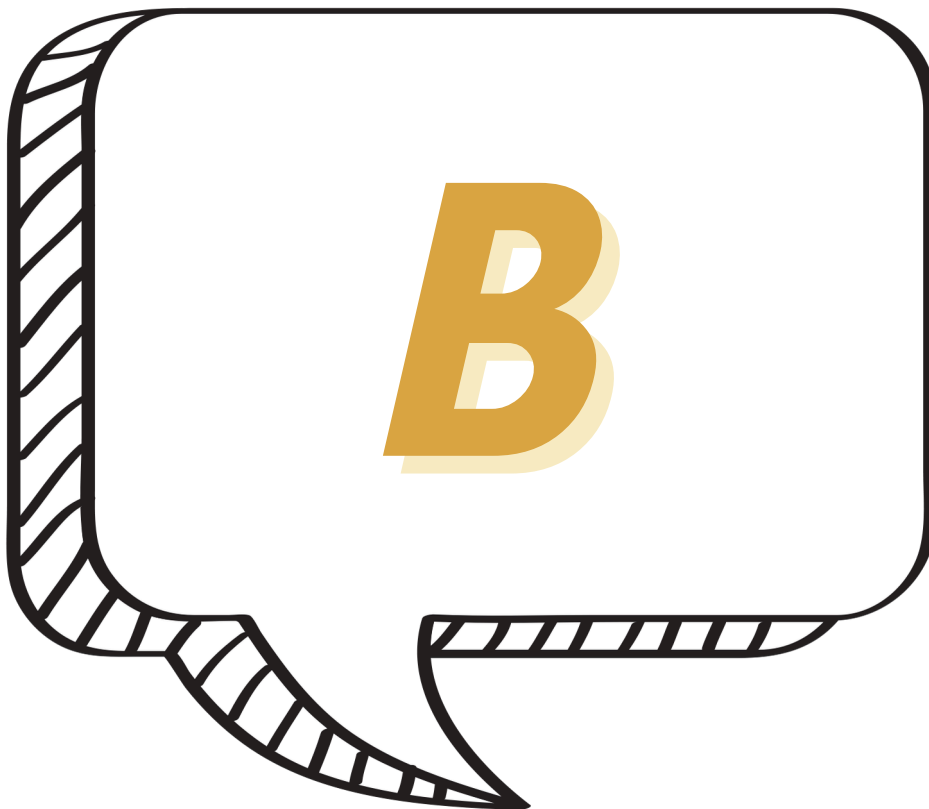
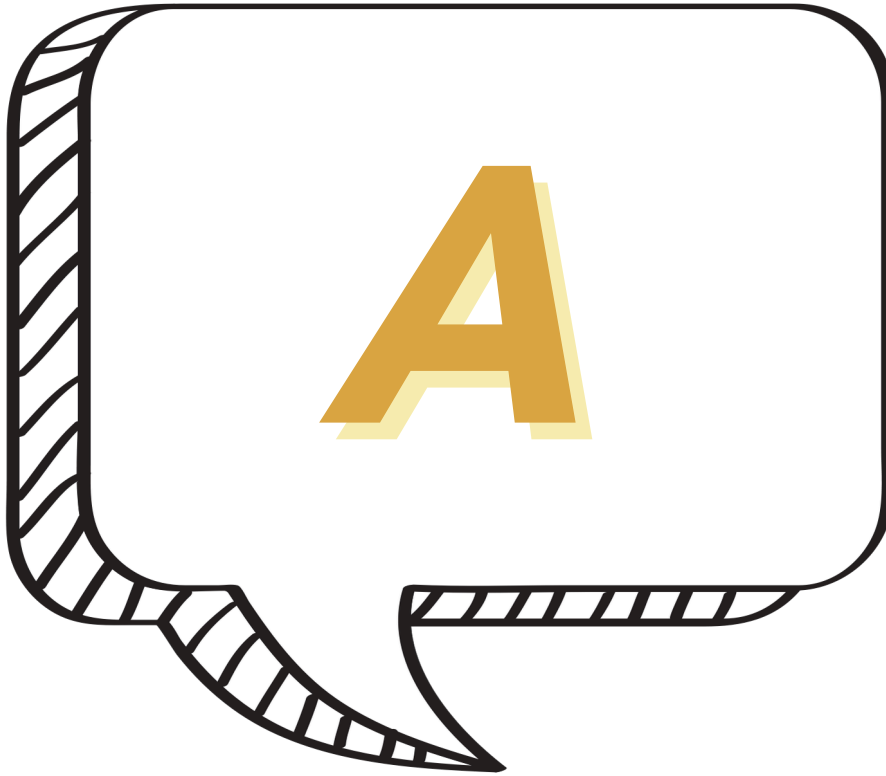
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Scenario Cards

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



There may be good intentions in both choices. Focus on who has voice and power.

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: The child helps with chores but still has time for
A child helps at home.	school and rest. B: The child works so much that they miss school.

SORTING CARDS

Healthcare



SORTING CARDS

Provides protection



SORTING CARDS

Safety



SORTING CARDS

Supports participation



SORTING CARDS

Education



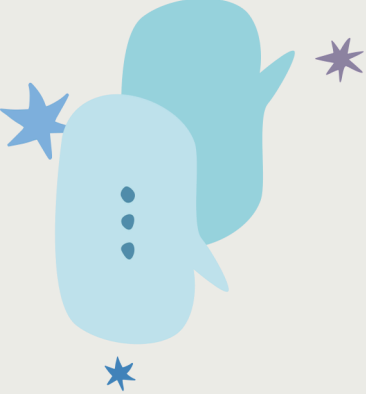
SORTING CARDS

Builds belonging



Sorting Cards

Rights in action (Year 7)



SORTING CARDS

Family care



SORTING
CARDS

Healthcare



SORTING
CARDS

**Provides
protection**



SORTING
CARDS

safety



SORTING
CARDS

**supports
participation**



SORTING
CARDS

Education



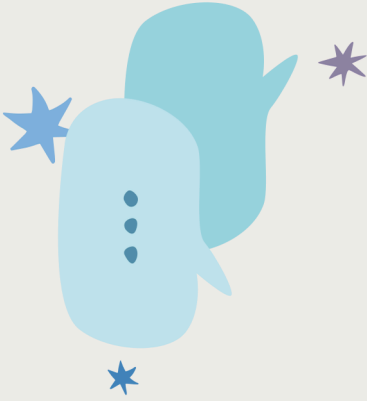
SORTING
CARDS

**Builds
belonging**



Sorting Cards

**Rights in action
(Year 8 & 9)**



SORTING
CARDS

**Family
care**



SORTING CARDS

Cares



SORTING CARDS

Protection



SORTING CARDS

Belonging



SORTING CARDS

Protection



Discussion Situation

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



Scenario 1:

A group of young people are unhappy with a rule that affects them. They raise their concerns with adults in charge. The adults listen, but say the rule cannot be changed straight away because it is part of wider school or community rules.

Scenario 2:

A child needs extra support to take part fully in school or community activities. Adults want to help, but the support depends on available resources and official approval from an organisation.

Rights in Action

SOLIDARITY VS. CHARITY

Solidarity respects people's rights by listening, involving them, and sharing decisions, and not speaking over them.

1

A charity decides what health resources a community needs and sends them without asking local people.

2

Health workers meet with community members to ask what support would actually help and plan the response together.

3

A campaign raises money by showing people as helpless and in need of saving.

4

Young people are invited to help design health education that reflects their own experiences and concerns.

5

Decisions about support are made quickly by adults because they believe they know best.

6

Community leaders and young people are given time, funding, and support to lead health projects themselves.

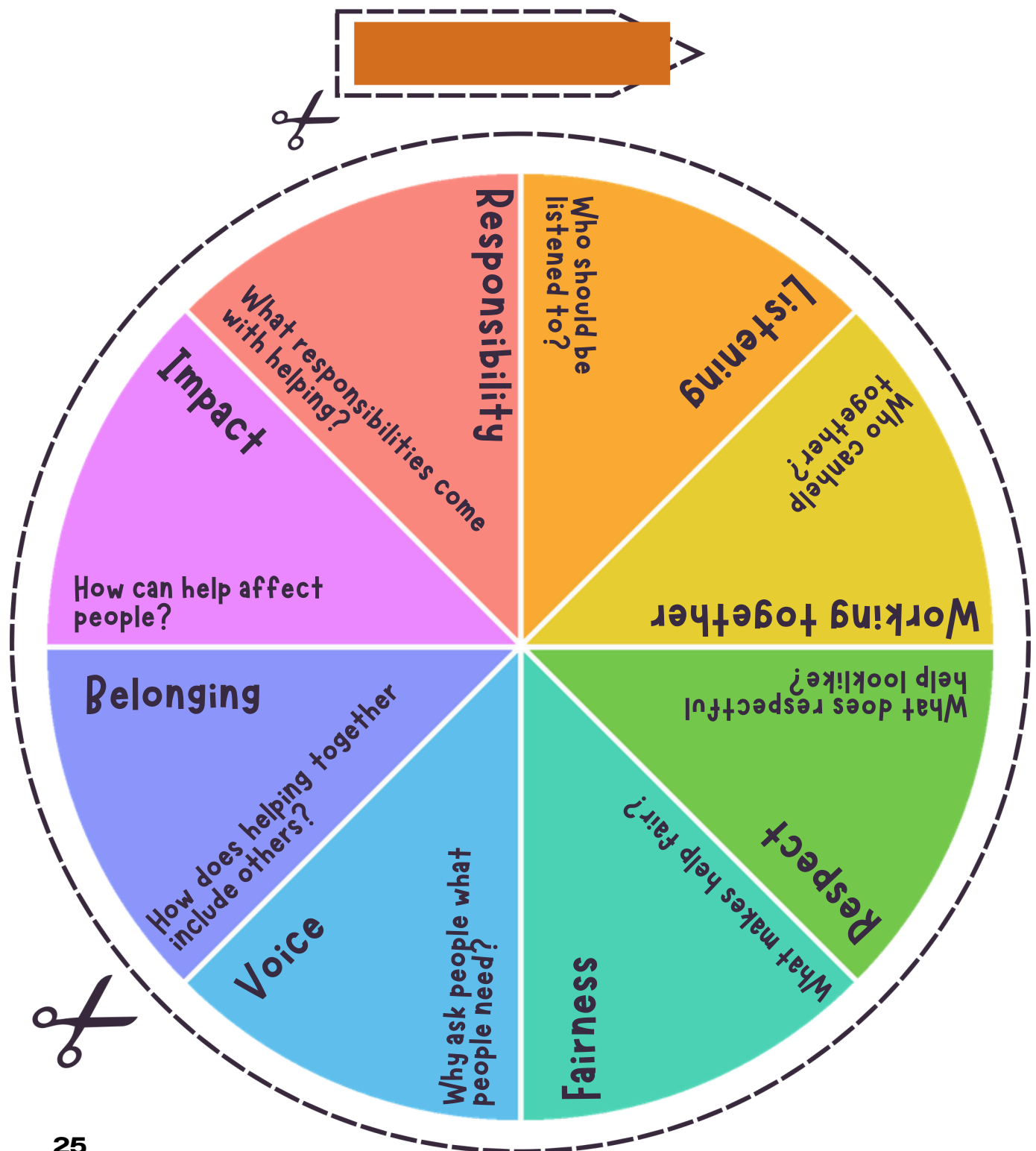
Map of rights



Standing with people	Deciding for people

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.



BAND AID AND HIV

SOLIDARITY VS. CHARITY

Solidarity is working with people, not deciding for them.

1 People ask communities what health support they need before acting.

2 People decide what support communities need without asking them.

3 Local health workers lead projects, with support from others.

4 Outside groups run projects without involving local workers.

5 Music is used to raise awareness while listening to community voices.

6 Music is used to raise money, but communities are not consulted.

7 Communities work together to share information about health.

8 Information is shared without checking if it fits local needs.

9 People support existing health organisations already working locally.

10 People create new projects without learning what already exists.

Do They Know It's Christmas?

It's Christmas time
There's no need to be afraid
At Christmas time
We let in light and we banish shade

And in our world of plenty
We can spread a smile of joy
Throw your arms around the world
At Christmas time

But say a prayer
Pray for the other ones
At Christmas time
It's hard, but when you're having fun

There's a world outside your window
And it's a world of dread and fear
Where the only water flowing
Is the bitter sting of tears



And the Christmas bells that ring there
Are the clanging chimes of doom
Well, tonight thank God it's them

Instead of you

And there won't be snow in Africa
this Christmas time
The greatest gift they'll get this year
is life (oh)
Where nothing ever grows, no rain
nor rivers flow
Do they know it's Christmas time at
all? (oh)

(Here's to you) Raise a glass for
everyone
(Here's to them) Underneath that
burning sun
Do they know it's Christmas time at
all?

Feed the world Feed the world
Feed the world Let them know it's
Christmas time again.



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

Dolen Cymru Lesotho

Discover more about Wales–
Lesotho partnership:

<https://www.dolencymru.org>

swyddfa@dolencymru.org

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](#)