

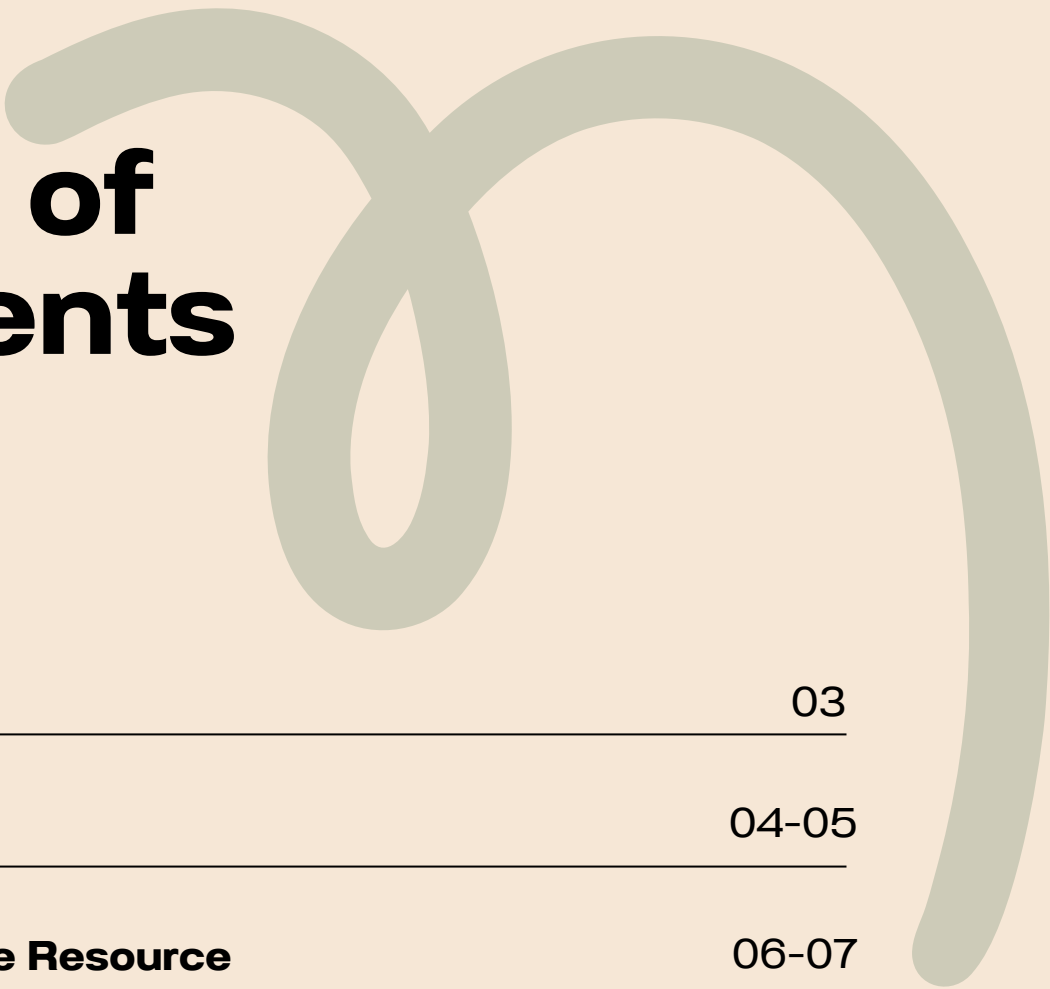


Futures Thinking -

Learning through international links in 40
and 200 years time

**Climate Justice
(Year 10-11)**

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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

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.

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



Padlet

What to upload

The digital snapshot, future thinking recording

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 begin by exploring who holds power in environmental decision-making and whose voices are missing. They read and annotate companion texts, analysing how climate change, responsibility and sacrifice are presented in Wales and Lesotho.

Through scenario-sorting and guided discussion, pupils examine how decisions affect communities. They then write comparative responses using key terms such as fairness, voice and climate justice, before completing a final reflection on what more just decision-making could look like.



Climate Justice

Teaching Ideas

Learning Objective

To explore how language helps people feel included and heard in Wales and Lesotho, and to compare how language can be used fairly in different communities.

Context

Pupils explore how climate change affects communities in Wales and Lesotho differently, and why fair decisions must include local voices and shared responsibility rather than charity.

Starter

Prompt:

Who usually has power when big decisions are made, and whose voices are missing?

Activity 1

Task

Students read both companion texts and annotate for:

- How climate or environmental change is described
- (e.g. development, progress, risk, harm, necessity, opportunity)
- Who is expected to adapt or make sacrifices
- What power decisions give or take away from communities

Guiding questions

- Is environmental change framed as progress or cost?
- Who decides what is acceptable or necessary?
- Whose voices are centred, and whose are marginalised?
- What assumptions are made about affected communities?

Written task

Write one comparative sentence: In the Welsh text, environmental decisions are presented as..., whereas in the Lesotho text... (Encourage use of terms such as fairness, voice, power, responsibility, climate justice.)

Activity 2

Task

Sort each scenario into one category:

- Standing with communities
- Deciding for communities

For each choice, justify using one key term:

- Power – who controls the decision
- Voice – who is heard or ignored
- Systems – how policy, funding, or structures shape outcomes

Use evidence only (no “I think / I feel”).



Climate Justice

Teaching Ideas

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Activity 4

Task:

Move silently in pairs and add short written responses to each statement.

For each statement, respond to:

- Who benefits most?
- Whose voice or power is missing?

Rule:

Use power, systems, or decision-making language. (No good/bad judgments.) Discuss:

- where pupils disagreed
- patterns of power vs voice
- how control can exist without community consent. [pg.13](#)

Activity 5

Task

In pairs, create a digital snapshot (headline, post, or simple infographic) showing the future impact of today's climate decisions in Wales or Lesotho. Include: one opportunity, one risk and who holds responsibility. [Resource 3, pg.14](#)

Futures Thinking Exit Card

Task

In pairs, record a 30–60 second audio response to the prompt: “What would climate justice look like if power and decision-making were shared fairly?”

In your response, explain:

- What needs to change (systems, policies, or decisions)
- Whose voices must be included
- Who should hold power differently

Padlet

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

Standing with communities	Deciding for communities

Climate Justice

- 1 A government approves a dam project after consulting engineers but not local residents.

- 2 Communities affected by flooding are asked to share concerns before plans are finalised.

- 3 Compensation for lost land is decided by national policy, with no local input.

- 4 A company holds public meetings where community feedback can change the project design.

- 5 Environmental decisions are justified because they benefit the national economy.

- 6 Local people are invited to take part in decision-making about water use and land access.

- 7 Authorities delay a project until concerns from affected communities are addressed.

- 8 Funding rules mean decisions must follow international agreements, even if communities disagree.

DAILY NEWS

Word • Business • Finance • Lifestyle • Travel • Sport • Weather

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

Dolen Cymru Lesotho

Discover more about Wales–
Lesotho partnership:

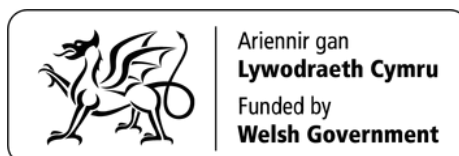
<https://www.dolencymru.org>

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](#)