



Futures Thinking -

Learning through international links
in 40 and 200 years time

**Local & Global
(Year 7-9)**



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

Venn diagram, activity 3, Design clothes

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

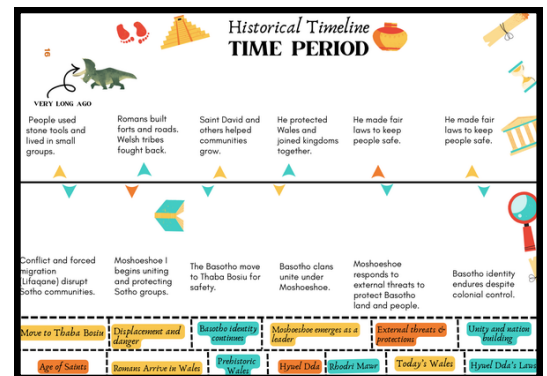
How to use the resources

How to Use This Pack

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

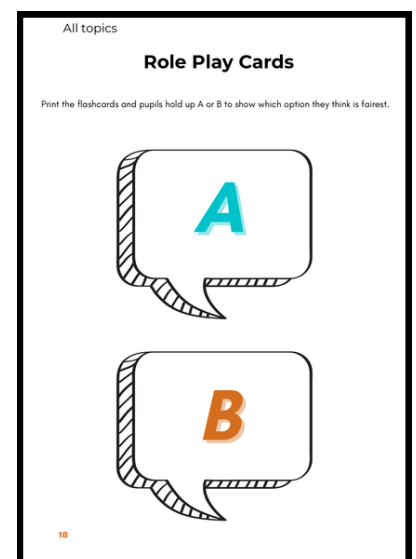
Each topic includes:

- 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

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

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 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.

Starter

Pupils write key words that represent their sense of belonging (e.g. family, language, religion, hobbies, community spaces) around a simple outline of themselves. (Yr7)

Progression

- Year 8: Write key words and add a short explanation for each.
- Year 9: Write key words and explanations, then add one comparison sentence explaining how your sense of belonging may be similar to or different from someone else's.

Activity 1

Pupils read the two texts. Identify two key actions taken by each leader. (Yr7)

Progression

- Year 8: Identify key actions and the values shown (e.g. unity, respect, fairness).
- Year 9: Identify key actions, values, and leadership principles (e.g. diplomacy, justice, protection).

Activity 2

Students organise events from Early Wales and Early Lesotho in chronological order to understand sequence and cause and effect. **Resource pg.16**

Progression

- Year 7: Sort events into basic chronological order.
- Year 8: Sort events and discuss similarities and differences.
- Year 9: Sort events, discuss similarities and differences, and write a short comparison statement.

Activity 3

Students compare identity features of Wales and Lesotho (e.g. language, traditions, values, symbols). **Resource pg.17**

Progression

- Year 7: Complete the Venn diagram with basic facts.
- Year 8: Complete the diagram and add 1–2 linking arrows.
- Year 9: Complete the diagram, add links, and write two comparative statements.



Early Wales

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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

Pupils compare Hywel Dda and Moshoeshoe across shared themes (problem-solving, unity, protection, values).

Progression

- Year 7: Add brief notes for each theme.
- Year 8: Add evidence from the extracts.
- Year 9: Add evidence and answer: How did both leaders help their communities feel safe and supported?

Activity 5

Read each short scenario. Students choose the fairest option by holding up an A or B card, then explain their choice. (Yr7)

Progression.

- Year 8: Hold up A or B and give one reason.
- Year 9: Hold up A or B, give a reason, and link the issue to real life (where it happens today and what communities can do).

Resources pg. 18-19

Future Thinking Exit Card

Pupils write a short response before leaving the lesson.

- Year 7: Why is it important to respect different foods and food traditions?
- Year 8: How can sharing or learning about food help people feel included or excluded?
- Year 9: How can what we've learned about Welsh or Lesotho food help us think about fairness and belonging today?



Food

Teaching Ideas

Learning Objective:

To explore how people in local and global food showed identity, belonging and fairness, and to compare how leaders and communities make fair decisions.

Context

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

Starter

Introduce cynefin: How does food reflect people's cynefin and help them feel a sense of belonging locally and globally?

Progression

- Year 7: Discuss in pairs, then write two short sentences naming a food that is important to you and why it matters to you or your family.
- Year 8: Name a food and write a short paragraph explaining how it links to a community, culture or place.
- Year 9: Name a food and write a paragraph that compares food traditions in Wales and Lesotho

Activity 1

Use images and the texts about Welsh and Lesotho food to write three short points: one factor shaping food in Wales, one factor shaping food in Lesotho, and one similarity between them. (Yr 7)

Progression

- Year 8: Write a short paragraph explaining one factor.
- Year 9: Write a comparative paragraph on food and belonging.

Activity 2

Students examine adjectives used in the presentation to describe food/culture.

Progression

- Year 7: Sort adjectives + write one sentence explaining a choice.
- Year 8: Write a short paragraph on how labels affect understanding.
- Year 9: Evaluate how language shapes belonging or stereotypes.

Activity 3

Task

Students write about a food that is important in their family or culture and explain why it matters.



Food

Teaching Ideas

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To explore how people in local and global food showed identity, belonging and fairness, and to compare how leaders and communities make fair decisions.

Context

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

Progression

- Year 7: Describe a food they eat at home and list the ingredients.
- Year 8: Explain when or why this food is eaten (celebrations, family meals, traditions).
- Year 9: Explain how the food connects to culture, identity, or place, linking to foods from Wales or Lesotho.

Activity 4

Read each short scenario linked to Article 30. Students choose the fairest option by holding up an A or B card, then explain their choice. (Yr7)

Progression.

- Year 8: Hold up A or B and give one reason.
- Year 9: Hold up A or B, give a reason, and link the issue to real life (where it happens today and what communities can do). **Resource pg. 18-19**

Future Thinking Mini-Plenary

Discussion Prompt:

- Year 7: Why is it important to respect different foods and food traditions in our communities?
- Year 8: How can sharing or learning about food help people feel included or excluded in society?
- Year 9: How can what we've learned about Welsh or Lesotho food help us think about fairness, belonging, and community today or in the future?

Exit Card

Pupils share one idea aloud.

- Year 7: One food or food tradition that helps people feel welcome is...
- Year 8: Food shows belonging because...
- Year 9: Respecting food traditions helps communities because...



National dress

Teaching Ideas

Learning Objective:

To explore how people in local and global national dress, showed identity, belonging and fairness, and to compare how leaders and communities make fair decisions.

Context

National dress shows identity and belonging. In Wales and Lesotho, traditional clothing reflects history, environment, and community values.

Starter

What does clothing communicate about people?

- Year 7: Write three sentences describing what clothing can show about a person (e.g. place, activity, culture, or role).
- Year 8: Write a short explanation of how clothing links to identity or belonging, using one example.
- Year 9: Write a response that challenges an assumption or stereotype people may make about clothing and explain why it is unfair or inaccurate.

Activity 1

Students analyse Welsh and Lesotho text and image to understand why it is worn. Options: warmth, movement, identity, tradition, protection, community

- Year 7: Write two sentences explaining what the clothing is designed to help with.
- Year 8: Write a paragraph explaining how place or climate shapes clothing choices.
- Year 9: Analyse how clothing reflects history, values, or ways of life. This activity is about material reality and function.

Activity 2

Students sort words used to describe clothing or culture (e.g. appearance, tradition, purpose).

Progression

- Year 7: Sort words and explain one choice in a sentence.
- Year 8: Explain how word choices shape understanding of a culture or community.
- Year 9: Explain how repeated language affects how groups are understood and who feels included.



National dress

Teaching Ideas

Learning Objective:

To explore how people in local and global national dress showed identity, belonging and fairness, and to compare how leaders and communities make fair decisions.

Context

National dress shows identity and belonging. In Wales and Lesotho, traditional clothing reflects history, environment, and community values.

Activity 3

Students design an item of clothing and explain how their choices reflect culture, identity, and who they are. (Yr7)

Progression

- Year 8: Draw + Write a paragraph linking design to place or identity.
- Year 9: Draw + Write a justification inspired by Wales or Lesotho.

Activity 4: Fairness & Clothing

Read each situation and choose the fairest option: A or B. Pupils hold up an A or B card to show their choice.

Progression

- Year 7: Hold up A or B and write one sentence explaining your choice.
- Year 8: Hold up A or B and give a reason linked to fairness, respect, or inclusion.
- Year 9: Hold up A or B, justify your choice, and connect it to a value or real-world context (e.g. school rules, public spaces, community life).

Resource pg. 18-19.

Future Thinking & Exit Card

Pupils share their ideas aloud.

- Year 7:
What is one small action people could take to make their community more welcoming in the future?
- Year 8:
Wales and Lesotho both value helping others, how could these shared values shape a kinder future?
- Year 9:
Choose a shared value (e.g. fairness or community). How could this value help build a fairer future locally or globally?

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.



Conflict and forced migration (Lifaqane) disrupt Sotho communities.

Moshoeshe I begins uniting and protecting Sotho groups.

The Basotho move to Thaba Bosiu for safety.

Basotho clans unite under Moshoeshe.

Moshoeshe responds to external threats to protect Basotho land and people.

Basotho identity endures despite colonial control.

Move to Thaba Bosiu

Displacement and danger

Basotho identity continues

Moshoeshe emerges as a leader

External threats & protections

Unity and nation building

Age of Saints

Romans Arrive in Wales

Prehistoric Wales

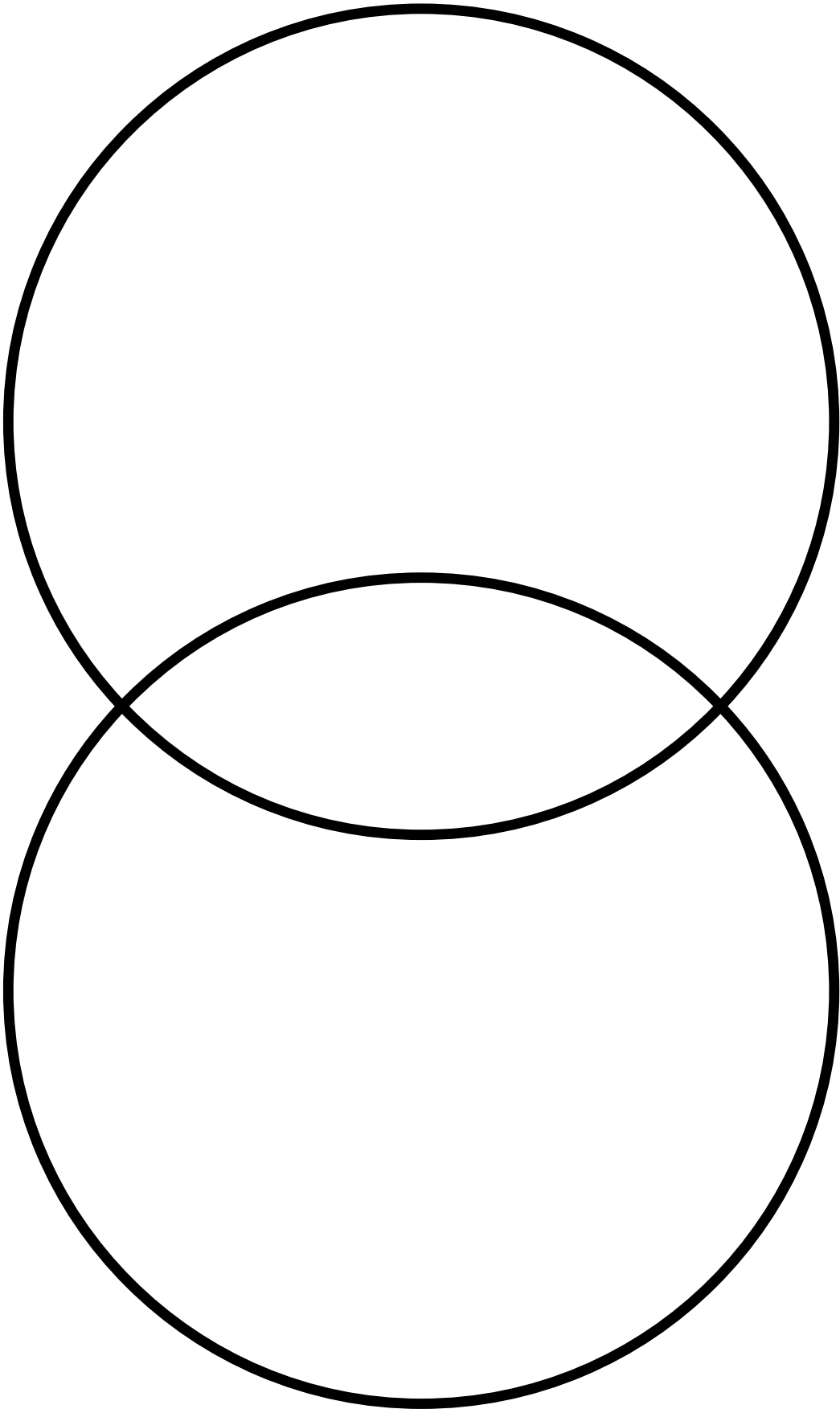
Hymel Dda

Rhodri Mawr

Today's Wales

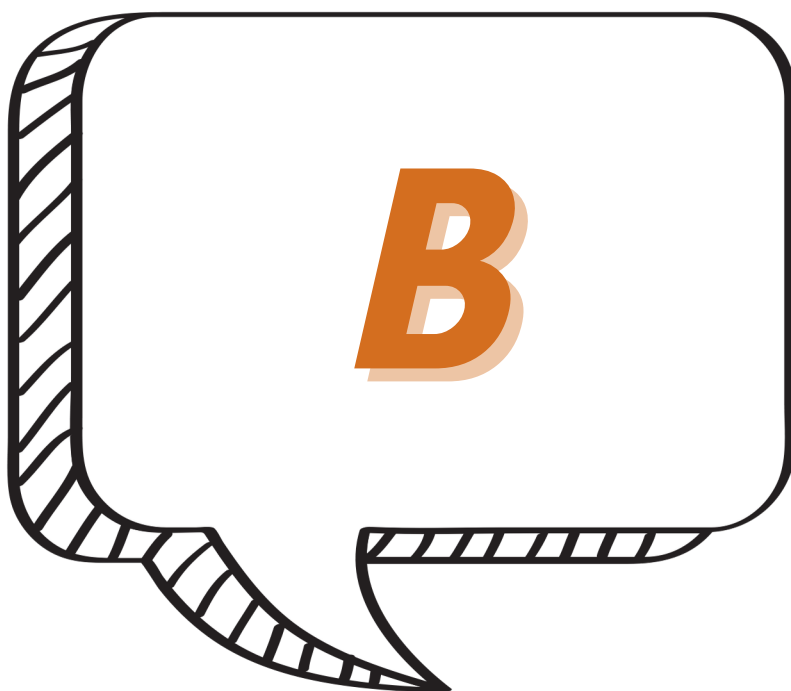
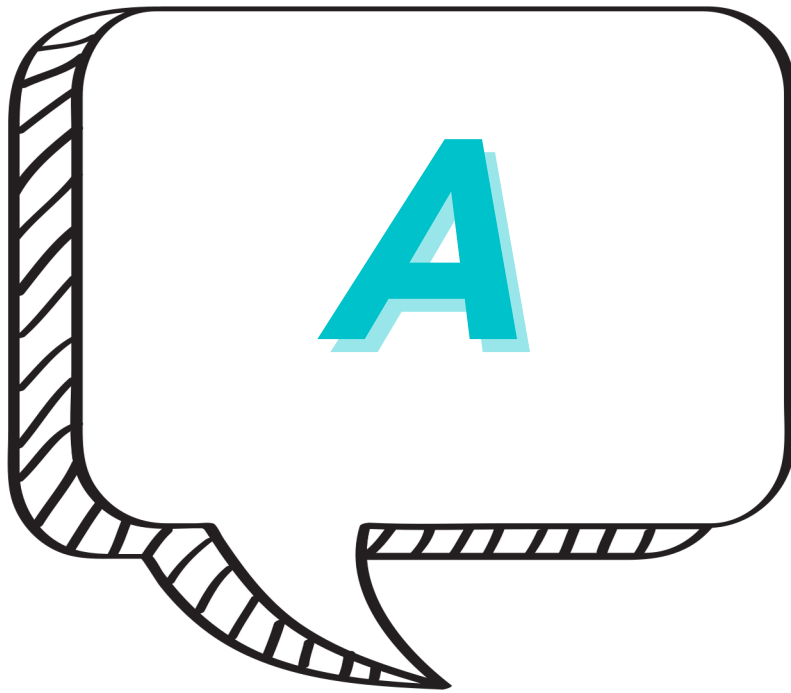
Hymel Dda's Laws

Venn Diagram

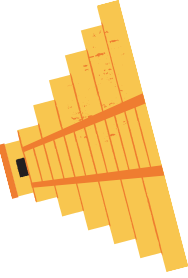


Role Play Cards

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

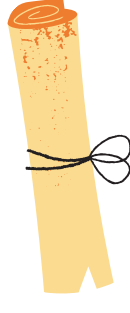


A new pupil joins the class and sometimes speaks their home language with a friend during break.	A: Say, “That’s okay, people can use different languages with friends.” B: Say, “You should only speak English at school.”
It is non-uniform day, and a pupil wants to wear clothing linked to their culture or religion.	A: Say, “That’s fine, people should be able to wear clothing linked to their identity.” B: Say, “Everyone should dress the same so no one stands out.”
A pupil wants to talk about a food tradition linked to Ramadan, Christmas, Diwali, Eid, Hanukkah, or another celebration.	A: Say, “That’s okay – different traditions are part of who people are.” B: Say, “It’s better if everyone sticks to the same traditions.”
During a lesson, a pupil suggests studying a story or example from a culture that isn’t usually included.	A: Say, “Including different stories helps everyone understand the world better.” B: Say, “We should only focus on what’s already in the curriculum.”
In a music lesson, a pupil suggests adding a song from their culture to the class playlist.	A: Say, “Let’s include it so we can learn about different cultures.” B: Say, “We should stick to familiar music only.”



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.

Hymel Dda

He made fair laws to keep people safe.

Hymel Dda's Laws

He made fair laws to keep people safe.

Displacement and danger

Conflict and forced migration (Lifaqane) disrupt Sotho communities.

Moshoeshoe emerges as a leader

Moshoeshoe I emerges as a leader, uniting and protecting Sotho groups.

Move to Thaba Bosiu

Moshoeshoe leads his people to Thaba Bosiu for safety and defences.

Unity and nation building

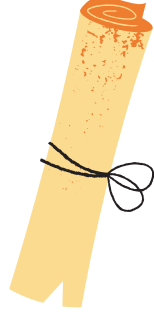
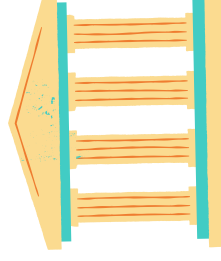
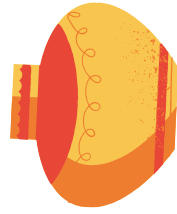
Basotho clans unite under Moshoeshoe.

External threats and protections

Moshoeshoe responds to external threats to protect Basotho land and people.

Basotho identity continues

Basotho identity endures despite colonial control.



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](#)

Learning Together, Improving Together

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



[Feedback survey.](#)