



Futures Thinking -

Learning through international links in
40 and 200 years time

**Local and global
(Year 4-6)**

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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

Local & Global Resources

This resource helps pupils explore the theme **local and global** 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 **Local and Global**, 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 shield, the plate, activity 4: fairness & clothing

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



Pupil exchange with Lesotho (Padlet)

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.



Early Wales

Teaching Ideas

Learning Objective:

To explore how people in Early Wales and Lesotho showed fairness and belonging, and how their choices helped communities work together.

Context

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

Starter

Introduce cynefin: the places, people and experiences that shape who we are. Prompt: "Where do YOU belong?" Pupils draw 2–3 places where they feel they belong (home, mosque, church, football club). (Y4)

Progression

- Year 5: Add a short explanation: "I belong here because..."
- Year 6: Add values linked to each place (kindness, respect, fairness).

Activity 1: Vocabulary

Using the presentation, the teacher explains how fairness, rules and community leadership helped people feel safe and belong in Early Wales and Lesotho. **pg.16-17** (All years)

Show the five key words (Identity, Kingdom, Law, Fairness, Saint). Students cut and stick it in. (Y4)

Progression

- Year 5: Match each word to its correct definition. **pg.18**
- Year 6: Match each word to its correct definition and use 2 words in sentences about Early Wales. **pg.20**

Activity 2: Timeline

Explain this is not a test of dates, just recognising events and ideas. Year 4 Students match title → picture → caption. **pg.21** all years.

Progression

- Year 5: Match + choose a favourite event and explain why.
- Year 6: Match + write one past/present comparison:
 - "In Early Wales..."
 - "Today..."

Activity 3: Role play/ Scenario

Read each situation and choose the fairest option: A or B. Pupils hold up card A or B to show their choice. "Hywel Dda wanted fair choices. Today, children also have rights. Which option is fairest?" (Y4) **pg.23-24**

Progression

- Y5: Choose A or B + write/say 1 reason
- Y6: Choose A or B + give reason and connect to a value (fairness, kindness, safety, community). **pg.23-24 (all years).**



Early Wales

Teaching Ideas

Learning Objective:

To explore how people in Early Wales and Lesotho showed identity, belonging and fairness, and to compare how leaders and communities make fair decisions.

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: Design a shield

Ask pupils to choose symbols that represent their culture, community and values. **pg. 25**

- Y4: Choose 2 symbols to represent family/community; draw
- Y5: Draw + write 1 sentence explaining each symbol
- Y6: Draw 1 Welsh symbol + 1 Basotho symbol; explain meaning + value connection.

Future Thinking Mini-Plenary

Discussion prompt

- Y4: What is one small thing we can do to make our community kinder and more welcoming in the future?
- Y5: One small thing our community could do to help everyone feel they belong is.
- Y6: Choose something we learned about Early Wales and explain how it connects to belonging or fairness today here.

Exit Card

Pupils say it out loud:

- Y4: What is one small thing we can do to make our community kinder and more welcoming in the future?
- Y5: Wales and Lesotho both care about helping others. How could this make the future kinder?
- Y6: Choose one thing that both Welsh and Basotho people value (like fairness or community). How could this help the future be better for everyone?

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.



Food

Teaching Ideas

Learning Objective:

To learn how food in Wales and Lesotho reflects culture and community, and why food matters to people's everyday lives.

Context

Food shows culture and belonging. In Wales and Lesotho, food traditions reflect land, family knowledge, and shared responsibility.

Starter

Introduce cynefin: Think of a food you eat at home. Say what it is and when you eat it. (e.g. dinner, weekend, celebration) (Y4)

Progression

- Year 5: Pupils name a food they eat, write one sentence about it, : "I eat this food when..."
- Year 6: Pupils name a food they eat, write one sentence about it, and explain how it helps people feel connected or together.

Activity 1: Vocabulary

Show the five key words. Students cut and stick it in. (Y4) **pg.26**

Progression

- Year 5: Match each word to its correct definition **pg. 26-27**
- Year 6: Match each word to its correct definition use 2-3 words in sentences about Welsh or Lesotho food. **pg. 26-29**

Using the presentation, the teacher explains how food helps people feel cared for and connected, and how this is true in both Wales and Lesotho.

Activity 2: Food, Memories and Connection

Show pupils one Welsh or Lesotho food image or description and invite them to discuss aloud "This food reminds me of...", emphasising there are no right or wrong answers and that the focus is on memories and feelings linked to food.

Progression

- Year 5: Write a short response to explain who was there, where they were and how it felt.
- Year 6: Write a short paragraph to explain how food brings people together and builds a sense of belonging.

Activity 3: Role play/ Scenario

Read each situation and choose the fairest option: A or B. Pupils hold up card A or B to show their choice. "Food is part of culture. Fairness means everyone's food and traditions are respected." Choose A or B (Y4) **pg 30-31**

Progression

- Y5: Choose A or B + write/say 1 reason
- Y6: Choose A or B + give reason + connect to a value (fairness, kindness, safety, community).



Food

Teaching Ideas

Learning Objective:

To learn how food in Wales and Lesotho reflects culture and community, and why food matters to people's everyday lives.

Context

Food shows culture and belonging. In Wales and Lesotho, food traditions reflect land, family knowledge, and shared responsibility.

Activity 4: Design a Plate

Pupils design a plate to represent identity and belonging by drawing foods that are important to them, with Year 4 pupils drawing food they eat at home. **pg 32.**

- Year 5: Draw + write one sentence explaining a choice
- Year 6: Draw + they write one sentence explaining their choice and what it shows about the culture or tradition

Future Thinking Mini-Plenary

Discussion prompt

Year 4:

- How can we show respect for different foods people eat?

Year 5:

- How can sharing or learning about food help people feel they belong?

Year 6:

- How can what we learned about Welsh or Lesotho food help us think about fairness and belonging today?

Exit Card

Pupils say it out loud:

Year 4:

- One food that helps people feel welcome is...

Year 5:

- Food shows belonging because...

Year 6:

- Respecting food traditions helps communities because.

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.



National dress

Teaching Ideas

Learning Objective:

To learn how traditional clothing in Wales and Lesotho shows culture and belonging.

Context

National dress shows identity and belonging in Wales and Lesotho. All clothing traditions deserve respect.

Starter

Ask pupils "What clothes make you feel like you?"

Name one item of clothing.

Examples may include school uniform, a special outfit, sports kit, cultural clothing, or something handmade or gifted.

Progression

- Year 5: Draw and write one sentence using "This clothing is important to me because..."
- Year 6: Write a short explanation linking clothing to identity or belonging.

Activity 1: Vocabulary

Using the presentation, the teacher explains how clothing can protect people, show identity and support belonging in both Wales and Lesotho. Show the five key words. Students cut and stick it in. (Y4) **pg. 33.**

Progression

- Year 5: Match each word to its correct definition **pg. 33-34**
- Year 6: Match each word to its correct definition Use 2-3 words in sentences about Welsh or Lesotho food. **pg 33-36**

Activity 2: Clothes, Memories and Connection

Show pupils one image of Welsh or Lesotho clothing. Ask them to notice what the clothing is like and what it might help with. Say one reason aloud the clothing might be worn. (Yr 4). Teacher displays options: warmth, movement, identity, tradition, community, and protection.

Progression

- Year 5: Write one sentence using "This clothing might be worn because..."
- Year 6: Write a short paragraph linking clothing to place and belonging.

Activity 3: Role play/ Scenario

Read each situation and choose the fairest option: A or B. Pupils hold up card A or B to show their choice. "Clothing is part of culture. Fairness means everyone's clothing and traditions are respected." Choose A or B (Y4). **pg. 37-38.**

Progression

- Year 5: Choose A or B and write or say one reason.
- Year 6: Choose A or B, give a reason, and connect it to a value (fairness, kindness, safety, community).



National dress

Teaching Ideas

Learning Objective:

To learn how traditional clothing in Wales and Lesotho shows culture and belonging.

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: Fairness & Clothing

Pupils design an item of clothing that represents identity and belonging. Draw one item of clothing that represents them (Yr4). **pg. 39 (All years)**

Progression

- Year 5: Draw and label patterns, colours or materials.
- Year 6: Draw clothing inspired by Welsh or Lesotho dress imagery and explain the connection.

Future Thinking Mini-Plenary

Prompt:

"How can communities make sure people feel safe and respected because of what they wear?"

Progression

- Year 4: One idea
- Year 5: Explain how it helps people belong
- Year 6: Link to learning from Wales or Lesotho

Exit Card

Pupils say it out loud:

- Y4: What is one small thing we can do to make our community kinder and more welcoming in the future?
- Y5: Wales and Lesotho both care about helping others. How could this make the future kinder?
- Y6: Choose one thing that both Welsh and Basotho people value (like fairness or community). How could this help the future be better for everyone?

Padlet

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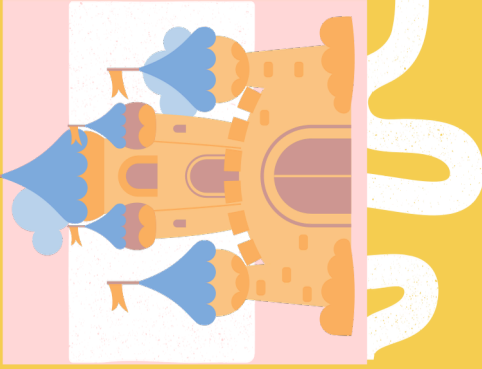
Teachers can show the partner school's Padlet posts to the class, allowing pupils to exchange work, compare ideas and learn from each other.



Fairness

Being kind
and equal
to
everyone

Illustration of
hands shaking
(fairness)



Kingdom

A place
ruled by
a king or
queen.

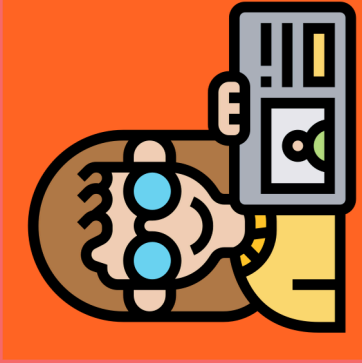
castle
(kingdom)



Law

A rule
we must
follow.

Courtroom
(law)



Identity

What
makes
you you.

Woman with
driving license
(Identity)



Saint

A very kind
and special
person
remembered
for helping
others.

(Saint)

Name:

Date:



Early Wales Match-Up!

VOCABULARY BUILDING ACTIVITY

Match each word to its correct definition

1. Identity

☐

A rule we must follow.

2. Law

☐

Treating everyone equally and making fair choices.

3. Kingdom

☐

What makes you you, your interests and values.

4. Fairness

☐

A very good or kind person remembered by many people.

5. Saint

☐

Treating everyone equally and making fair choices.

Name:

Date:

Early Wales

Match-Up!

VOCABULARY BUILDING ACTIVITY



1. Identity

2 A rule we must follow.

2. Law

4 Treating everyone equally and making fair choices.

3. Kingdom

1 What makes you you, your interests and values.

4. Fairness

5 A very good or kind person remembered by many people.

5. Saint

3 Treating everyone equally and making fair choices.

EARLY WALES

Use each word in a sentence. Try to explain or describe something using the word.



Kingdom

1. _____



Identity

2. _____



Fairness

3. _____



Law

4. _____



Saint

5. _____

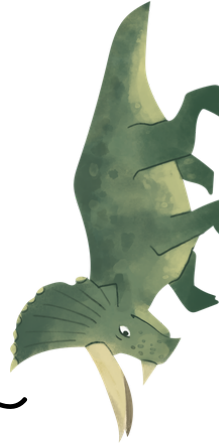
Resource 4

Historical Timeline

TIME PERIOD

VERY LONG AGO

People used stone tools and lived in small groups.



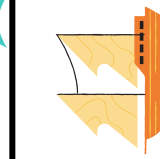
Romans built forts and roads. Welsh tribes fought back.



Saint David and others helped communities grow.



He protected Wales and joined kingdoms together.



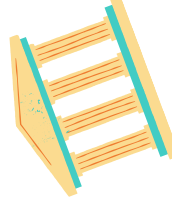
He made fair laws to keep people safe.



He made fair laws to keep people safe.



Wales is a country with strong communities and its own culture.



Age of Saints

Romans Arrive in Wales

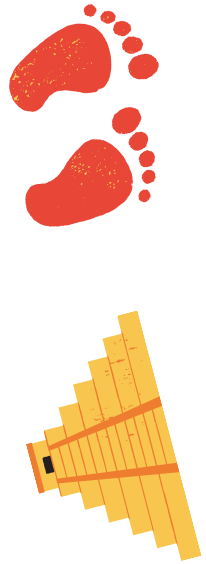
Prehistoric Wales

Hypwel Dda

Rhodri Mawr

Today's Wales

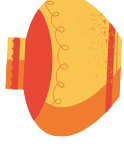
Hypwel Dda's Laws



Answer Key

Historical Timeline

TIME PERIOD



Prehistoric Wales

VERY LONG AGO

People used stone tools and lived in small groups.



Romans Arrive in Wales

Romans built forts and roads. Welsh tribes fought back.



Age of Saints

Saint David and others helped communities grow.



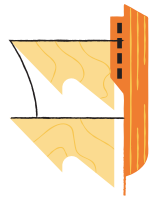
Rhodri Mawr

He protected Wales and joined kingdoms together.



Hywel Dda

He made fair laws to keep people safe.



Hywel Dda's Laws

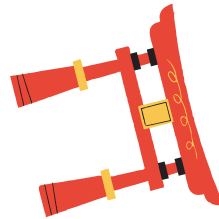
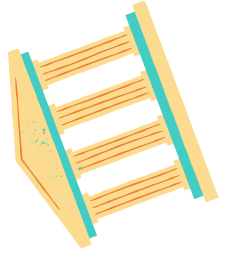
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Today's Wales

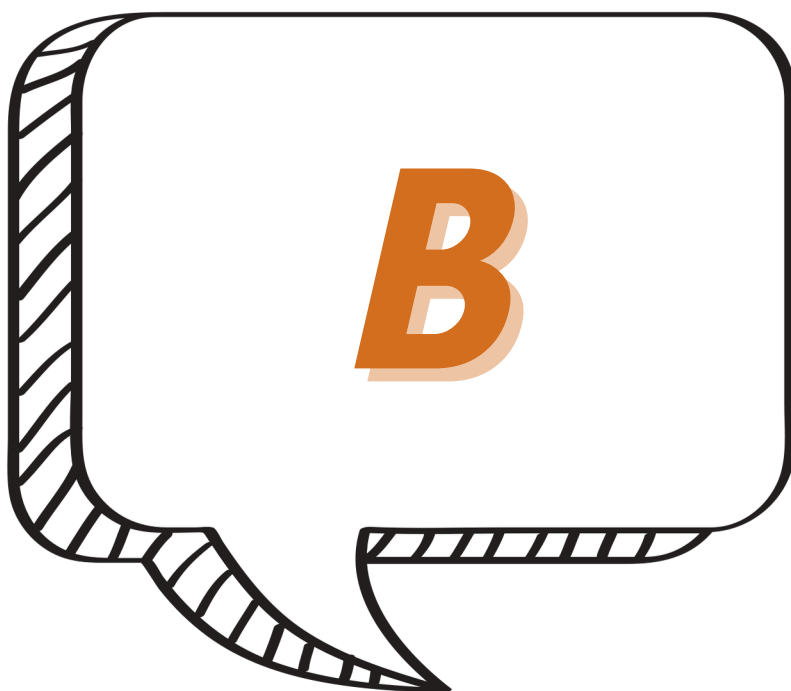
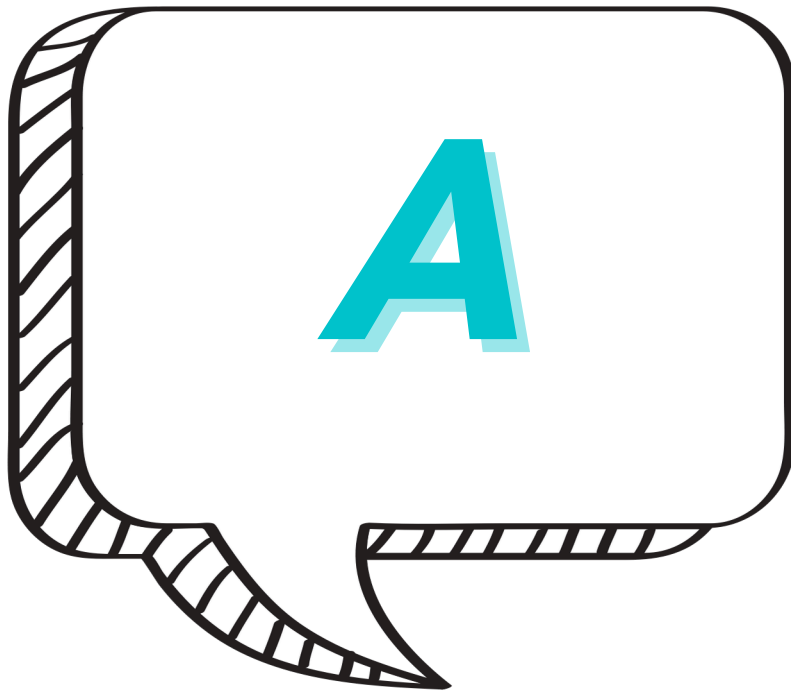
NOW

Wales is a country with strong communities and its own culture.



Role Play Cards

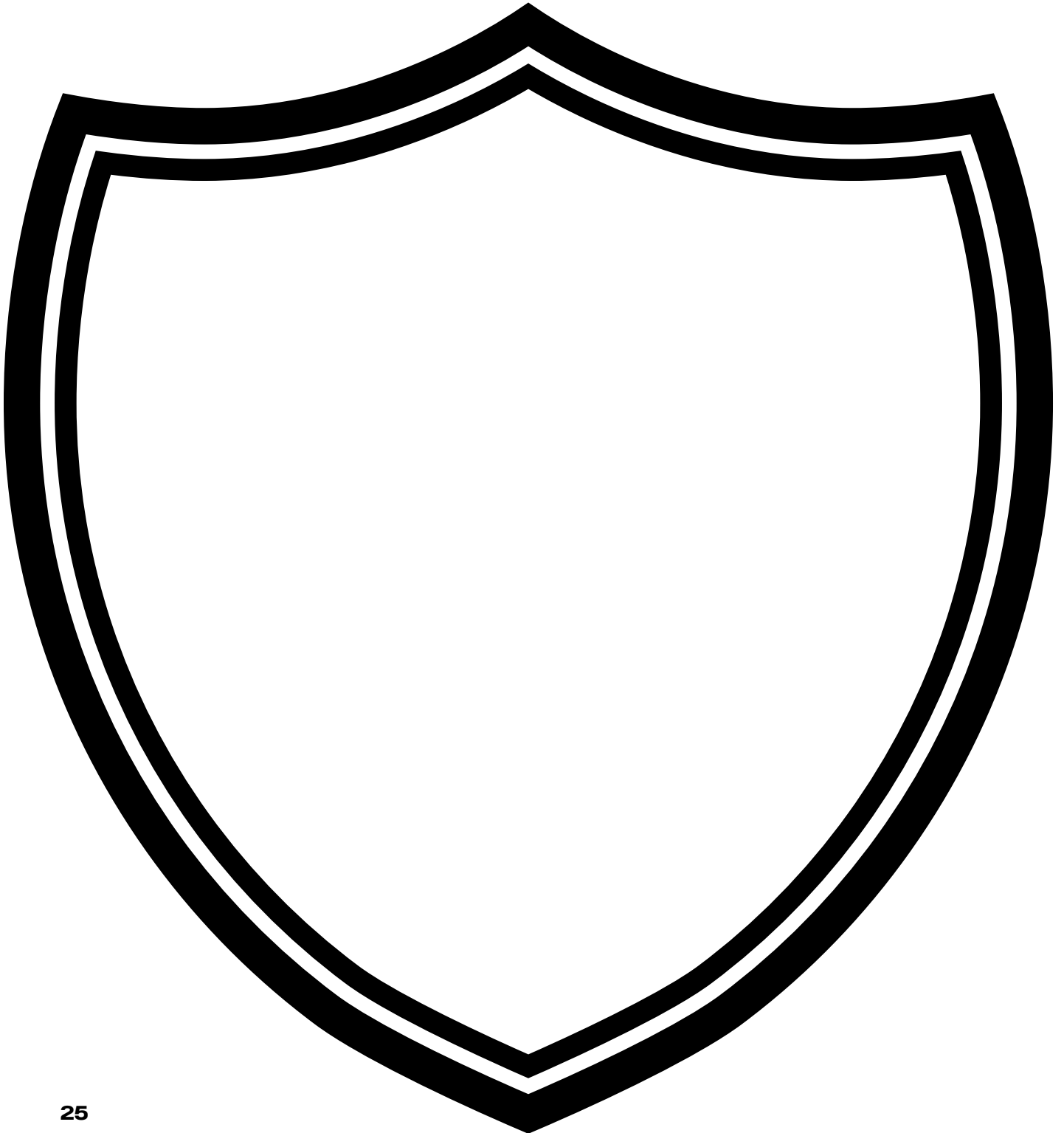
Print the flashcards and pupils hold up A or B to show which option they think is fairest.



A new pupil joins the class and sometimes speaks in their home language with their friend.	A: Say, "That's okay, everyone can use their own language." B: Say, "You must only speak English here."
It's non-uniform day and a pupil wants to wear cultural clothing from home.	A: Say, "Yes! You can wear clothes from your culture." B: Say, "No! Everyone must dress the same."
A pupil asks to share something about Ramadan / Christmas / Diwali / Eid / Hanukkah / New Year traditions.	A: Say, "It's okay – everyone's food is different." B: Say, "You should bring food that looks the same as everyone else's."
During lesson a pupil wants to share a tradition that is different from most of the class.	A: "Include the story and celebrate it as part of class reading." B: "Say you're only reading stories already on the class list."
During a music lesson, a pupil suggests a song from their culture for the class playlist.	A: Add their suggestion to the playlist. B: Stick to familiar songs only.

Early Wales Shield

Design a shield that represents your community. Choose two symbols that represent you or your family. Draw them on your shield.

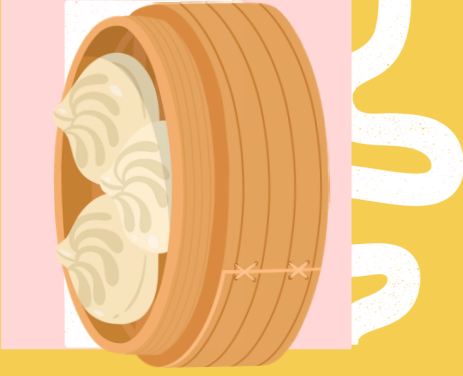




Ingredients

A food or item used to make a meal.

Illustration of vegetables and salt (ingredients)



Tradition

Something people do or eat again and again over time.

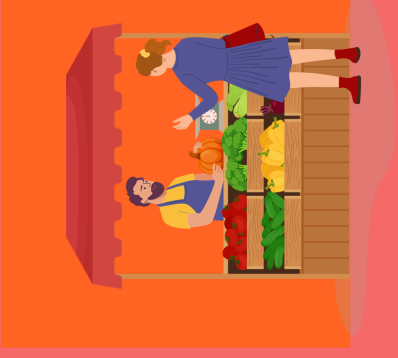
Dumplings (Tradition)



Community

A group of people who live, eat or celebrate together.

Food Stall (Community)



Local

From the place where people live.

Food market (Local)

Name:

Date:

Food Match-Up!

VOCABULARY BUILDING ACTIVITY



Match each word to its correct definition

1. Ingredients

☐

From the place where people live.

2. Tradition

☐

A food or item used to make a meal.

3. Community

☐

What makes you you, your interests and values.

4. Local

☐

A group of people who live, eat or celebrate together.



Name:

Date:

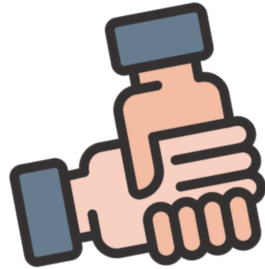


Food Match-Up!

VOCABULARY BUILDING ACTIVITY



Match each word to its correct definition



1. Ingredients

3

From the place where people live.

2. Tradition

4

A food or item used to make a meal.

3. Community

2

What makes you you, your interests and values.

4. Local

1

A group of people who live, eat or celebrate together.

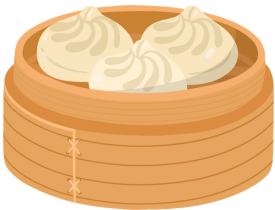
Food

Use each word in a sentence. Try to explain or describe something using the word.



Ingredients

1. _____



Tradition

2. _____



Community

3. _____

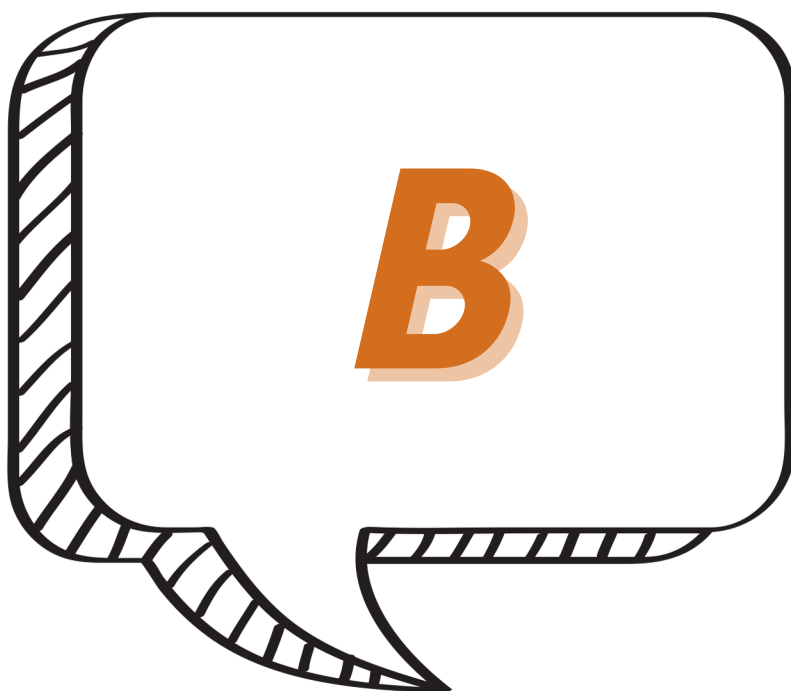
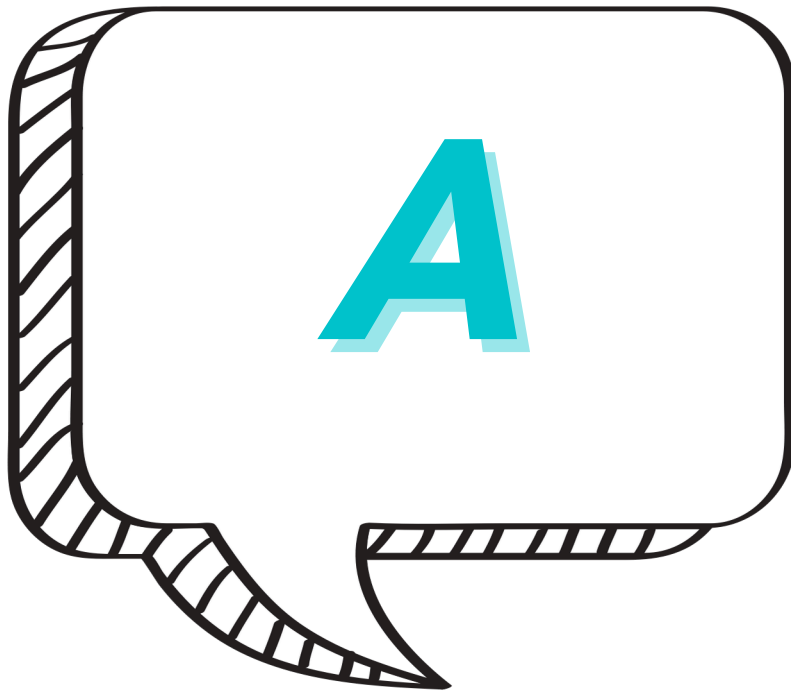


Local

4. _____

Role Play Cards

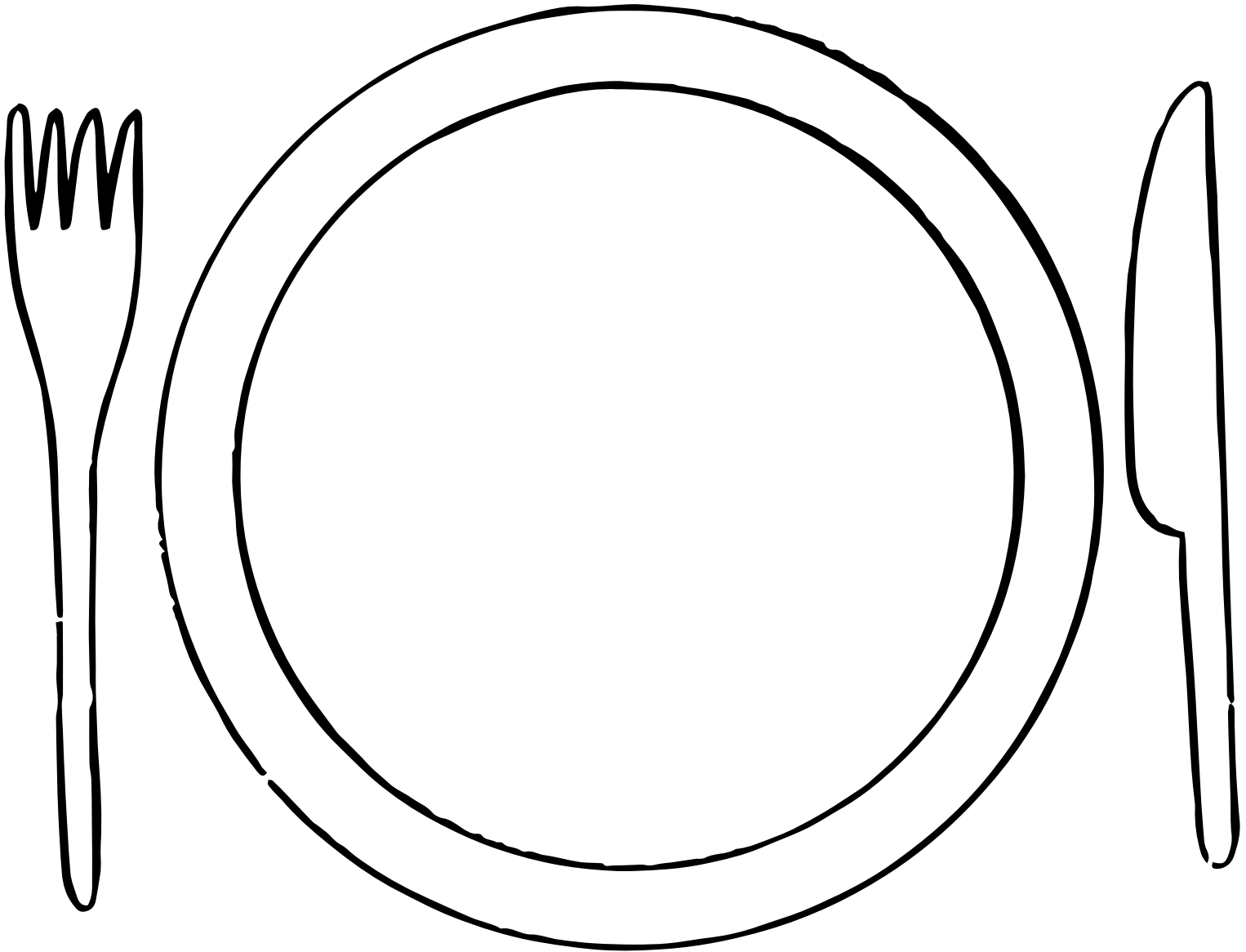
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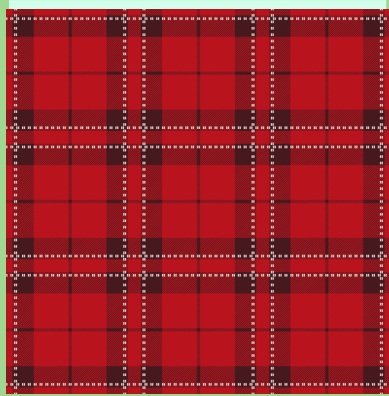


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During a music lesson, a pupil suggests a song from their culture for the class playlist.	A: Add their suggestion to the playlist. B: Stick to familiar songs only.

Food Plate

Design an item of clothing that represents identity and belonging.





Pattern

Shapes or designs on clothing.

Illustration of tartan pattern (Pattern)



Clothing

What people wear on their bodies.

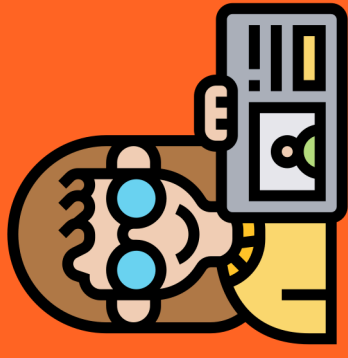
shirts (Clothing)



Material

What clothing is made from, such as wool or fabric.

Cloth (Material)



Identity

What makes you you.

Woman with driving license (Identity)

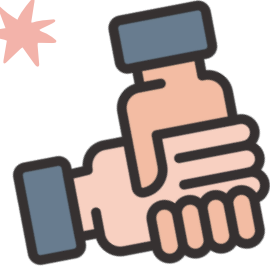
Name:

Date:

National
Dress

Match-Up!

VOCABULARY BUILDING ACTIVITY



Match each word to its correct definition

1. Pattern

☐

What clothing is made from, such as wool or fabric.

2. Clothing

☐

What makes you you.

3. Material

☐

What people wear on their bodies.

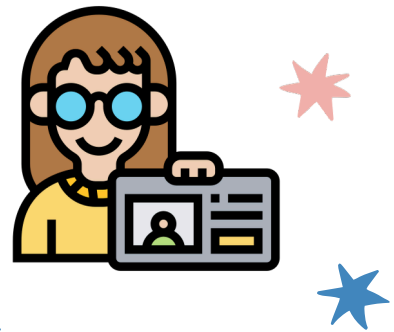
4. Identity

☐

Shapes or designs on clothing.

Name:

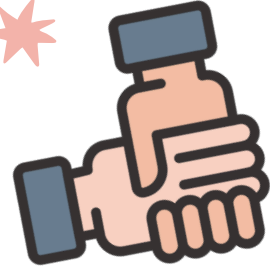
Date:



National
Dress

Match-Up!

VOCABULARY BUILDING ACTIVITY



Match each word to its correct definition

1. Pattern

3

What clothing is made from, such as wool or fabric.

2. Clothing

4

What makes you you.

3. Material

2

What people wear on their bodies.

4. Identity

1

Shapes or designs on clothing.

National Dress

Use each word in a sentence. Try to explain or describe something using the word.



Pattern

1. _____



Clothing

2. _____



Materials

3. _____

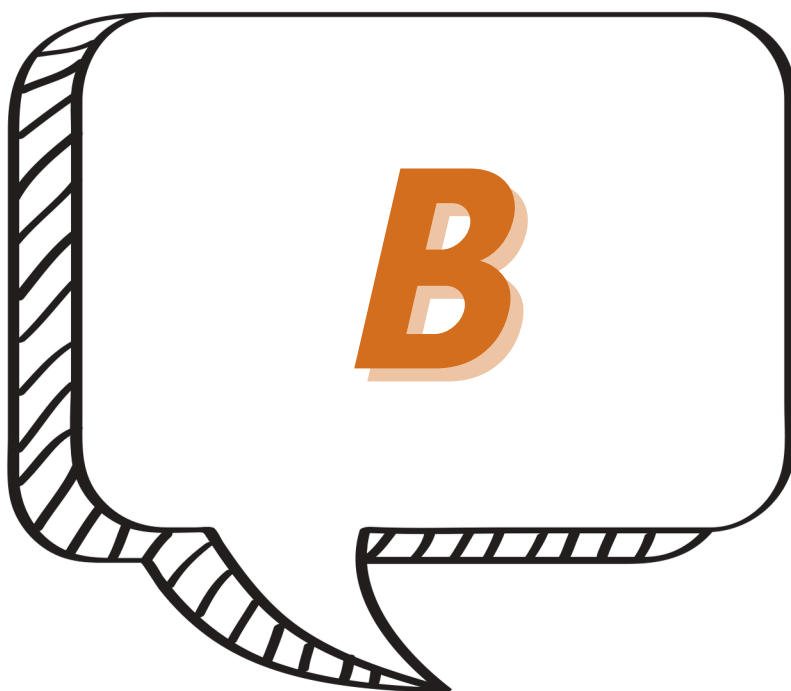
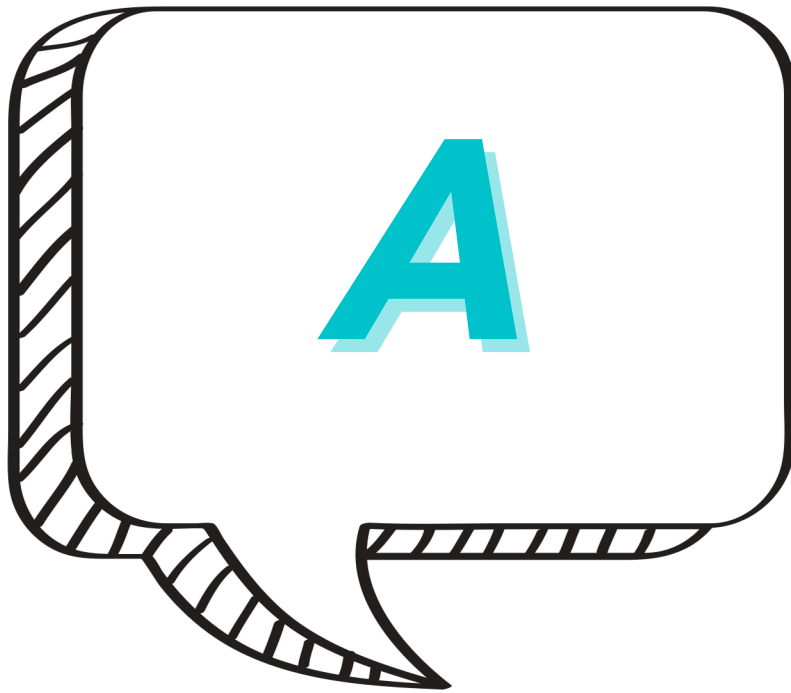


Identity

4. _____

Role Play Cards

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



A new pupil joins the class and sometimes speaks in their home language with their friend.	A: Say, "That's okay, everyone can use their own language." B: Say, "You must only speak English here."
It's non-uniform day and a pupil wants to wear cultural clothing from home.	A: Say, "Yes! You can wear clothes from your culture." B: Say, "No! Everyone must dress the same."
A pupil asks to share something about Ramadan / Christmas / Diwali / Eid / Hanukkah / New Year traditions.	A: Say, "It's okay – everyone's food is different." B: Say, "You should bring food that looks the same as everyone else's."
During lesson a pupil wants to share a tradition that is different from most of the class.	A: "Include the story and celebrate it as part of class reading." B: "Say you're only reading stories already on the class list."
During a music lesson, a pupil suggests a song from their culture for the class playlist.	A: Add their suggestion to the playlist. B: Stick to familiar songs only.

Fairness & Clothing

Pupils design an item of clothing that represents identity and belonging.

FURTHER LINKS

LESOTHO

[The Mokorotlo- A Symbol of Unity.](#)

[Traditional Basotho Dress | Help Lesotho](#)

[What is Shweshwe/Shoeshoe? - Makotis Africa](#)

[The story of Seshoeshoe](#)

[2024 Shweshwe Fashion: Bold Patterns and Contemporary Designs](#)

[The British Museum](#)

[Morija Museum & Archives](#)

[Young Basotho Designers](#)

[Basotho blanket design winner announced](#)

CONTACT US

Dolen Cymru

Discover more about Wales–
Lesotho partnership:

<https://www.dolencymru.org>

Taith

Learn more about international
learning opportunities:

<https://www.taith.wales>

WALES

[The traditional dress of Wales Wales.com](#)

[Ancient Wales Episode 05 - Religion, Myth and Ritual in the Iron Age](#)

[Welsh Blankets - Beauty, Warmth, and a Little Bit of Home](#)

[How to Weave on a Cardboard Loom: 9 Steps \(with Pictures\) - Instructables](#)

[The Welsh Woollen Industry - National Library of Wales](#)

Podcast Links

[Food in Wales and Lesotho1](#)

[Food in Wales](#)

[Food](#)

[Wales and Basotho traditional dress](#)

[Basotho Dress](#)

[Welsh Dress](#)

[Birth of a Nation & Early Wales](#)

[Birth of a nation](#)

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