



Futures Thinking -

Learning through international links in 40
and 200 years time

**Climate Justice
(Year 7-9)**

Table of Contents

Introduction	03
About us	04-05
Purpose of the Resource	06-07
How to use the resource	08
Breakdown of activities	09
Lesson Plans	10-11
Resources	12-16
Further Links	17

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

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

Activity 4 and Futures Thinking Task

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

How to use the resources

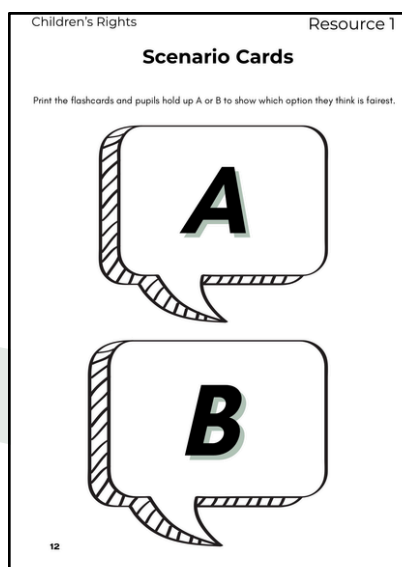
This pack can be delivered as a full sequence of lessons, as individual sessions, or alongside the companion texts.

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.



Climate Justice

Teaching Ideas

Learning Objective

To understand how environmental decisions can affect fairness and people's voices in different communities.

Context

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

Starter

Prompt: If a big decision could change where people live or get water from, what do you think would be most important to think about first?

Give four options on the board:

- Keeping people safe
- Being fair
- Listening to local people
- Saving money

Students: Choose one and be ready to give one reason

Activity 1

The teacher reads the companion texts about water, land, and community life in Wales and Lesotho, focusing on how environmental decisions affect people.

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 fairness, safety, or voice.
- Year 9: Highlight unfamiliar words or phrases, use context clues to interpret them, and write a short paragraph explaining how rights or opportunities are shaped by environmental decisions in Wales or Lesotho.

Activity 2

Read each scenario carefully. Decide which response (A or B) is fairer. Think about:

- Who is listened to
- Who makes the decision
- Who benefits or is affected

Be ready to explain your choice.

Progression

- Year 7: Choose A or B and give one reason.
- Year 8: Explain how your choice shows fairness or values community voice.
- Year 9: Explain whether A or B shows solidarity rather than charity, using examples from the Wales–Lesotho case studies.

Resources 1 and 2 (pp.12–13)



Climate justice

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

Activity 3

Task:

Walk around the room and read each statement.
Do not talk.

At each statement:

- Circle what you agree with
- Underline what you disagree with

You may respond to more than one idea.

Be respectful, there are no right or wrong answers.

 [Resource pg.14](#)

Activity 4

Task:

Create a small pledge card showing how listening can support fair climate decisions for people and communities.

- Year 7: Write one listening action linked to climate or environmental issues.
- Year 8: Explain why this action supports fairness.
- Year 9: Explain how listening links to rights or belonging in climate justice.

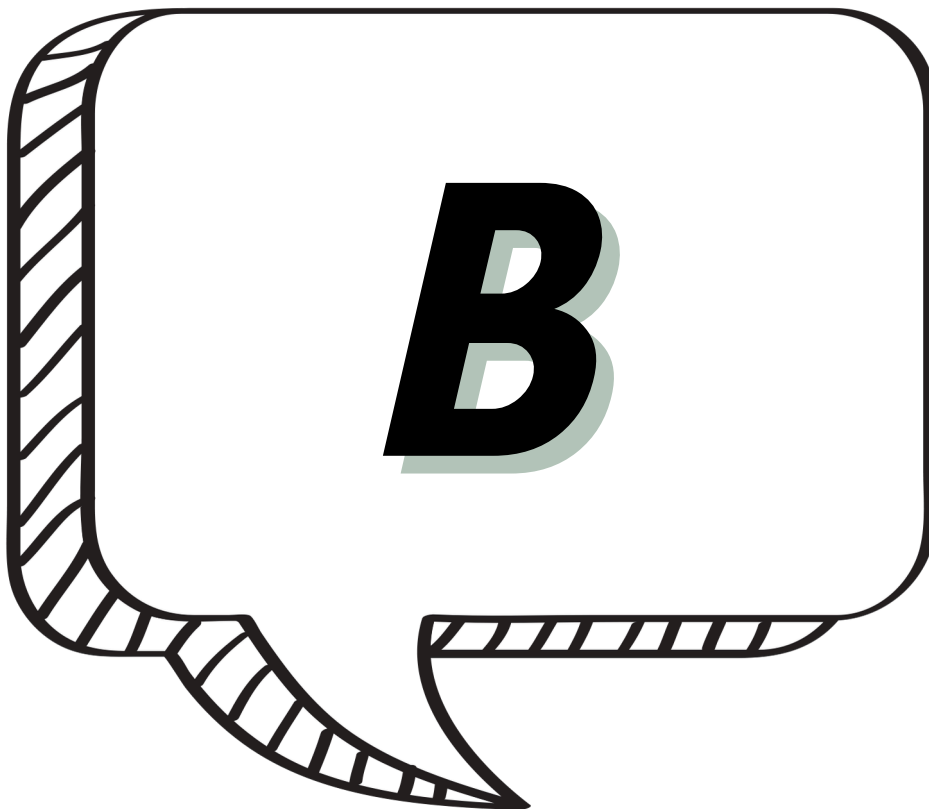
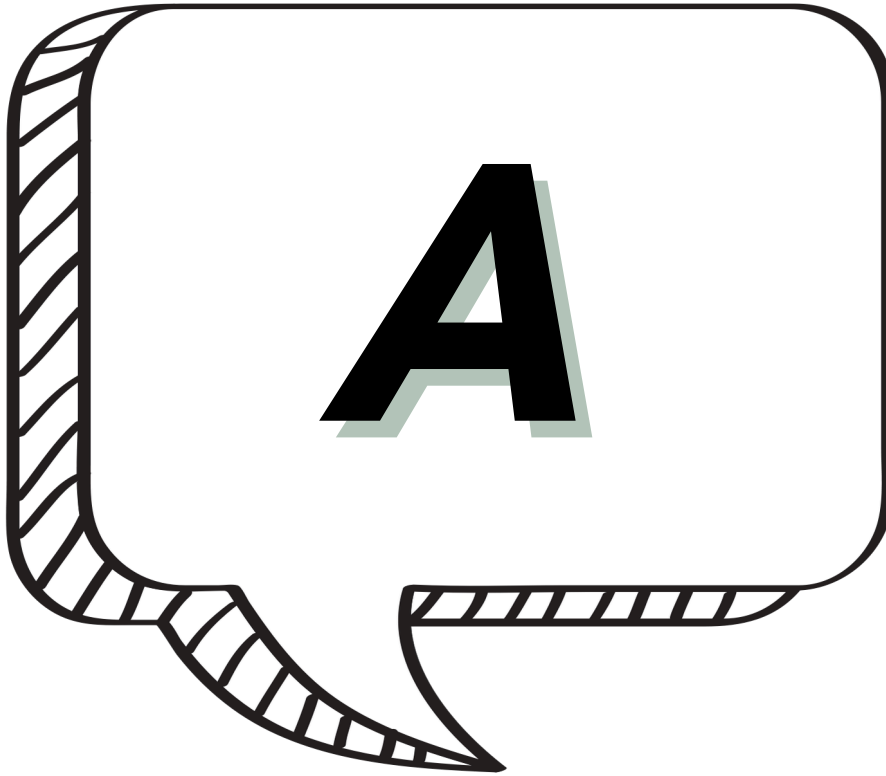
 [Resource Pg. 15-16](#)

Futures Thinking Exit Card

- Year 7: How can respecting rights change climate decisions?
- Year 8: How does respecting rights support fairness and belonging?
- Year 9: How do Wales and Lesotho help us judge climate justice today?

Scenario Cards

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



Scenarios

Resource 2

A community helps provide energy or resources for others.	A: The community's needs are balanced so people still have time, safety, and wellbeing. B: The community gives so much that their own needs are not met.
A community has ideas about a project that will affect their land or water.	A: Decision-makers listen to the community's views before deciding. B: Decision-makers decide without asking the community.
People become unwell because of pollution or lack of clean water.	A: Action is taken to improve access to clean water and healthcare. B: No action is taken because it is difficult or expensive.
A community is struggling after an environmental change (flooding, drought, or loss of land).	A: Authorities look for ways to support the community and protect their needs. B: The community is expected to manage on their own.
A group wants to help communities affected by climate change in another country.	A: They ask communities what support they need before acting. B: They decide what communities need without asking.

Climate Justice

1

Big environmental projects should go ahead if they benefit most people.

2

Decisions about land and water should not be made without listening to local communities.

3

Saving money is more important than protecting the environment.

4

People affected by climate change should have a say in decisions that affect them.

5

Future generations should be considered in decisions made today.



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

[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

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



[Feedback survey](#)