

KiVa Mapping  
Curriculum for Wales  
Unit 1

Unit 1 Lesson Overview

Lesson 1	<p>know what KiVa stands for a positive school environment</p> <p>understand that every student has the right to a safe learning environment</p> <p>know more about him/herself and his/her classmates</p>
Lesson 2	<p>know what is meant by emotions</p> <p>have thought about the kinds of emotions and different situations in which we experience them</p> <p>understand the difference between emotions and actions</p>
Lesson 3	<p>know what a group is and recognise the characteristics of a friendly group</p> <p>have learned new things about his/her classmates by taking part in the exercises</p> <p>know how to join group and how to help others included in the group</p> <p>have thought about different emotions she/he may have as a group</p>
Lesson 4	<p>have thought about both the ways and importance of taking other people into consideration</p> <p>have thought about the positive characteristics there are in other people and also in him/herself</p>
Lesson 5	<p>understand what bullying is and how it differs from accidentally inflicted harm / arguing / playful teasing</p> <p>understand what bullying may feel like</p> <p>know the most common consequences of being bullied</p> <p>know that in this school bullying will not be tolerated and that it will be intervened in immediately</p>
Lesson 6	<p>understand the meaning of bystanders in bullying situations</p> <p>have thought about his/her own behaviour in bullying situations and she/he is motivated to change it</p> <p>understand that it is everyone's responsibility to reduce bullying</p>
Lesson 7	<p>have identified ways to support the victim</p> <p>have thought about why it might be hard to take the victim's side</p> <p>understand that even small gestures/actions can make the victim feel better</p>
Lesson 8	<p>understand that bullying is not the victim's fault and that no one should give in to being bullied</p> <p>know what assertiveness means and how being assertive can reduce bullying</p> <p>know ways of how to act in bullying situations</p>
Lesson 9	<p>think about topics covered</p>
Lesson 10	<p>have reviewed the antibullying rules of the class created during the school year</p> <p>be committed to following the rules during the next school year</p> <p>have received positive feedback on his/her actions as a group member</p>

Unit 1 Mapping against the Four Purposes

Ambitious, capable learners who :-	Enterprising, creative contributors who :-	Ethical, informed citizens who :-	Healthy, confident individuals who :-
set themselves high standards and seek and enjoy challenge	connect and apply their knowledge and skills to create ideas and products	find, evaluate and use evidence in forming views	have secure values and are establishing their spiritual and ethical beliefs
are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts	think creatively to reframe and solve problems	engage with contemporary issues based upon their knowledge and values	are building their mental and emotional well-being by developing confidence, resilience and empathy
are questioning and enjoy solving problems	identify and grasp opportunities	understand and exercise their human and democratic responsibilities and rights	apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
can communicate effectively in different forms and settings, using both Welsh and English	take measured risks	understand and consider the impact of their actions when making choices and acting	know how to find the information and support to keep safe and well
can explain the ideas and concepts they are learning about	lead and play different roles in teams effectively and responsibly	are knowledgeable about their culture, community, society and the world, now and in the past	take part in physical activity
can use number effectively in different contexts	express ideas and emotions through different media	respect the needs and rights of others, as a member of a diverse society	take measured decisions about lifestyle and manage risk
understand how to interpret data and apply mathematical concepts	give of their energy and skills so that other people will benefit	show their commitment to the sustainability of the planet	have the confidence to participate in performance
use digital technologies creatively to communicate, find and analyse information			form positive relationships based upon trust and mutual respect

undertake research and evaluate critically what they find			face and overcome challenge
			have the skills and knowledge to manage everyday life as independently as they can
and are ready to learn throughout their lives.	and are ready to play a full part in life and work.	and are ready to be citizens of Wales and the world.	and are ready to lead fulfilling lives as valued members of society.
Lessons 5 + 7	Lessons 3 + 10	Lessons 1, 2, 5, 6, 7, 8 + 10	Lessons 1-10

KiVa Mapping  
Curriculum for Wales  
Unit 2

Unit 2 Lesson Overview

Lesson 1	<p>know that KiVa stands for a positive school environment</p> <p>understand that everyone has the right to a safe learning environment</p> <p>understand that being alone is different from being together and that both of them are important</p>
Lesson 2	<p>know what a group is and know the characteristics of a friendly group</p> <p>understand characteristics of good communication in a group</p> <p>understand that sometimes in a group you end up behaving in a manner you don't really want to</p> <p>understand that in a group people have different kinds of roles and that the group itself contributes to defining those roles</p> <p>know how to join a group and how to help others to be included in the group</p> <p>have thought about what kind of a group his/her own class is</p>
Lesson 3	<p>know what bullying is and able to recognise bullying situations</p> <p>also know what is not bullying (a conflict/fight)</p> <p>know about different forms of bullying</p> <p>know how common a problem bullying is</p> <p>understand that even though bullying is common it is not acceptable</p> <p>know who to tell about bullying and how it is tackled at school</p>
Lesson 4	<p>understand the concept of hidden bullying</p> <p>understand what mixed messages are</p> <p>know what cyberbullying is</p> <p>understand that hidden bullying is harmful and forbidden</p> <p>know ways to protect him/herself from online bullying</p>
Lesson 5	<p>understand what being bullied may feel like</p> <p>know the most common consequences of being bullied</p> <p>understand that being bullied might affect your life after many years</p> <p>have thought about the well-being of his/her class as a group and the possible changes that have taken place</p>
Lesson 6	<p>have thought about his/her own attitudes towards bullying</p> <p>have noticed that most of the children in the class have an attitude against bullying</p> <p>have understood that you don't always act according to your actual attitude (peer pressure)</p> <p>know the roles in bullying situations</p> <p>have thought about his/her own behaviour in bullying situations</p>

Lesson 7	<p>have identified ways to support the victim</p> <p>have thought about why it might be hard to take the victims side</p> <p>understand that even small gestures/actions can make the victim feel better</p> <p>have tried out different ways of behaving in a bullying situation</p>
Lesson 8	<p>know what s/he could do if s/he gets bullied</p> <p>know what not to do is s/he gets bullied</p> <p>know what assertiveness is</p> <p>know what happens in his/her school if a teacher finds out that someone is being bullied</p> <p>know that it may feel difficult to tell anyone about bullying (shame)</p>
Lesson 9	<p>have revised the anti-bullying rules of the class created during the school year</p> <p>have thought about what the rules mean in his/her class</p> <p>have thought about what the class could do in the future so that there would be no more bullying</p> <p>know the consequences for breaking the rules</p>
Lesson 10	<p>have thought about how s/he feels the situation in the class has changed</p> <p>have seen how others experience it</p> <p>have thought of how s/he has contributed to the change / the fact that the situation has remained the same</p>

## Unit 2 Mapping against the Four Purposes

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set themselves high standards and seek and enjoy challenge	connect and apply their knowledge and skills to create ideas and products	find, evaluate and use evidence in forming views	have secure values and are establishing their spiritual and ethical beliefs
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are questioning and enjoy solving problems	identify and grasp opportunities	understand and exercise their human and democratic responsibilities and rights	apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
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can explain the ideas and concepts they are learning about	lead and play different roles in teams effectively and responsibly	are knowledgeable about their culture, community, society and the world, now and in the past	take part in physical activity
can use number effectively in different contexts	express ideas and emotions through different media	respect the needs and rights of others, as a member of a diverse society	take measured decisions about lifestyle and manage risk
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undertake research and evaluate critically what they find			face and overcome challenge
			have the skills and knowledge to manage everyday life as independently as they can
and are ready to learn throughout their lives.	and are ready to play a full part in life and work.	and are ready to be citizens of Wales and the world.	and are ready to lead fulfilling lives as valued members of society.
Lessons 2, 4 + 10	Lessons 2 + 7	Lessons 1, 2, 3, 4, 6 + 8	Lessons 1-10