



Futures Thinking -

Learning through international links in 40
and 200 years time

**More Similar Than Different
(Year 7-9)**

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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.



Padlet

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

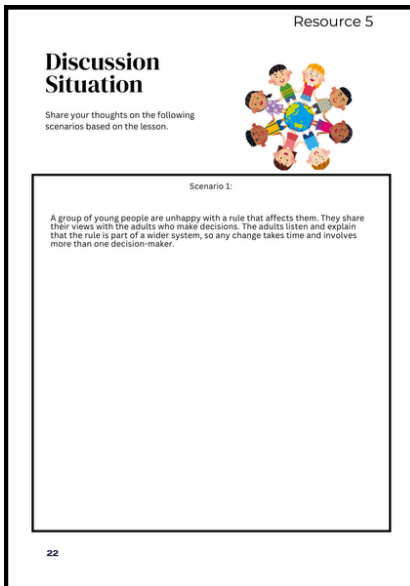
What to upload

Diagram, Poster and or Flag, Exit card and comic strip

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

How to use the resources

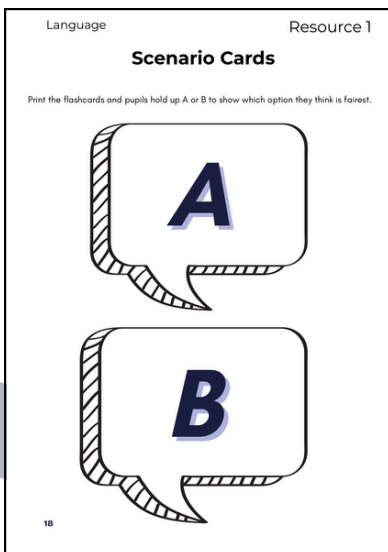
This pack can be delivered as a full sequence of lessons, as individual sessions, or alongside the companion texts.



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

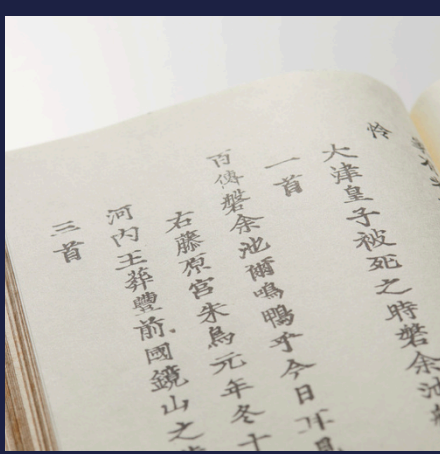
Companion texts are provided for teacher reference to strengthen subject knowledge and are not intended for direct pupil use.

Breakdown of activities



Our program includes

Pupils 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 where Welsh and Basotho children celebrate their cultures and values equally.



Language

Teaching Ideas

Learning Objective

To explore how language helps children feel safe, heard and included in Wales and Lesotho, and to compare how communication can support fairness 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.

Starter

Imagine tomorrow all school rules, letters, and assemblies are only in a language most pupils don't speak.

Question

What would change first?

Options:

- Learning
- Belonging
- Behaviour
- Nothing

Activity 1

Students read:

- One Welsh language extract
- One Lesotho/Sesotho extract

Annotate only for:

- Who speaks
- Who decides
- Which language is centred
- Which language is missing or reduced

Questions

- Who holds power in this text?
- What is assumed will happen once a language is recognised?
- What is not said?

Activity 2

Task:

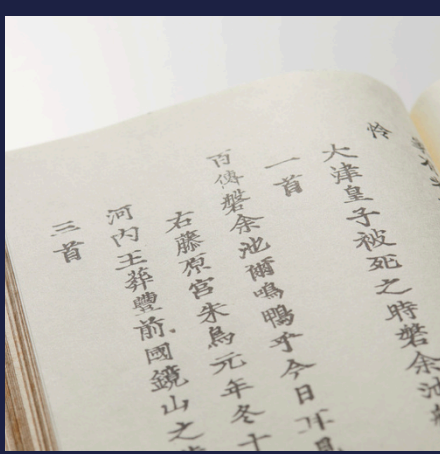
Read the language scenario. Choose the response that treats people fairly, no matter where they live.

Progression

- Y7: Choose A or B
- Y8: Explain how your choice is fair
- Y9: Explain how your choice supports solidarity, not charity

Use if: you want the comparative framing made obvious.

Resource 1 and 2, Pg. 18-19



Language

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To explore how language helps children feel safe, heard and included in Wales and Lesotho, and to compare how communication can support fairness and belonging.

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

Activity 3

Task

Read each language scenario. Sort it under the heading it best fits. (Think about who is listened to and who makes decisions.)

Progression

- Year 7: Place each scenario under one heading.
- Year 8: Choose one scenario and explain how language affects fairness or belonging.
- Year 9: Explain whether the scenario changes systems (rules or access) or just intentions.

Resource 3 pg. 20, Resource 4 pg. 21

Activity 4

Task:

Draw a simple diagram with one place in the centre (school, home, online, or community).

Around it, show how language is used and why it matters.

Progression

- Y7: Label the place and one example of language use.
- Y8: Add one explanation of how language helps people take part or belong.
- Y9: Add a note explaining how the texts show similar challenges in Wales and Lesotho.

Future Thinking Exit Card

Prompt:

How can communities protect and strengthen children's languages without silencing their voices?

Progression:

- Year 7: Write one idea about how children's languages can be supported.
- Year 8: Write one idea and explain how it supports fairness or belonging.
- Year 9: Write one idea and explain how it strengthens children's voice or participation, linking to identity or power.



Independence

Teaching Ideas

Learning Objective:

To analyse how tourism affects communities in Wales and Lesotho, and to evaluate whether decisions about tourism are fair and inclusive.

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

Prompt:

Discuss in groups and think about a situation in school, at home, or in the community where people did not all agree.

Discussion focus:

- Who had the final say?
- How was that decision accepted or challenged?

Activity 1

Task:

Students read the two texts and discuss who makes decisions and who has a say. The teacher then reads one short situation aloud. Pupils discuss how independence works in that situation.

Progression

- Year 7: Decide whether the people in the situation are independent or not, and give one reason.
- Year 8: Explain who has the power to decide in the situation and why that matters for independence.
- Year 9: Explain how independence depends on systems (rules, laws, governments, organisations), not just individuals, and why independence can look different in different countries even when similar rights exist.

Resource 5 pg. 22

Activity 2

Task:

Pupils read each statement from the statements resource and place it on the grid to show whether it supports independence or limits independence, based on who makes the decision and who has a say. Grid headings:

- People decide for themselves
- Decisions are made for people

Progression

- Year 7: Place each statement in the column you think fits best.
- Year 8: Choose one statement and explain why it belongs there, focusing on who has power or who is listened to.
- Year 9: Choose one statement where decisions are made for people and explain how this limits independence, linking your answer to voice, participation, or rights, using the text. Resource 6 & 7, pg. 23 and 24



Independence

Teaching Ideas

Learning Objective:

To analyse how tourism affects communities in Wales and Lesotho, and to evaluate whether decisions about tourism are fair and inclusive.

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 3

Task

Create a poster showing independence in everyday life (school, community, online, health, or helping others).

Show who decides, who is heard, and what difference this makes.

Progression

- Year 7: Show one example and label who decides or is listened to.
- Year 8: Explain why being listened to matters.
- Year 9: Explain how independence relies on rules or systems, not just kindness, and why this matters in different places.

Activity 4

Pupils design a new flag that represents what independence really means. The flag must include symbols for: Decision-making (who decides), Voice (who is heard), Control (laws, money, land, language) and Belonging (who feels included) They may use colours, shapes, icons, or patterns.

Progression

- Year 7: Design a flag with 2 symbols and explain one.
- Year 8: Design a flag showing all four ideas, with short labels.
- Year 9: Design a flag and add a caption: "This flag shows independence works when..."

Future Thinking Exit Card

- Year 7: How can respecting people's rights affect how decisions are made?
- Year 8: How does respecting people's rights support fairness and belonging in communities?
- Year 9: How can examples from Wales and Lesotho help us evaluate what fairness and belonging look like today?

Padlet

A joint Padlet between your school and a partner class in Lesotho. Use the [LINK](#) to access our padlet and look for early years column. 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.



Tourism

Teaching Ideas

Learning Objective:

To examine who benefits from tourism and how communities can make it more sustainable and fair.

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

Prompt:

When people visit a place, how can they support the community in fair ways?

Progression

- Y7: Describe one example from the text where visitors and local people work together.
- Y8: Explain why working together matters more than just "helping."
- Y9: Explain how working together is different from rescuing, using ideas about power, voice, or decision-making from the text.

Activity 1

Task:

The teacher reads the tourism texts from Wales and Lesotho. Pupils decide whether the situations are similar or different, based on who makes decisions and who benefits. Pupils respond through discussion or brief notes.

Progression

- Year 7: Decide whether the example is similar or different.
- Year 8: Explain one similarity in how tourism works in both places.
- Year 9: Explain how power and decision-making in tourism can create similar outcomes in Wales and Lesotho, even in very different settings.

Activity 2

Task:

Pupils examine selected lines from tourism adverts, slogans, or descriptions (from Wales and Lesotho) and identify where the language speaks about communities rather than with them, then suggest how it could be reworded to better reflect local voice and shared benefit.

Progression

- Year 7: Highlight one line and say what the tourism message is trying to do (e.g. attract visitors, sell a place).
- Year 8: Identify a line that speaks for local people and explain why this can be a problem.
- Year 9: Rewrite one line to show local voice or partnership, and explain how changing the language changes who has power in the story.

pg. 25 & 26



Activity 4

Task: Put four signs in the room (or just say the options):

- Very similar
- Mostly similar
- Mostly different
- Very different
-

Teacher reads a tourism situation aloud. Students move to a corner. Then ask:

- "What made you choose that corner?"
- "Is this about money, power, or voice?"

Progression

- Y7: Choose a corner.
- Y8: Explain one reason aloud.
- Y9: Challenge another corner's reasoning respectfully.

Resource 8 pg 27

Future Thinking Exit Card

How can tourism work better for local communities in the future?

Progression

- Year 7: Name one way tourists or visitors can respect local places and people.
- Year 8: Explain how listening to local people can make tourism fairer.
- Year 9: Explain how tourism decisions should include local voices and why this matters in places like Wales and Lesotho.

Tourism

Teaching Ideas

Learning Objective:

To examine who benefits from tourism and how communities can make it more sustainable and fair.

Context

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



Rural Life

Teaching Ideas

Learning Objective:

To examine how rural communities change over time and evaluate the impact of economic and social pressures.

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

Prompt:

What things do people need to live well every day? (Teacher reassures: There are no right or wrong answers.)

Progression

- Year 7: Name one thing people need (e.g. food, transport, school, help).
- Year 8: Explain why that thing matters for everyday life.
- Year 9: Explain how it might be harder to access that thing in some places than others.

Activity 1

Task:

Read or listen to short extracts about rural life in Wales and Lesotho. In groups, discuss one question:

- What is hardest about daily life?
- Where do people have a say?
- What feels similar in both places?

Use one detail from the text to support your idea.

Progression

- Y7: Say one thing the text shows.
- Y8: Explain why it matters.
- Y9: Identify one similarity between Wales and Lesotho.

Activity 2

Task

Read each action about rural life. Use the framework to judge whether it works with rural communities or decides for them. Decision framework: • voice • power • impact • responsibility • belonging

Progression

- Year 7: Sort each action into WITH or FOR.
- Year 8: Choose one action and explain which factor mattered most (voice/power/impact etc.).
- Year 9: Explain how the action changes what's possible in rural life (access, services, opportunities) and whether it strengthens or weakens people's voice..

Resource 9 & 10, pg 28 & 29



Rural Life

Teaching Ideas

Learning Objective:

To examine how rural communities change over time and evaluate the impact of economic and social pressures.

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

Task

Pupils create a 3-frame comic strip showing:

1. morning
2. travel/work
3. evening

Each frame shows what life depends on.

Progression

- Y4: Draw scenes
- Y5: Add who is involved
- Y6: Caption:
- "Daily life works because..."

Future Thinking Exit Card

Prompt:

How can people support rural communities in fair and respectful ways in the future?

- Year 7: Name one way people can work together to support rural life.
- Year 8: Explain how listening to people who live in rural areas makes support fairer.
- Year 9: Explain how future support for rural communities should protect people's voice, dignity, and decision-making.

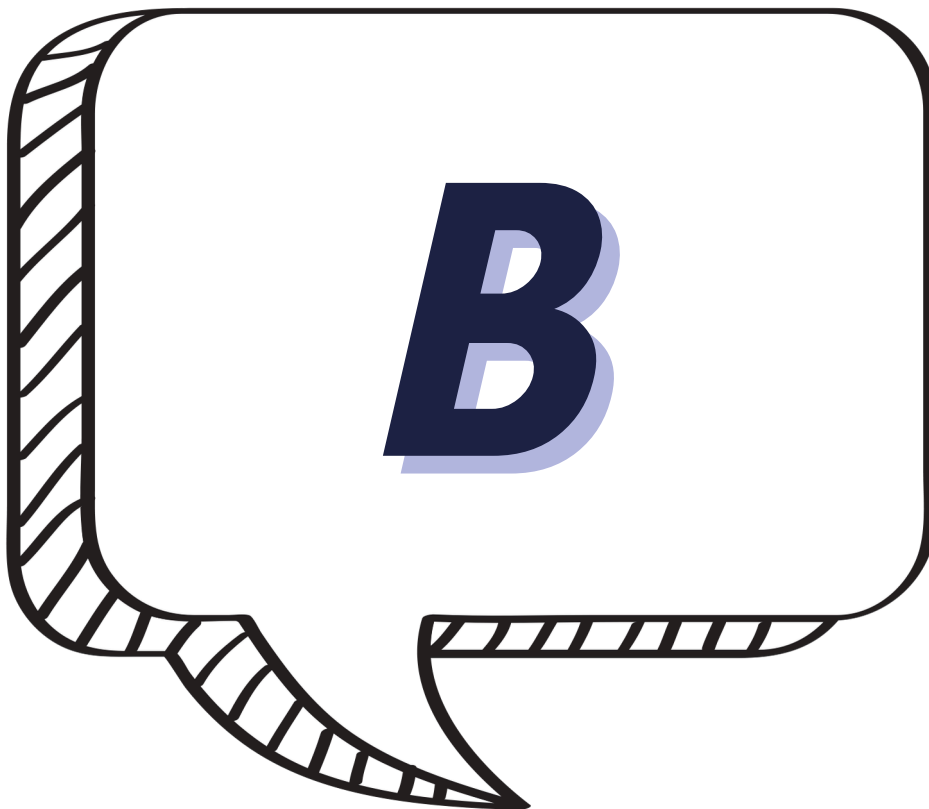
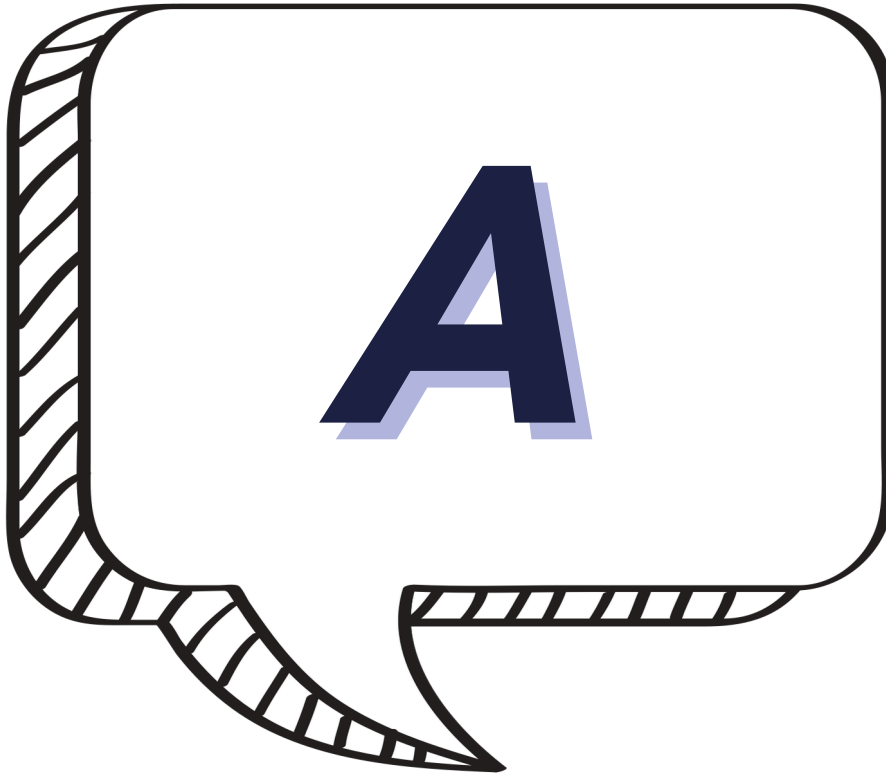
Padlet

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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.

Scenario Cards

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



There may be good intentions in both choices. Focus on who has voice and access.

Important school information is shared.	A: Information is shared in clear language, with support where needed. B: Information is shared in one language only, even if some families struggle to understand it.
A pupil speaks a different language at home.	A: Information is shared in clear language, with support where needed. B: Information is shared in one language only, even if some families struggle to understand it.
A new pupil joins the class and speaks little English.	A: Classmates and adults help them take part while they learn. B: The pupil is expected to manage alone until their English improves.
Pupils want to use their home language during break or group work.	A: Pupils are allowed to use their language and are still included. B: Pupils are told only one language can be used at school.
A pupil struggles to understand a task because of language.	A: The teacher explains in another way or uses visuals. B: The pupil is told to try harder without extra support.

SORTING
CARDS

Taking Part



SORTING
CARDS

**Being
Heard**



SORTING
CARDS

Who Decides



SORTING
CARDS

Understanding



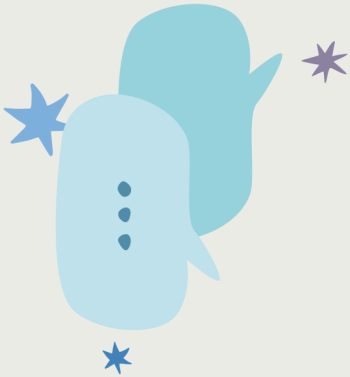
SORTING
CARDS

**Access to
Information**



Sorting Cards

**Rights in action
(Year 7)**



SORTING
CARDS

Belonging



Languages

- 1 Important information is shared in a language most people understand.

- 2 Decisions are made using one main language, even though many people speak others.

- 3 People are allowed to use their home language when explaining their ideas.

- 4 Forms, signs, or instructions are hard to understand unless you speak a certain language well.

- 5 Meetings and lessons include translation, support, or time to help everyone take part.

- 6 People are expected to fit in by changing how they speak, rather than being supported.

- 7 People feel confident speaking when their accent or language is respected.

- 8 Important announcements are only shared in one language, even when not everyone understands it.

- 9 Children are encouraged to use the language they know best to explain their thoughts.

- 10 Some voices are ignored because of how people speak, not what they say.

Discussion Situation

Share your thoughts on the following scenarios based on the lesson.



Scenario 1:

A group of young people are unhappy with a rule that affects them. They share their views with the adults who make decisions. The adults listen and explain that the rule is part of a wider system, so any change takes time and involves more than one decision-maker.

People decide for themselves	Decisions are made for people

Independence

1

Local people are asked what changes they want in their community, and their views shape the final decision.

2

Decisions about schools are made by a national government, with rules that apply to everyone, even if local communities disagree.

3

Young people are invited to share their views, but adults make the final decision without explaining why.

4

Communities follow national laws, but have some control over local projects and priorities.

5

Important decisions are made quickly by leaders because they believe it is more efficient than consulting people.

6

People vote or give feedback to influence decisions, even though they do not control everything themselves.

**"The Kingdom
in the Sky".**

**"Your
passport to
adventure".**

**"Escape to
natural
paradise,"**

**"Where nature
meets
adventure,"**



Find Your Epic



Tourism

1

Tourist adverts focus on beautiful landscapes, but local people say their daily lives and challenges are rarely shown or explained.

2

Decisions about new tourist attractions are made by national or regional bodies, even though local communities will be most affected.

3

Tourism brings jobs to an area, but many of the highest-paid roles are held by people who do not live locally.

4

Visitors are encouraged to respect local culture and traditions, but the rules are written without asking local people what respect looks like to them.

5

Tourism helps fund public services like transport and facilities, but it also increases pressure on housing and local resources.

6

Local people are consulted about tourism plans, but their views do not always change the final decision.

working with rural communities

Deciding for them

Rural life

1

Plans for a new bus route are made after asking rural residents where and when they actually need transport.

2

A service is closed in a rural area because it is expensive to run, without speaking to the people who rely on it.

3

Farmers and local families are involved in decisions about how land and water are used in their area.

4

Rules about schooling or healthcare access are set using urban models, even though rural distances are much greater.

5

Local people help design solutions to improve internet or phone access in rural communities.

6

Decisions about rural development are made far away, with little understanding of daily rural life.

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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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](#)