

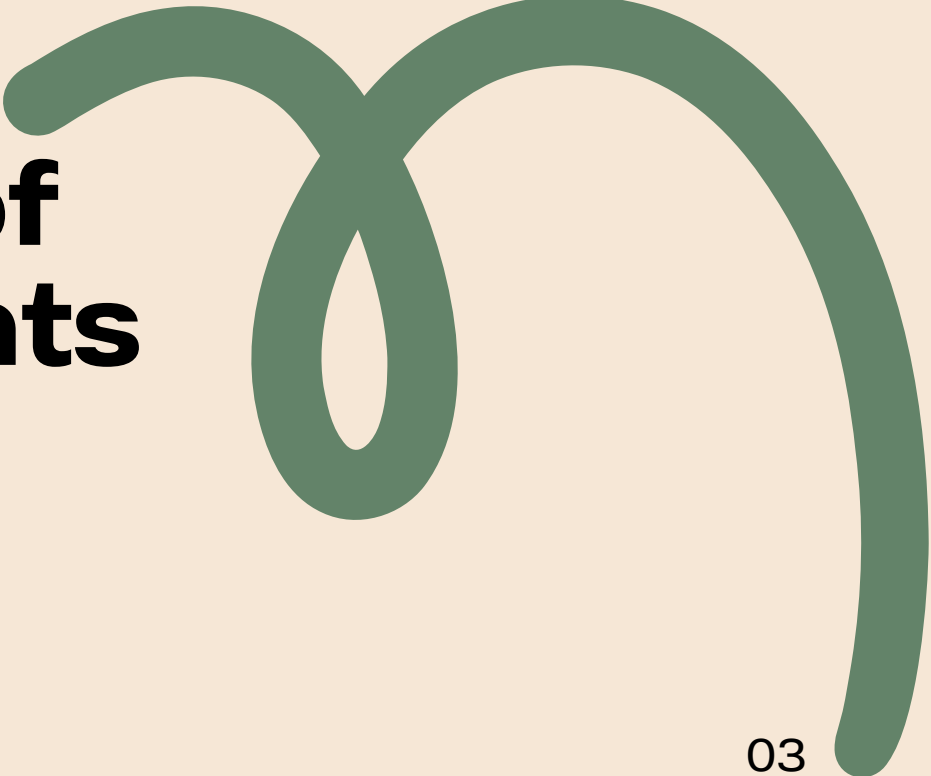


Futures Thinking -

Learning through international links in 40
and 200 years time

Climate Justice
(Year 4-6)

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Acknowledgements

Developed in partnership by Taith, Welsh Government & 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

Climate Justice Resources

This resource helps pupils explore the theme **Climate Justice** 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 **Climate Justice**, 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.



Padlet

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

What to upload

The poster designed for their school.

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

How to use the resources

How to Use This Pack

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.

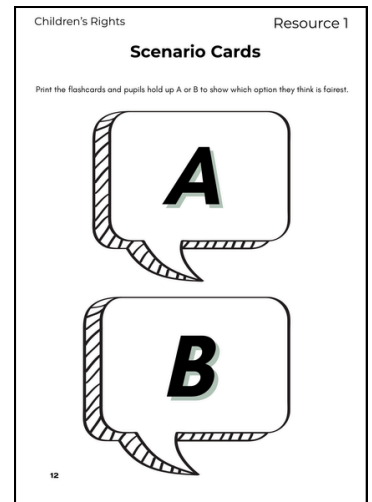


Companion Texts



Presentation

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 begin by exploring how climate change affects communities in Wales and Lesotho in different ways. They then develop understanding through discussion, vocabulary work and scenario-based tasks, examining ideas of fairness, safety and responsibility.

Building on this, pupils evaluate real-life situations and justify their views using key values. Finally, pupils connect their learning by sharing reflections with a partner class in Lesotho and comparing perspectives.



Climate Justice

Teaching Ideas

Learning Objective:

To understand that climate change affects places differently. To learn about life in Lesotho

Context

Pupils explore climate justice by examining how historical inequality shapes who is most affected by environmental decisions, and why listening to local knowledge in Wales and Lesotho matters.

Starter

On the board:

"Climate change affects everyone in the same way."

Children choose:

- Agree / Not sure / Disagree

Rule: Say one reason.

Activity 1

Using the **presentation**, the teacher explains how climate change affects people's lives differently, and how access to water, food and community support helps families feel safe and able to belong in Lesotho and Wales.

Activity 2

Pupils are given vocabulary cards (key word + image).

Using the worksheet, pupils match each word to its correct definition.

Progression

- Year 5: Match each word to its definition and choose one word to explain why it is important.
- Year 6: Match each word to its definition and use one word in two sentences.



Resource 1 & 2, pg. 12-14

Activity 3

Read each situation and choose the fairest option: A or B.

Pupils hold up card A or B to show their choice. Teacher prompt: "Climate justice is about fairness. Some communities are affected more by climate change than others. Which option is fairest?"

Progression

- 5: Choose A or B and write or say one reason.
- Year 6: Choose A or B, give a reason, and link it to a value: Fairness, Safety, Community and Responsibility.



Resource 3-4, pg. 15-16



Climate Justice

Teaching Ideas

Learning Objective:

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Context

Pupils explore climate justice by examining how historical inequality shapes who is most affected by environmental decisions, and why listening to local knowledge in Wales and Lesotho matters.

Activity 4

Ask pupils to design a poster for their school that shows:

- caring for the environment, and
- acting fairly to protect people and the planet.

Progression:

Year 5: Design a poster and write one sentence explaining: what the picture shows and how it encourages people in school to care for the environment.

Year 6: Design a poster and explain: the message of the poster, which value it links to (fairness, safety, community, responsibility) and one action the school could take to support climate justice or change.

Futures Thinking Mini-Plenary

- Year 4: If we look after the planet, our school in the future will be... (one word or picture)
- Year 5: In the future, our community could be fairer to people and the planet if we...(one sentence)
- Year 6: One choice we make now about water, energy, or waste could change the future by... (explain how this supports fairness or safety)

Exit Card

Discussion prompt

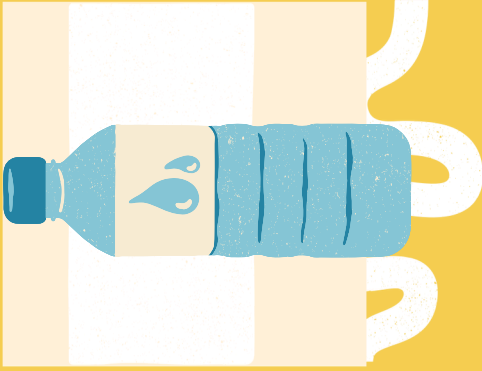
- Year 4: What is one small thing we can do to care for the planet and our community?
- Year 5: One small thing our community could do to be fair to people and the planet is...
- Year 6: Choose something we learned and explain how it links to fairness or belonging today.



Climate

The usual weather of a place over a long time.

Illustration of different weather types (climate)



Water

A vital natural resource needed for life, farming and homes.

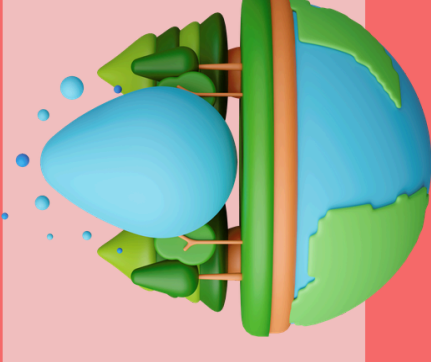
Bottle of water (water)



Drought

A long time with very little or no rain.

The desert (law)



Resources

Things people need to live (water, land, energy)

Rain droplet, trees snag the world. (Resources)

Name:

Date:

Climate Justice

Match-Up!

VOCABULARY BUILDING ACTIVITY



1. Climate

☐

A vital natural resource needed for life, farming and homes.

2. Drought

☐

Things all children should have (food, water, education)

3. Water

☐

The usual weather of a place over a long time.

4. Resources

☐

A long time with very little or no rain.

Name:

Date:

Climate Justice

Match-Up!

VOCABULARY BUILDING ACTIVITY



1. Climate

3

A vital natural resource needed for life, farming and homes.

2. Drought

4

Things all children should have (food, water, education)

3. Water

1

The usual weather of a place over a long time.

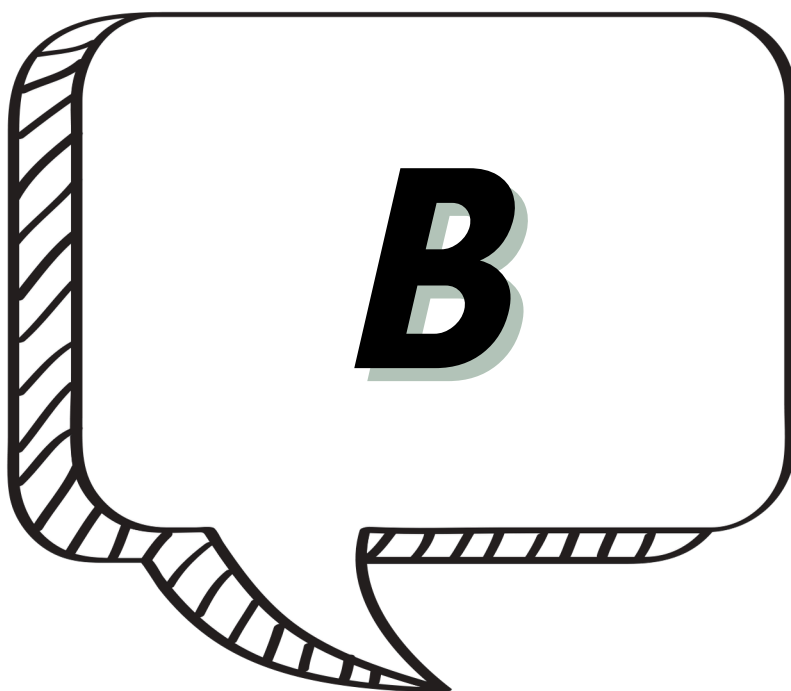
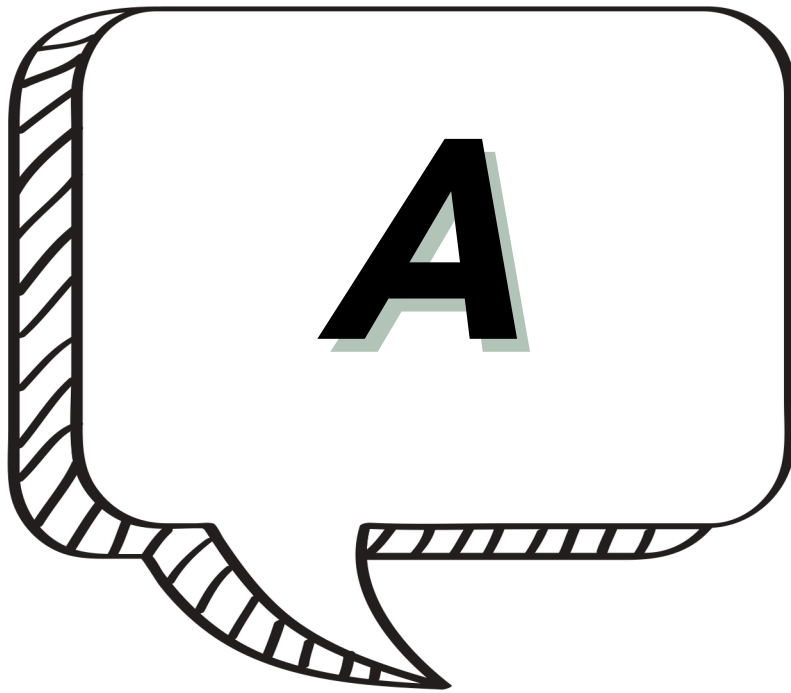
4. Resources

2

A long time with very little or no rain.

Role Play Cards

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



During a hot week, pupils notice taps being left running after playtime.	A: Say, “Let’s remind everyone to turn taps off so there’s enough water for everyone.” B: Say, “It doesn’t matter, there’s plenty of water.”
The school can choose a cheaper trip with more waste or a greener trip.	A: Choose the option that creates less waste, even if it costs a little more. B: Choose the cheapest option without thinking about the environment.
The class is learning about dams in Wales and Lesotho. Some communities are helped, but others lose their homes.	A: Say, “We should listen to how local people are affected before deciding.” B: Say, “Big projects should go ahead even if some people are harmed.”
In winter, windows are left open while the heating is on.	A: Say, “Let’s close the windows so we don’t waste energy.” B: Say, “It’s not our job to worry about energy.”
The class learns that climate change affects some countries more than others.	A: Say, “We should think about how to help and make fair choices.” B: Say, “It’s not our problem, it doesn’t affect us.”

FURTHER LINKS

[More Similar than Different Event](#)

[Cofiwch Dryweryn - Remember Tryweryn \(2024\) Documentary](#)

[BBC: Introducing... Drowned - The Flooding of a Village](#)

[Dwr Cymru Welsh Water: The Story of RainScape](#)

[Almost 2,500 people affected by construction of Lesotho Water Project](#)

[Climate Change Adaption](#)

[Education Development Trust](#)

[Projection of the water levels behind Polihali dam](#)

[Clean Water and Sanitation Padlet](#)

[The impact of Climate Change in Lesotho](#)

[Audio narrated presentation about Environmental racism in Wales and Lesotho by Dr Godfrey Hove](#)

[Audio narrated podcast about Dams in Wales and Lesotho](#)

CONTACT US

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Discover more about Wales–
Lesotho partnership:

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Taith

Learn more about international
learning opportunities:

<https://www.taith.wales>

Learning Together, Improving Together



[Feedback survey](#)

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