

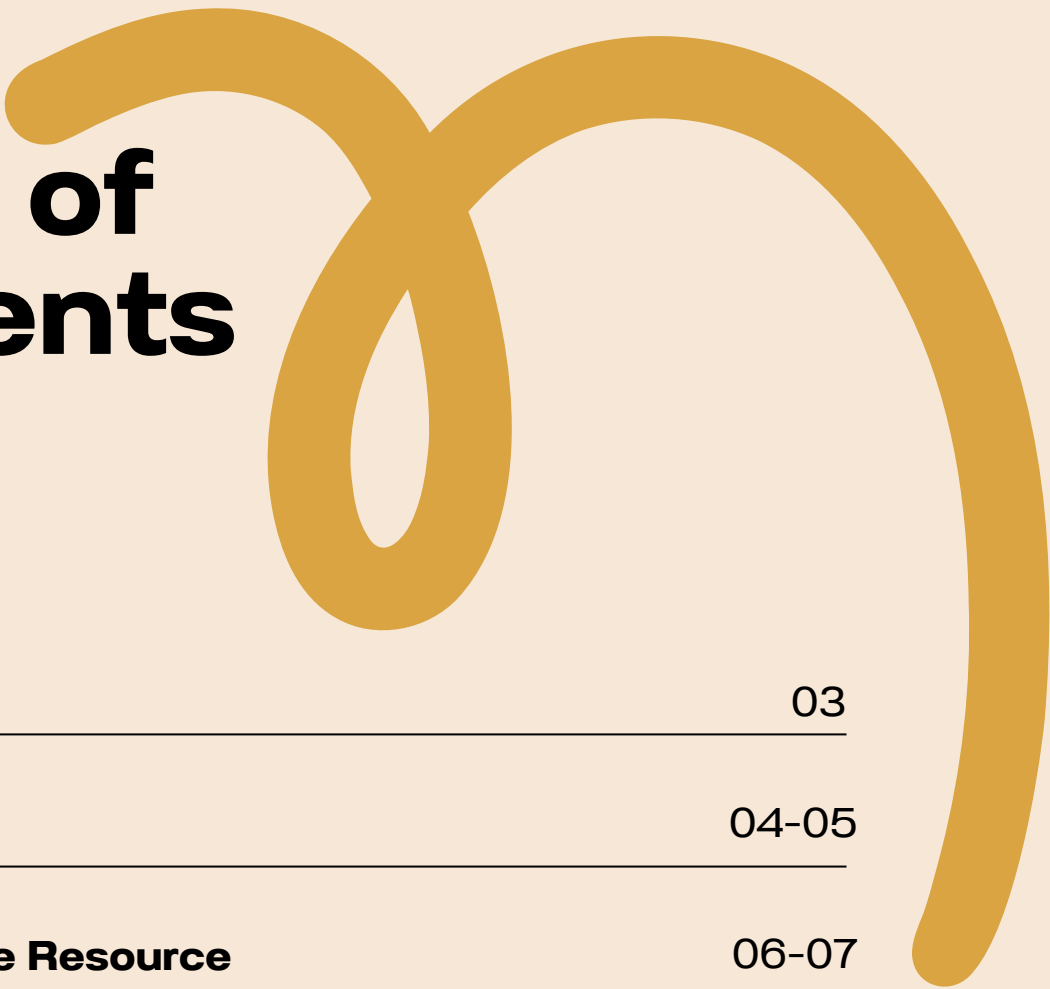


Futures Thinking -

Learning through international links in 40
and 200 years time

Charity Vs Solidarity
(Year 10-11)

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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

Headline task, listening pledge and/or magazine article and exit card

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 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 where Welsh and Basotho children celebrate their cultures and values equally.



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 on the board: "Having a right does not guarantee fairness."

Task

- Students choose Agree / Disagree / It depends (stand or write).
- They write one reason only — no discussion yet.

Activity 1

Task: Students read both short extracts and annotate only for:

- The right: What right is named?
- Responsibility: Who is meant to protect it?
- Systems: What laws, services, or organisations make it work?

Focused questions:

- Who holds power in this text?
- What is assumed will happen once the right exists?

(Keep it strict: highlight, underline, short margin notes only)

Activity 2

Task

Students compare both texts and write a comparison paragraph.

After writing:

- One student reads their paragraph aloud
- Another student must challenge or extend it using
- "However..." or "This depends on..."

Activity 3

Task: Students convert each children's rights text into a simple flow diagram showing how the right is meant to work in real life:

Right exists → Who acts → What resources are needed → Who decides → Likely outcome.

Students must add a ⚠ warning symbol at any point where the process could break down or become unfair. Where does fairness in this process depend on systems (laws, services, funding, decision-making) rather than good intentions?

Challenge

Compare one breakdown point in Wales and one in Lesotho, explaining why the same right can lead to different outcomes in different contexts.



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Activity 4

Task

Students write two headlines about the same right:

- One framed as charity
- One framed as solidarity

Then they write 2–3 sentences explaining the difference.

Example

- "Helping Children Access Education"
- "Children Shape Decisions About Their Education"

Recording guidance: 30–60 seconds, clear explanation, not a speech, evidence or examples from Wales or Lesotho encouraged.

KS4 Challenge

- Students add one sentence explaining why good intentions alone are not enough to guarantee fairness.

Futures Thinking Exit Card

Students complete this sentence: "I would know this approach to children's rights is fair if..."

They must include:

- voice
- decision-making
- systems

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

Prompt: "Think of a situation that felt fair. What actually made it fair?" Push (on board or verbally):

- Was it kindness, or something more?
- What rule, process, or decision made it fair?
- Who had the power in that situation?

Quick task (30–60 seconds):

Students write one sentence beginning: It was fair because..."

Activity 1

Task:

Students read one children's rights text from Wales and one from Lesotho.

As they read, pupils annotate for:

- Which right is being discussed
- Who is responsible for protecting that right
- What systems (laws, schools, services, organisations) are named as making the right real

Focus Questions

- Who holds power in this text?
- What systems are meant to protect this right?
- What is assumed will happen once the right exists?

Activity 2

Task:

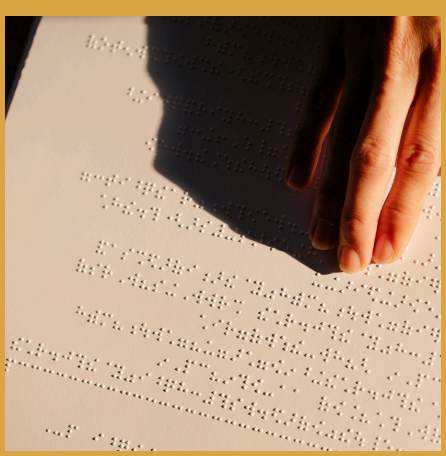
Students carry out a short fairness audit of one context: their school, a charity, or a community decision. Working in pairs, students apply the audit questions to their chosen context and record brief notes.

Questions:

- Who is consulted?
- Who makes the final decisions?
- Who is excluded or unheard?
- What happens if the decision causes harm or goes wrong?

KS4 challenge:

Students must propose one structural improvement (e.g. a change to rules, processes, accountability, or representation), rather than a change in individual behaviour. Students produce a short written audit or bullet-point summary identifying how fairness operates, and where it breaks down.



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Activity 3

Task

Students write a short magazine-style article exploring why having a right does not always lead to fairness in real life.

They must use evidence from the Welsh disability rights companion text to show how systems, decisions, and power shape whether rights actually work.

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 18 and 19

Futures Thinking Exit Card

Prompt:

Rewrite this rule so it leads to fairness, not just good intentions.

Students respond to: "People should help others when they can." Rewrite it so it includes power, listening, or accountability.

Padlet

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



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

Remind students that the task is to critique systems and decisions, not people or communities.

Starter

Statement:

“Raising awareness is always a good thing.”

Students position themselves as Agree / Unsure / Disagree, discuss their choice with a partner, then respond using one of these prompts: Who is the awareness for? Who controls the message? Who benefits most? Can awareness work without listening? **Students may change position if persuaded and briefly explain why.**

Activity 1

Task

Give students Band Aid lyric. Students analyse:

- Who speaks?
- Who is shown?
- Who decides?
- What is simplified or missing?
- What assumptions are made?

Challenge:

Each group must identify one ethical risk and one ethical defence of the campaign. **Resources 1 pg 16**

Activity 2

Task

Students read the two companion texts and start a discussion comparing how health, support, and decision-making are described without a celebrity campaign.

Focus questions (choose 3–4):

- Who is speaking?
- Whose knowledge or experience is valued?
- How are decisions about health made?
- Where do you see listening?
- What feels different from the Band Aid campaign?

Challenge:

- Identify one feature from the companion texts that could improve the Band Aid campaign.
- Explain how this change would move it from charity to solidarity.



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Remind students that the task is to critique systems and decisions, not people or communities.

Activity 3

Task:

Simple scenario printed statements stuck to a3 paper are displayed around the room.

Working in pairs, students rotate and respond to each scenario with brief written notes:

- Is this ethical?
- Who benefits most?
- Does this reflect charity, solidarity, or both?

KS4 challenge: Students must justify their responses using language about power, systems, and decision-making, not personal opinions or feelings. [Resource 2, Pg. 17](#)

Activity 4

Question: Why are good intentions not enough to guarantee fairness? Students write one short evaluative paragraph responding to the question, using evidence from the lesson.

Success criteria:

- Refers to power, decision-making, or systems
- Uses an example from Band Aid or Wales/Lesotho
- Evaluates impact and outcomes, not just intentions

Futures Thinking Exit Card

Prompt:

One thing I learned about helping others responsibly is...

Padlet

A joint Padlet between your school and a partner class in Lesotho. Use the [LINK](#) to access our padlet 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.

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.

Health & HIV

CHARITY VS SOLIDARITY

Supporting health works best when people are listened to, involved, and respected in decisions about their own lives.



1

A global campaign raises awareness about health issues using celebrities and emotional messaging, but the people affected are not involved in shaping the message.



2

A health project works with local organisations to decide priorities, share knowledge, and plan solutions together over time.



3

During a crisis, outside organisations act quickly to provide support, making decisions themselves because they believe speed is more important than consultation.



4

Music and media are used to raise large amounts of money for health causes, but most decisions about spending are made by organisations far from the communities affected.



5

Community health workers design solutions based on their lived experience, even though these ideas receive less international attention or funding.



6

An international organisation supports health work by funding local groups, sharing resources, and stepping back from decision-making once partnerships are established.





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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Discover more about Wales–
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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.](#)