

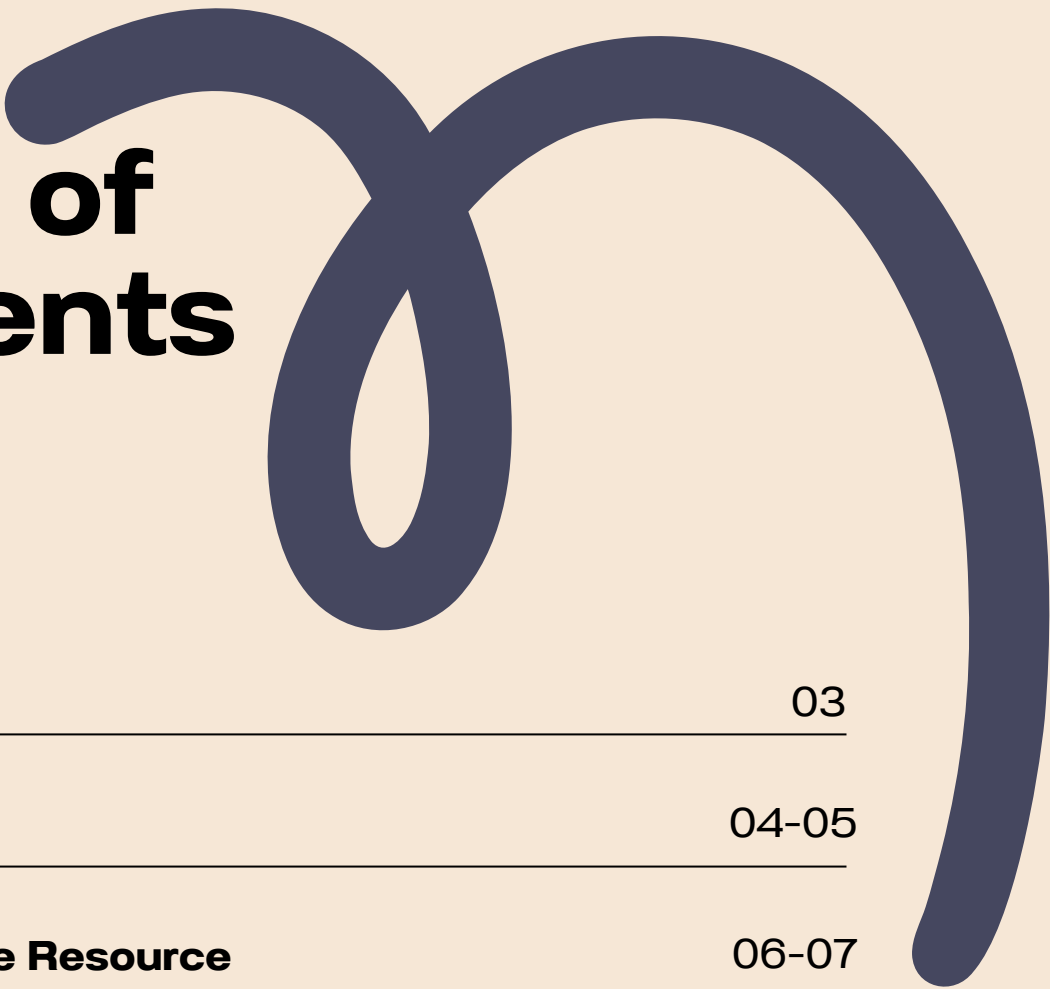


Futures Thinking -

Learning through international links in 40
and 200 years time

**More Similar Than Different
(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

**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.

What to upload

Digital Future snapshot, Exit card, magazine article, Activity 4

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

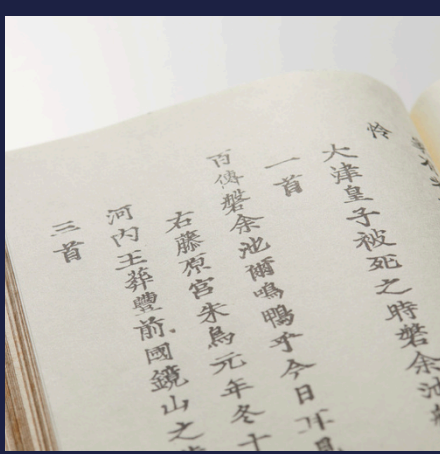
Companion texts are provided for teacher reference to strengthen subject knowledge and are not intended for direct pupil use.

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



Language

Teaching Ideas

Learning Objective

To explore how language helps people feel included and heard in Wales and Lesotho, and to compare how language can be used fairly in different communities.

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

Where does language make you feel you belong, and where does it push people out?

Task: Students create individually list or mind-map: Languages they hear/use (home, school, community, online). Where they feel confident vs silenced. Students share in pairs, one similarity, one difference.

Activity 1

Task

Students read both companion texts and annotate for: How language is described (heritage, skill, barrier, right), Who is expected to adapt and what power language gives or removes.

Questions

- Is language framed as identity or utility?
- Who decides which language “counts”?
- What is assumed about learners/speakers?

Write one comparison sentence:

In the Welsh text..., whereas in the Lesotho text...

Activity 2

Task:

Students sort each scenario into one of two categories:

- Standing with speakers
- Deciding for speakers

Rules

For each choice, students must justify using at least one of the following terms:

- Power – Who controls decisions?
- Voice – Who is heard or ignored?
- Systems – How education, policy, or funding shapes what happens

(No “I think / I feel” responses — evidence only.)

Resource 1 pg. 18, Resource 2 pg. 19

Language

Teaching Ideas

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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

In pairs, students create a digital future snapshot:

- A headline, short post, or infographic:
- What happens to Welsh / Sesotho if current choices continue?

Must include

- One opportunity
- One risk
- Who holds responsibility

Resource 3, pg. 20

Activity 5

Task

(Choose ONE sentence only)

Students are given one short extract (3–4 lines) from:

- a school policy OR
- a public statement about inclusion/language OR
- a simplified scenario based on the companion text

They must edit or add ONE sentence that improves access or voice.

Future Thinking Exit Card

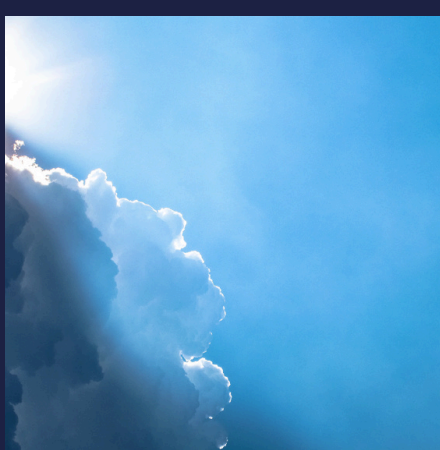
Prompt

- One decision about language today that could change fairness tomorrow is...
- A future where language justice exists would look like...
- The risk of ignoring language rights is...

(choose one):

Padlet

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



Independence

Teaching Ideas

Learning Objective:

To explore how independence is experienced and shaped in Wales and Lesotho, and to analyse how power, voice, and systems influence whose independence is supported or limited.

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 does being independent look like in your everyday life?

Students write 3 words or short phrases (e.g. making choices, having money, feeling safe, using your language, moving freely).
Pair Discussion (2–3 mins)

Students discuss:

- Who decides how much independence people have?
- Do all people have the same level of independence? Why or why not?

Activity 1

Task

Students read one Welsh independence text and one Lesotho independence text.

They annotate for:

- What independence looks like here
- Who holds power
- What systems support or restrict independence (law, economy, education, language)

Focus questions (choose 3):

- Who decides what “independence” means?
- Who benefits most from current systems?
- What is assumed to happen once independence exists?

Challenge: Underline one assumption in each text.

Activity 2

Task:

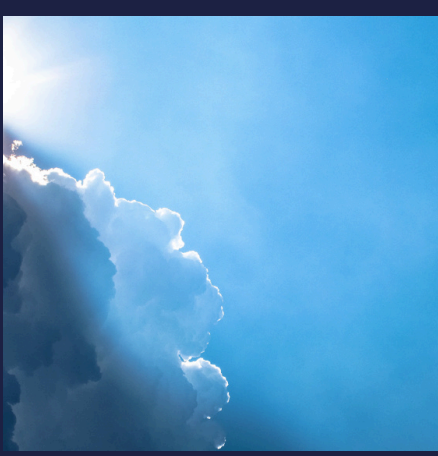
In pairs, students audit one context:

- Wales today
- Lesotho today

Audit questions:

- Who is consulted?
- Who makes final decisions?
- Who is excluded?
- What happens if the system fails?

Challenge: Propose one structural improvement, not a behaviour change.



Independence

Teaching Ideas

Learning Objective:

To explore how independence is experienced and shaped in Wales and Lesotho, and to analyse how power, voice, and systems influence whose independence is supported or limited.

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

Silently rotate in pairs and add short written responses to each sheet. Respond to Whether it is independence or control? Who benefits most? What power or voice is missing? Students may build on others' comments.) Teacher puts rule on whiteboard: Use power, systems, or decision-making language (laws, institutions, who decides). No "good/bad" judgments.

1. Independence means making decisions without outside approval.
2. Economic independence is more important than political independence.
3. Independence exists if leaders decide, even if people are not consulted.
4. If money and resources are controlled elsewhere, independence is limited.

Debrief:

Discuss disagreements, patterns (symbolic vs structural independence), and how control can persist without voice or resources.

Future Thinking Exit Card

Task

In pairs, record a 30–60 second audio response to the prompt on the board: "What would real independence look like if power and decision-making were shared fairly?"

In your response, explain:

- What needs to change (systems, laws, institutions, or decisions)
- Whose voices must be included
- Who should hold power differently

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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.



Tourism

Teaching Ideas

Learning Objective:

To explore how health and illness affect children and families in Lesotho and Wales, and to compare how communities respond with care, support and fairness.

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

Tourism tells a story about a place.

Think about a place you know well (your town, city, or somewhere you've lived). Write three words that are often used to describe it to visitors, and three words that describe what it is really like to live there.

Compare with a partner, identify one difference, and be ready to say whose voices are missing from the story.

Activity 1

Task

Read the three companion texts (Wales + Lesotho).

Annotate using the Power Audit questions:

- Who is speaking?
- Who benefits?
- Who is missing?
- What is simplified or left out?

Rule: No opinions. Use evidence from the text only.

Challenge:

Identify one similarity and one difference in how Wales and Lesotho are presented.

Activity 2

Task

Read the tourism statements. Sort each into:

- Standing WITH communities
- Deciding FOR communities

Rule

Justify each choice using one keyword: power / voice / systems

Resource 5 pg. 24 , Resource 6 pg.25

Activity 3

Task

Students create a digital "future tourism snapshot": Headline, Instagram post, or mini-infographic.

Prompt: "What happens to Wales / Lesotho if current tourism choices continue?"

Must Include

- One opportunity
- One risk
- Who holds responsibility



Tourism

Teaching Ideas

Learning Objective:

To explore how health and illness affect children and families in Lesotho and Wales, and to compare how communities respond with care, support and fairness.

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 (choose one):

Students reframe tourism so it centres communities:

- Rewrite a tourism slogan from a local resident's perspective
- Create a spoken-word poem titled "We Are Not a Destination"
- Find and rewrite a line from a tourism leaflet to remove exploitation

KS4 Success Criteria

- Shows impact, not intention
- Acknowledges power & access
- Avoids saviour framing

Future Thinking Exit Card

"Tourism can connect communities or deepen inequality. Using one example from Wales or Lesotho, explain which it does, and who benefits or loses because of the decisions behind it."

Rule:

One or two sentences. Must reference power, systems, or 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.



Rural Life & Basotho

Teaching Ideas

Learning Objective:

To explore how rural life shapes identity, work, and community in Wales and Lesotho, and to critically compare how power, resources, and systems affect rural communities in different contexts.

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 on board: "Think of one thing that makes a place feel like home."

Task

Students write one word only under each heading:

- Place
- People
- Work / land
- Language or tradition

Then pair-share: one similarity and one difference

Activity 1

Students read the two rural life texts and annotate only for:

- How rural life is described (choice / tradition / necessity / struggle)
- Who is expected to adapt
- What systems shape daily life (land, transport, schooling, jobs)

Questions:

- Who controls resources in this text?
- Whose knowledge counts?
- What is assumed about "rural people"?

Write one comparison sentence: In the Welsh text..., whereas in the Basotho text...

Activity 3

Task:

Choose one area (transport, education access, digital access, or land use) and design how it would work to support rural communities.

Label your design to show who decides, who benefits, and where power sits.



Rural Life & Basotho

Teaching Ideas

Learning Objective:

To explore how health and illness affect children and families in Lesotho and Wales, and to compare how communities respond with care, support and fairness.

Context

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

Example:

A community bus service that runs between villages, schools, shops, and health centres at set times each day. Local council and a group of community representatives. Young people, older residents, families without cars, and people needing healthcare or education. Shared between the local council (money and rules) and the community group (routes and needs).

Activity 4

Task

Students create a short magazine-style feature about rural communities. You may choose one format: A headline with a short feature paragraph, a social-media style post with caption, and a simple infographic.

Prompt

What happens to rural communities if current tourism choices continue? Your feature must include:

- One opportunity
- One risk
- Who holds responsibility (e.g. governments, businesses, tourists, systems).

Future Thinking Exit Card

Prompt: "A fair future for rural communities depends on..."

Rule (small but firm):

Students must refer to power, systems, or decision-making, not individual effort or good intentions.

Padlet

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Standing with speakers

Deciding for speakers

Language

More similar than different

Solidarity respects people's rights by listening, involving them, and sharing decisions, and not speaking over them.

- 1 A school introduces translation support after policies have already been agreed by senior staff.

- 2 Pupils who speak multiple languages work with teachers to redesign language support in lessons.

- 3 A charity campaign talks about "saving endangered languages" without consulting the people who speak them.

- 4 Community members lead their own language-revitalisation project and decide how funding is used.

- 5 Schools promote bilingualism but discourage pupils from using home languages in class discussions.

- 6 Local authorities consult families before changing language provision in schools.

- 7 A textbook represents a language as "dying" without explaining how speakers actively use it today.

- 8 Young people are invited to share how language affects their identity, but their ideas are not included in final decisions.

- 9 Funding for language education is given directly to community-run programmes rather than outside organisations.

- 10 A national policy supports language learning but does not provide resources or training to make it accessible in practice.

DAILY NEWS

Word • Business • Finance • Lifestyle • Travel • Sport • Weather

INDEPENDENCE POWER AUDIT

Who decides? Who benefits? Who is excluded?

Audit Performed By: _____

Topic: _____

Decision-Making Power

	Who holds formal power in this system?
	How is leadership chosen or maintained?
	What decisions can this group make?
	Evidence from the text (quote / fact):

Voice & Consultation

	Who is consulted in decision-making?
	How are people able to express views?
	Are some voices prioritised over others?
	Evidence from the text:

Inclusion & Exclusion

	Who is excluded or marginalised?
	Are any groups mentioned as missing or ignored?
	What barriers prevent participation?
	Evidence from the text:

Accountability & Challenge

	What happens if people disagree with decisions?
	Are there systems to challenge power?
	Who enforces rules or laws?
	Evidence from the text:

Outcomes & Impact

	Who benefits most from this system?
	Who benefits least?
	What are the long-term effects on independence?
	Evidence from the text:

Standing WITH communities

Deciding FOR communities

Tourism

1 Tourism plans should be approved by local residents before they go ahead.

2 Tourism brings jobs, so communities should adapt to visitors' needs.

3 Local people should decide how their culture is shared with tourists.

4 Tourist attractions should prioritise what visitors want to see.

5 Money from tourism should be reinvested into local housing and services.

6 Traditional culture should be simplified so tourists can understand it.

7 Tourism decisions should be made by national governments, not local communities.

8 Tourism works best when local voices shape how places are promoted.

FURTHER LINKS

Podcasts

[Basotho and Welsh language](#)

[Lesotho Independence](#)

[Welsh Independence](#)

[Basotho Language](#)

[Welsh Language](#)

CONTACT US

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Discover more about Wales–
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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](#)