

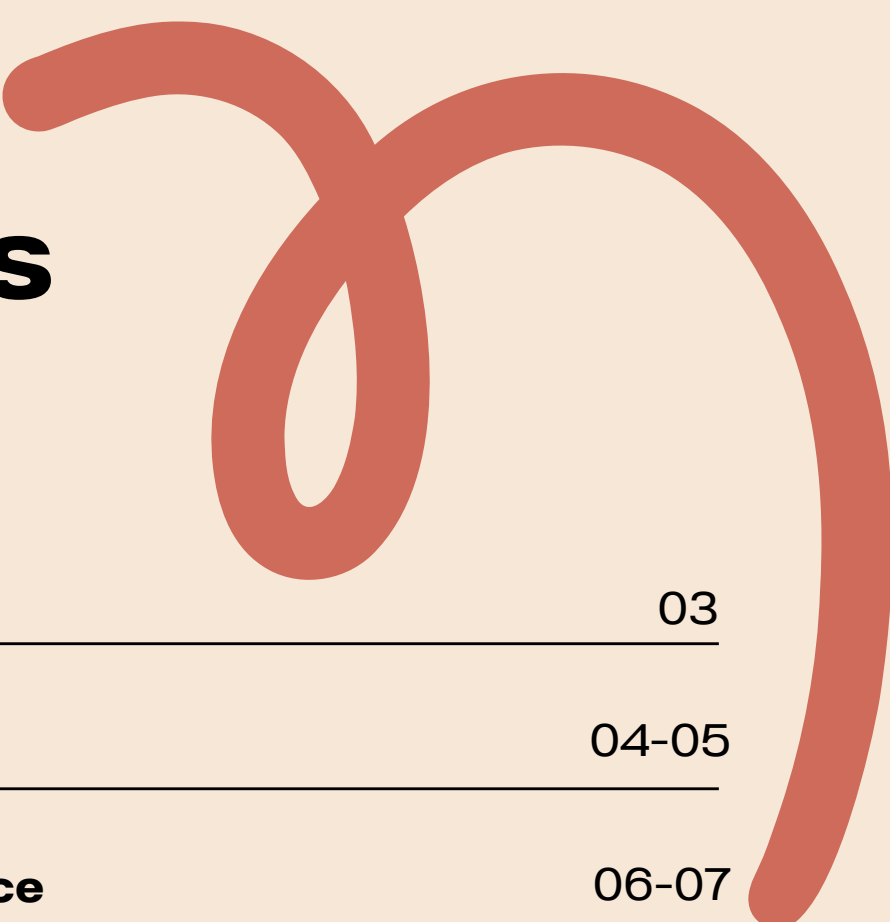


Futures Thinking -

Learning through international
links in 40 and 200 years time

**Local and Global
(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

Local & Global Resources

This resource helps pupils explore the theme **Local and Global Community (now and in the past)** 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.

What to upload

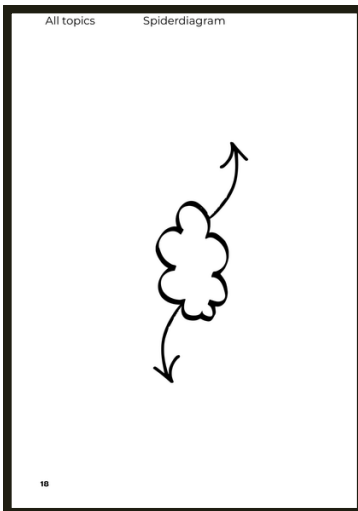
Future Thinking, Future Thinking, Future Thinking

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



Padlet

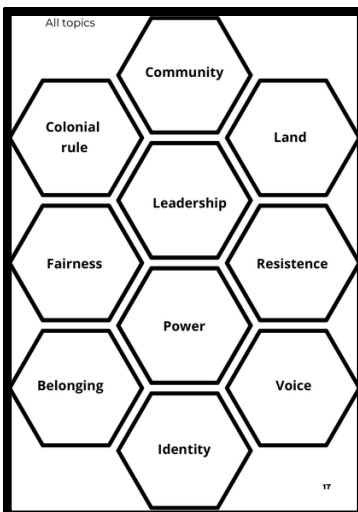
How to use the resources



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.



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 communities in Wales and Lesotho grew through fairness, cooperation, and shared values, and why both histories are equally important today.

Starter

Task:

Create a Spider diagram. A mind map of the places, people, cultures, languages, values and experiences that shape your identity.

Prompt: What shapes who you are?

“What makes you, you, and what helps you feel like you belong?”, What people, places, cultures, languages and experiences shape who you are, and where you feel you belong?

Activity 1

Students read two short companion text extracts, extract A: Early Wales and extract B: Birth of a Nation

Task: Annotate both texts for:

- Values shown (fairness, unity, protection, justice)
- Leadership actions
- How community identity was built
- Evidence of belonging / cynefin

Activity 2

Students compare Wales and Lesotho using a hex map.

Arrange labelled hexagons so connected ideas touch, creating a web that shows how leadership, fairness, identity, and belonging link across both countries.

Write 2–3 sentences explaining the strongest connections and how the past helps us understand identity and belonging today. **Resource pg.17**

Activity 3

Using approved further links but keeps everything age-safe. Students use one link from the teacher’s list, find one extra detail about: Early Wales or Early Lesotho.

Then they answer:

1. What new fact did you find?
2. How does it match or challenge the companion text?
3. What does this help you understand about identity or fairness?



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 communities in Wales and Lesotho grew through fairness, cooperation, and shared values, and why both histories are equally important today.

Activity 4

Students turn their analysis + debate into a polished piece:

1. "Prepare a short speech for a youth summit: What can Wales and Lesotho teach each other about fairness, belonging and leadership? Use examples from both texts to support your message."
2. "Write a short article explaining one thing we learned from Early Wales and one thing we learned from Moshoeshoe's story, and how these ideas can help us make fairer and more welcoming communities today."
3. Write a short speech for younger students explaining what Early Wales and Early Lesotho can teach us about fairness and belonging.

Must include:

Quote or reference from Early Wales and Birth of a Nation source.

Future Thinking Exit Card

Prompt:

What can Wales and Lesotho teach each other about building communities where everyone belongs?

Student record 30-60 second voice recording.



Padlet

https://padlet.com/Dolen_Cymru/local-and-global-k84f3vovo7w36z8

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.



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

Task:

Create a Food Cynefin Spider diagram showing foods that shape your identity (e.g. family meals, everyday foods, cultural or religious foods, celebration foods, foods linked to place or memory).

Prompt:

Which foods connect you to people, place, culture, or belonging, and why?

Activity 1

Students read two short companion texts:

Food in Wales and Food in Lesotho.

Task:

Annotate both texts for the values shown, how food links to land, climate, or history, how food practices create belonging, and any evidence of fairness or inequality in food access.

Activity 2

Students compare Wales and Lesotho using a hex map.

Task:

Use labelled hexagons (e.g. food production, land, climate, community, access, fairness, identity, belonging) to arrange connected ideas so they touch. Write 2–3 sentences explaining how food systems shape identity and belonging, including one key similarity and one difference between Wales and Lesotho. **Resource pg. 17**

Activity 3

Using teacher-approved link, students find one additional detail about food in Wales or Lesotho and explain what they learned, how it supports or challenges the companion text, and what it shows about fairness, access, or community.



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.

Activities Further Links

Links for activity 3 above.

[Prehistoric Wales](#) | [Cadw](#)

[Ancient Wales Podcast](#)

[Roman Wales](#)

[Welsh Saints](#)

[10 Facts about St David](#)

[Rhodri Mawr](#)

[The Great Kings of Early Wales](#)



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

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

Choose one task:

write an article, speech, or explainer on food in Wales and Lesotho, showing how food reflects identity, belonging, and fairness today. Your response must reference both texts, include a clear judgement, show a fairness or anti-racist insight, and end with a future-facing statement.

Future Thinking Mini-Plenary

Prompt:

What changes are needed so food systems support fairness, belonging, and sustainability in the future?

Output choice:

- digital poster
- manifesto
- short speech
- audio reflection

Padlet



https://padlet.com/Dolen_Cymru/local-and-global-k84f3vovo7w36z8

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.



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

Create a Spider diagram including:

- everyday clothing
- cultural or religious dress
- symbolic items
- clothing linked to celebration, resistance, or pride

Prompt:

How does what people wear show identity, values, or belonging?

Activity 1

Task:

Annotate both texts for the purpose of clothing (e.g. function, symbolism, protection), links to history, land, or power, how dress expresses or protects identity, and how clothing is represented.

Activity 2

Using a hex map, students compare national dress in Wales and Lesotho.

Arrange the labelled hexes so connected ideas touch, showing how clothing expresses identity, values, and belonging in each context. Write 2–3 sentences explaining the strongest connections. **Resource pg. 17**

Activity 3

Using one approved link, research a Welsh clothing tradition or a Basotho clothing item.

Answer:

- 1.What is its purpose or meaning?
- 2.How has it been represented or misunderstood?
- 3.What does this tell us about power, voice, or identity?

Resource pg. 13



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 4

Choose one task:

1. Article: How dress communicates identity in Wales and Lesotho?
2. Speech: Why respecting clothing traditions matters?

Future Thinking & Exit Card

Prompt:

How can clothing help protect cultural identity while building respect in a globalised world?

Output choice:

- design brief
- visual concept
- manifesto
- recorded reflection

Padlet



. https://padlet.com/Dolen_Cymru/local-and-global-k84f3vovo7w36z8

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.

All topics

Community

**Colonial
rule**

Land

Leadership

Fairness

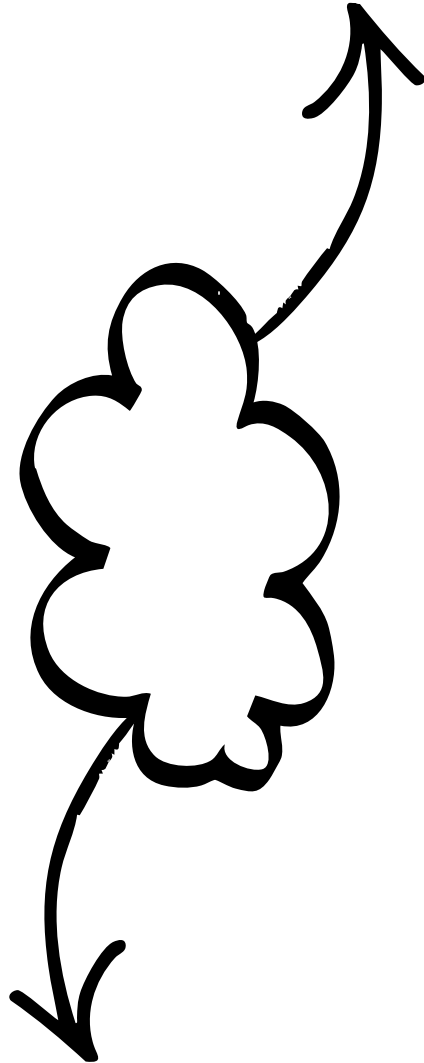
Resistance

Power

Belonging

Voice

Identity



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](#)

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>

FURTHER LINKS

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](#)