

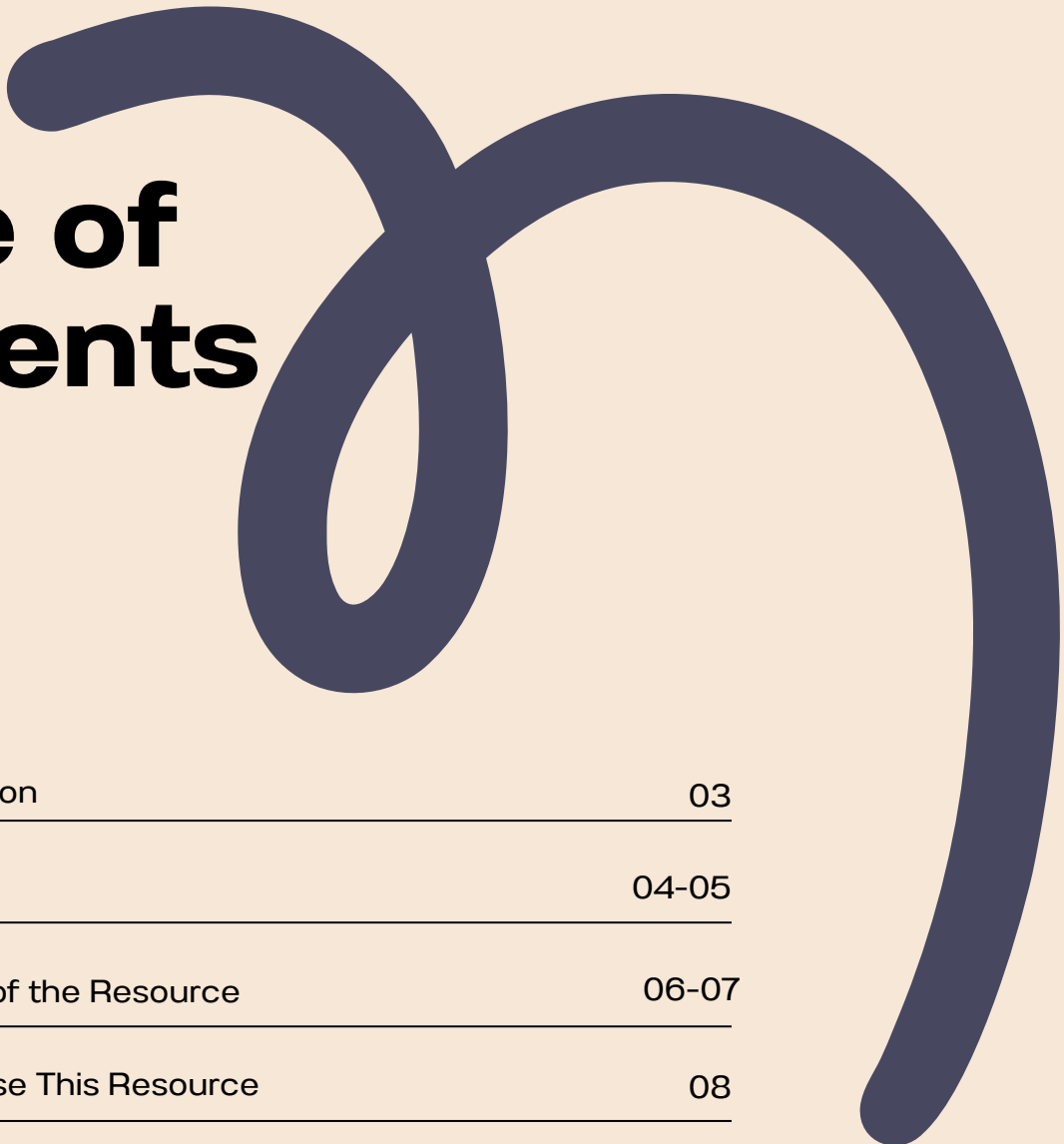


Futures Thinking -

Learning through international links in 40 and 200 years time

More Similar Than Different
(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

More Similar than Different Resources

This resource helps pupils explore the theme **More Similar Than Different** 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 **More Similar Than Different**, 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

Welcome circle, Activity 4, visitors sign and a circle

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.

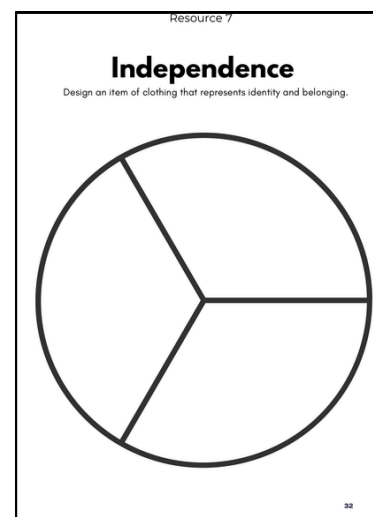
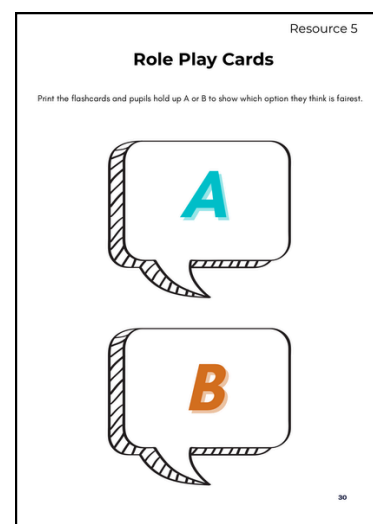
QR codes throughout this pack provide instant access to the materials you need to deliver each lesson confidently.



Companion Texts

Presentation

Companion texts are provided for teacher reference to strengthen subject knowledge and are not intended for direct pupil use.

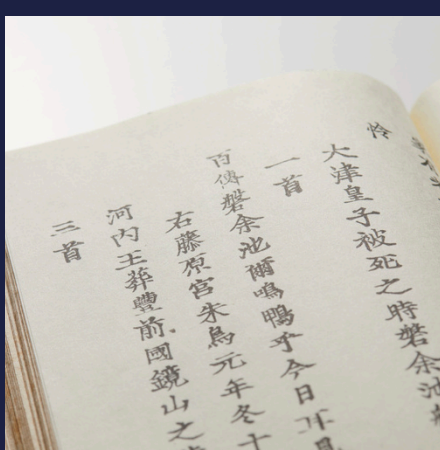


Breakdown of activities



Our program includes

Pupils explore identity, belonging and fairness by discussing places, language and choices that matter to them. They compare how tourism, independence and language shape voice and decision-making in Wales and Lesotho, using debates, scenarios and creative tasks to examine who is heard and what makes decisions fair.



Language

Teaching Ideas

Learning Objective:

To explore how language helps people show identity, belonging, and fairness in Wales and Lesotho, and how communication supports fair decisions in communities.

Context

Language shows identity, belonging, and culture. In Wales and Lesotho, languages reflect community knowledge and shared values. All languages have equal dignity and deserve respect.

Starter

“What words or languages make you feel like you?” Pupils say one example aloud (e.g. home language, nickname, prayer words, slang, Welsh words, family phrases).

- Year 4: Name one word or language that matters to you.

Progression

- Year 5: Draw and write one sentence: “This word/language is important to me because...”
- Year 6: Write a short explanation linking language to identity or belonging.

Activity 1

Task:

Tell pupils: “For one minute, you can’t speak.” Give a simple instruction only through gesture (sit / stand / line up).

- Was it easy or hard?
- Who felt confident?
- Who felt left out?

Activity 2

Using the presentation, the teacher explains how language helps people feel safe, express identity, and belong in communities in Wales and Lesotho.

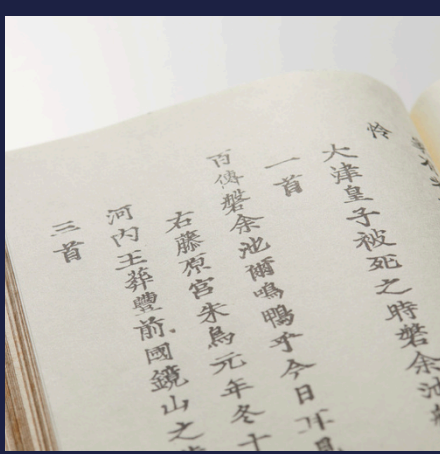
Activity 3

Read each situation and choose the fairest option: A or B. Pupils hold up card A or B to show their choice.” (Y4)

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)

All years: Resource 1, pg. 18-19



Activity 4

Design a welcome circle showing how people say hello in different languages in your class or community. What they design: A circle or cloud for the whole class, each pupil adds one word (e.g. hello / salaam / shwmae / bonjour) and, words can be written or drawn

Progression

- Y4: Write or copy one word
- Y5: Add who uses this language (home, school, community)
- Y6: Add one sentence:
- "Seeing my language here helps me feel included because..." **Resource 4, pg. 21**

Futures Thinking Mini-Plenary

Prompt:

"How can we make sure everyone feels respected because of the language they use?"

Progression

- Year 4: Share one idea.
- Year 5: Explain how the idea helps people belong.
- Year 6: Link the idea to learning about Wales or Lesotho.

Exit Card

Pupils say it out loud:

- Year 4: "One way we can be kind about language is..."
- Year 5: "Language helps people belong because..."
- Year 6: "Respecting different languages helps communities because..."

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.

Language

Teaching Ideas

Learning Objective:

To explore how language helps people show identity, belonging, and fairness in Wales and Lesotho, and how communication supports fair decisions in communities.

Context

Language shows identity, belonging, and culture. In Wales and Lesotho, languages reflect community knowledge and shared values. All languages have equal dignity and deserve respect.



Independence

Teaching Ideas

Learning Objective:

To understand what independence means and why it matters to people and countries.

Context

Independence means having a say, being included, and making choices that affect you.

Starter

Task:

Pupils think of one choice that is important:

- to them
- to their family or community
- or to a country

Pupils say it aloud or write one word or short phrase.

Activity 1

Using the presentation, the teacher explains how Independence helps people feel safe, express identity, and belong in communities in Wales and Lesotho.

Activity 2:

Task:

Teacher reads short statements aloud. Pupils decide: Independent or Not Yet Independent? Pupils respond with independent or not yet.

Progression

- Y4: Choose Independent / Not Independent
- Y5: Say one reason why
- Y6: Link to Wales or Lesotho

Resources 3, pg. 20.

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. Choose A or B (Y4)

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).

Resource 1 pg.18 and Resource 5, pg. 22



Independence

Teaching Ideas

Learning Objective:

To understand what independence means and why it matters to people and countries.

Context

Independence means having a say, being included, and making choices that affect you.

Activity 4

Give pupils a circle divided into three sections.

Explain: "This circle shows what independence looks like in real life."

In each section, pupils draw or add a word/symbol to show:

- Choices I can make (decisions)
- People who listen to me (voice)
- What helps me belong (home, school, community)

Progression

- Y4: Draw one idea in each section
- Y5: Draw + label (e.g. "I choose..." / "They listen when...")
- Y6: Add one sentence:
 - "This shows independence because..."

Resource 6, pg 23.

Future Thinking Mini-Plenary

Prompt:

"What would help more people feel included in the future?"

- Y4: Say one idea
- Y5: Say one idea and why it helps
- Y6: Link the idea to fairness, listening, or rights

Exit Card

Pupils complete one (One sentence only):

- "One thing that helps people feel included is..."
- "In the future, we should..."

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Tourism

Teaching Ideas

Learning Objective:

To explore how tourism can bring benefits and challenges to communities.

Context

Pupils explore how places can welcome visitors while protecting their culture and environment.

Starter

Ask pupils: "What places are important to the people who live there?" Name or draw one place (home, village, path, beach, field, shop, school).

Follow-up question (spoken):

"What might change in that place when lots of visitors arrive?"

Progression

- Y4: Name or draw one important place
- Y5: Say one way visitors might change it
- Y6: Explain why the people who live there should have a say

Activity 1

Using the presentation, the teacher explains how tourism helps people feel safe, express identity, and belong in communities in Wales and Lesotho.

Activity 2

Task:

Teacher reads: "Tourism brings jobs."

Pupils finish the sentence: "But it could cause problems if..."

Activity 3

Task:

Statement: Before independence, others made the rules.

After independence, people decide for themselves.

Pupil task: Complete in groups: "Independence changes..."

Choose one: who decides/whose voices are heard/how people feel

Progression

Y4: Say one idea with a partner.

Y5: Write one sentence.

Y6: Write before and after sentences.



Tourism

Teaching Ideas

Learning Objective:

To explore how tourism can bring benefits and challenges to communities.

Context

Pupils explore how places can welcome visitors while protecting their culture and environment.

Activity 4

Task:

Design a sign that visitors would see showing what matters to the community. What they design

- A sign shape
- Include: one rule or message (e.g. "Respect our land") and one image or symbol

Progression

- Y4: Draw one symbol
- Y5: Add a short message
- Y6: Explain who the sign is for and why

Resource 7, pg. 24

Future Thinking Mini-Plenary

"If tourism continues like this, what might happen to local communities in the future?"

Progression

- Y4: one idea (good or bad)
- Y5: explain how it affects people
- Y6: link to choice, voice, or fairness

Exit Card

"Tourism is fair when..."

- Y4: one word
- Y5: one short sentence
- Y6: one sentence mentioning people or place

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Rural life

Teaching Ideas

Learning Objective:

To explore what daily life was like in rural Wales and Lesotho, and how work, tradition and community shape people's lives.

Context

In Wales, families worked small farms and faced big changes during industrialisation . In Lesotho, herd boys care for livestock from a young age, playing an important role in the economy but often missing school .

Starter

Task:

Introduce cynefin as the places, work, land and routines that shape who we are. Prompt: "What does rural life give people?"

Pupils:

- Think of one thing rural places provide (e.g. food, work, skills, community, land).
- Share aloud with a partner.
- Teacher records 4–5 words on the board.

Activity 1

Using the presentation, the teacher explains how Rural life helps people feel safe, express identity, and belong in communities in Wales and Lesotho.

Activity 2

Identify from the text:

- One daily task
- One skill needed
- One responsibility

You may draw and/or write to show your ideas.

Progression

- Year 4: Match a picture to a daily task (draw or label).
- Year 5: Choose one task and explain why it seems hardest.
- Year 6: Explain how daily work helps support family or community (drawing + sentence).

Activity 3

Read each rural life statement. Tick one:

- ☐ People are asked
- ☐ Decisions are made for them

(Optional) Tick one word:

asked / listen / choose / rules

Progression

Y4: Tick + say the word

Y5: Tick + say why

Y6: Tick + explain one choice

Resource 8, pg. 27.



Rural Life

Teaching Ideas

Learning Objective:

To explore what daily life was like in rural Wales and Lesotho, and how work, tradition and community shape people's lives.

Context

In Wales, families worked small farms and faced big changes during industrialisation . In Lesotho, herd boys care for livestock from a young age, playing an important role in the economy but often missing school .

Activity 4

Task

A simple circle divided into sections. Pupils add drawings, words or symbols.

Pupils draw or write one idea in each section showing:

- who makes decisions
- who is included
- what helps people belong

Progression

- Y4: Draw people + one decision
- Y5: Draw + label ("This shows...")
- Y6: Add one sentence: "This helps people belong because..."

Resource 6, pg.23

Future Thinking Mini-Plenary

What would tourism look like if local communities controlled decisions, not just benefits?

Exit Card

Choose an answer to bleak on exit card. This lesson was about:

- ☐ Helping people
- ☐ Working together
- ☐ Making decisions

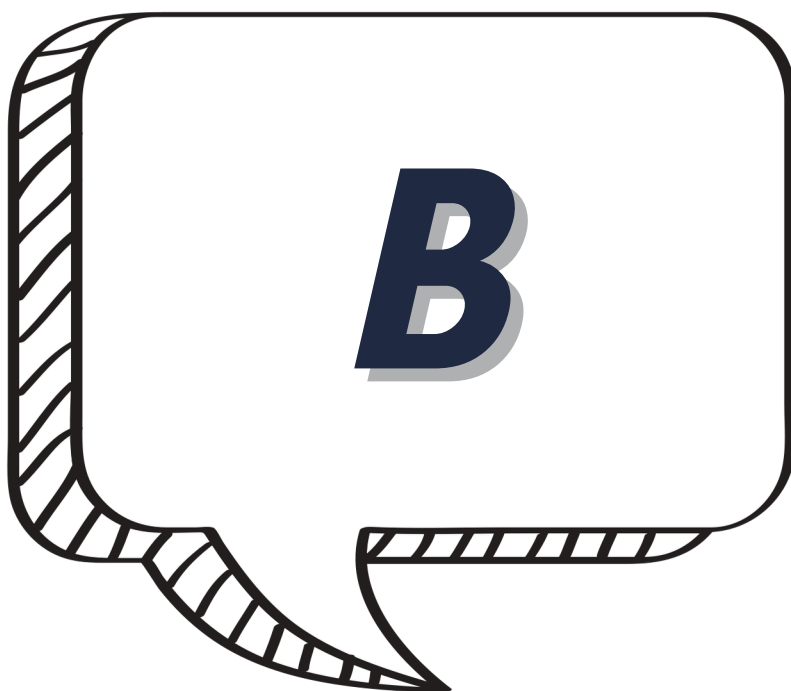
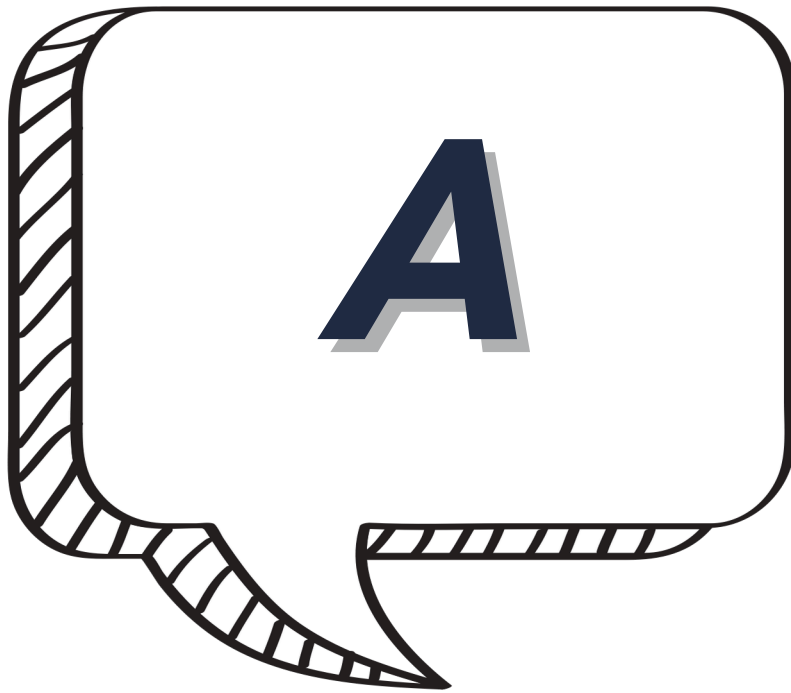
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Role Play Cards

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



New pupil	A: The class learns how to say the pupil's name correctly and uses simple words they understand. B: The class keeps speaking quickly in one language and ignores the pupil.
School Sign	A: Signs are written in more than one language so everyone understands. B: Signs are only in one language, even if families cannot read them.
Group Work	A: Signs are written in more than one language so everyone understands. B: Signs are only in one language, even if families cannot read them.
Community meeting	A: People can share ideas in their home language or with support. B: Only one language is allowed, so some voices are unheard.
Storytelling	A: Different languages and stories are welcomed and celebrated. B: Only one way of speaking is seen as correct or important.

Independence

More similar Than Different

1

People make their own laws.

2

Another country makes the main decisions.

3

People choose their own leaders.

4

Important decisions are made somewhere else.

5

The country has its own flag and national celebrations.

6

Money, land, or resources are controlled by others.

7

People can vote and have a say in how the country is run.

8

Rules are decided without listening to local people.

9

Schools teach the country's own history and language.

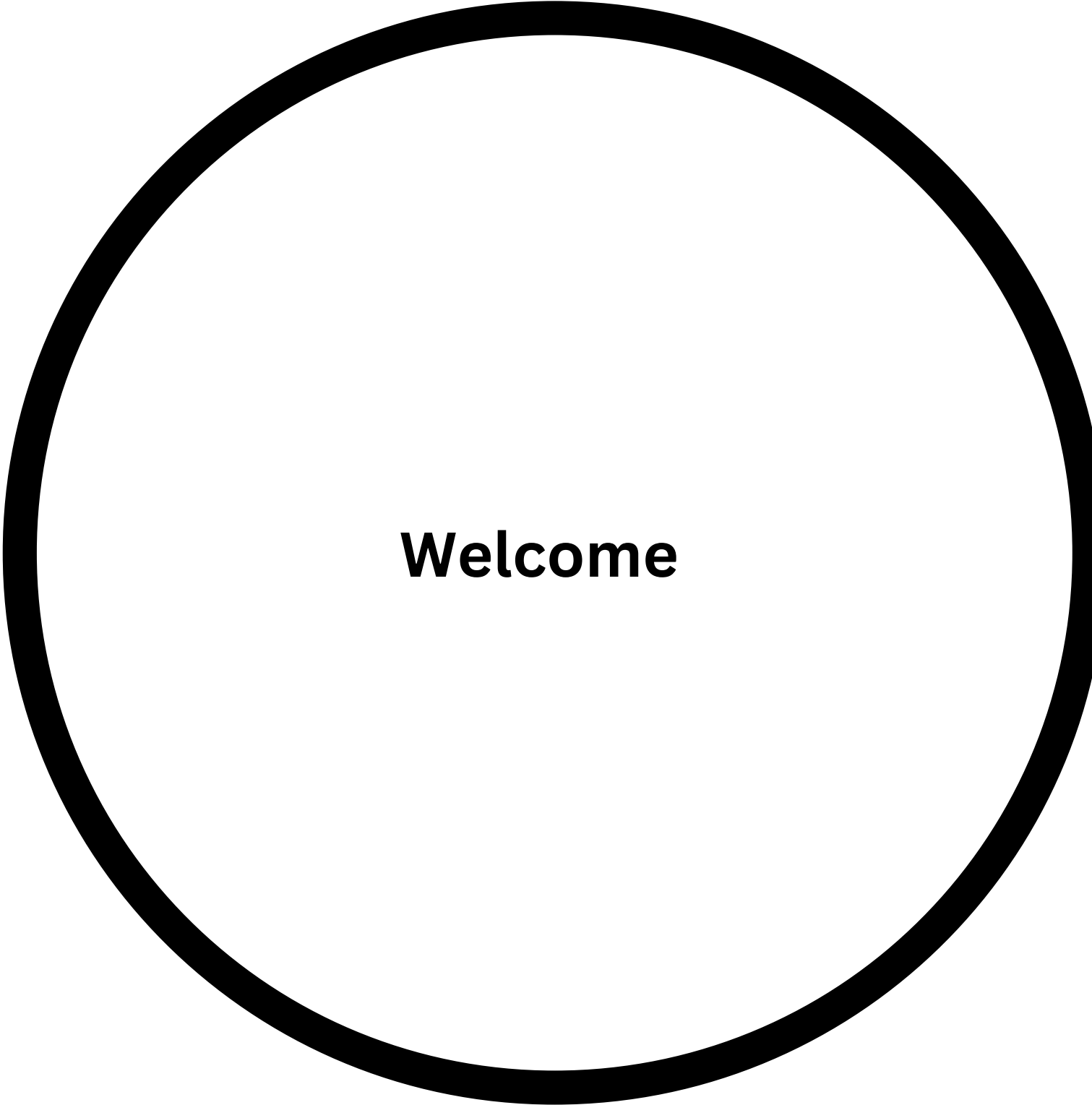
10

The country depends on another government to decide key rules.

Welcome Circle

Resource 4

Draw the countries or flags from your class. Add the word welcome in the languages people speak.

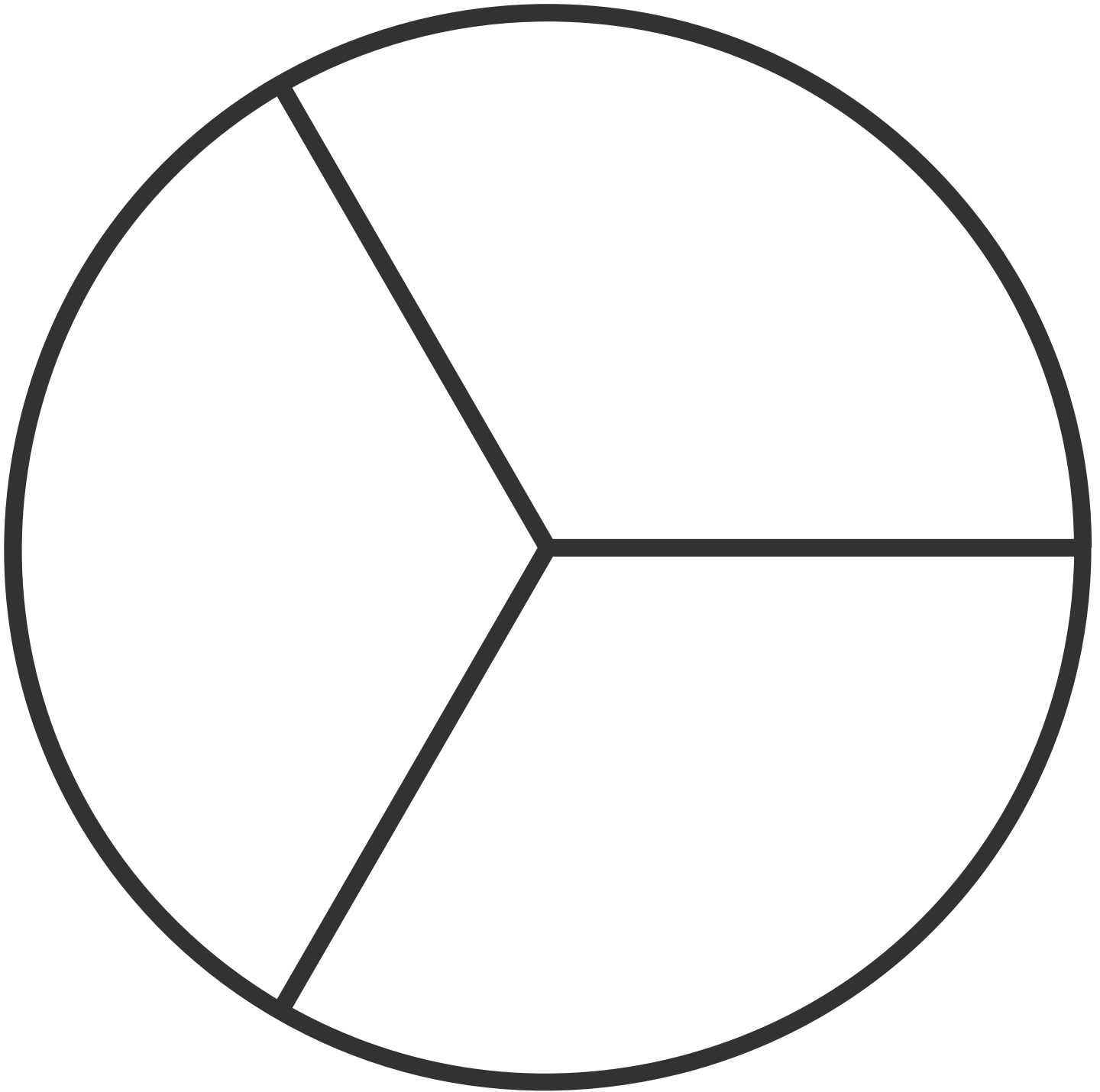


Welcome

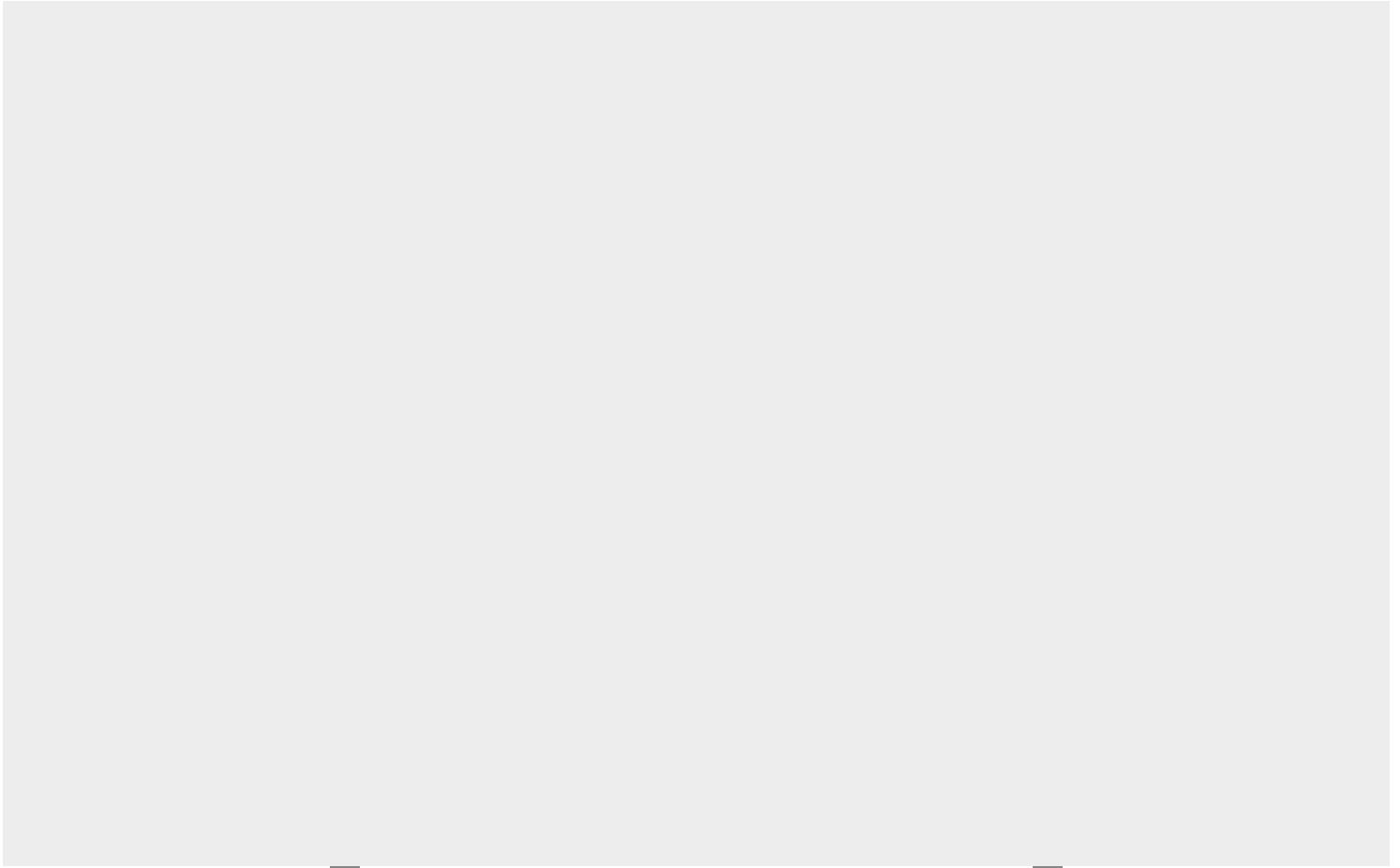
A community wants to make rules for their own area.	A: Local people meet and decide the rules together. B: Another country decides the rules for them.
A country needs a new leader.	A: People vote to choose their leader. B: A leader is chosen by someone outside the country.
A community wants to decide how their land is used.	A: Local people decide how the land should be used. B: Decisions are made without asking local people.
Big decisions need to be made about schools and hospitals.	A: The country makes its own decisions. B: Another government makes the decisions.
A country wants to show who they are.	A: They choose their own flag and celebrations. B: Another country chooses these for them.

Visual Reflection Task

Pupils add drawings, words, or symbols



Tourism



RURAL LIFE

Read each statement about rural life. Tick one box to show what is happening.

Skill	People are asked	Decisions are made for them
A new bus timetable is planned without asking people who live in the village.		
Farmers are asked when meetings should happen so they can attend after work.		
A health clinic closes, and families are told to travel far to the next town.		
Villagers share their ideas before a new road is built.		
Children must travel a long distance to school because there is no local transport.		
People who live in rural areas help decide how land is used.		

FURTHER LINKS

Podcasts

[Basotho and Welsh language](#)

[Lesotho Independence](#)

[Welsh Independence](#)

[Basotho Language](#)

[Welsh Language](#)

CONTACT US

Dolen Cymru

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.