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| Bundling across the curriculum  HWB 0-19a  Career Education Standard  <https://education.gov.scot/improvement/documents/dyw2-career-education-standard-0915.pdf> | | UNCRC  Articles; 5, 15, 28,29, | Wellbeing Indicators  Achieving  Responsible | | | Building Resilience  3 – Challenge your mindset  7 - Make a difference  10 - Have a goal | | |
|  |  | | | |  | | |  |
| Potential bundles | Benchmarks/Learning Experiences | | | Suggested Activities/Assessments | | | Resources/Links | |
| *In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences* ***HWB 0-19a***  I can describe some of the kinds of work that people do and I am finding out about the wider world of work. ***HWB 0-20a*** | Shares aspirations and goals for the future.  Talks about own learning, strengths and  next steps.  Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others.  Communicates with others about different jobs in the community. | | | Plan learning/play activities around the key skill sectors;   * Early learning and childcare * Food and drink * Tourism * Financial services * Construction * Engineering * Chemical sciences * Energy * Life sciences * Digital technologies * Creative industries   Finding out about jobs available in local community – visit local area, photograph types of business create image/collage/sort types  Encourage discussion about the benefits of working  Through links with parents/work places/the community/business partners/colleges/universities, extend and develop awareness of different potential careers  Imagining the jobs of the future  Visits to different workplaces;  Shops, farm, dentist, local business and ask questions about work  Role play across key skill sectors  Finding out about teamwork and why it’s important through a variety of play/group activities  Linking play to skills outside the establishment and to the world of work e.g. craft, building, food prep, mud kitchens, loose parts play, taking apart old bits of equipment, tinkering trays  Link STEM activities and creativity to jobs and careers  Promote imagination, ambition and aspirations across learning through curiosity, creativity and problem-solving activities  Actively challenge gender stereotyping and discrimination in relation to work and learning | | | Career Education Standard :  I can statements;  • I can communicate with people about the different jobs they do in my community.  • I can discuss some of the rewards that a job brings.  • I believe I can do any job.  • I can role play different job roles.  • I can follow rules and routines and explain why they are important.  • I can talk about my learning, my strengths and my next steps.  • I can develop ideas and take part in projects to make things.  **Upskill staff with;**  [Career Education Standard Learning Resource](https://education.gov.scot/improvement/documents/dyw2-career-education-standard-learning-resource.pdf)  Excellent self-evaluation tool on page 9  **Other DYW resources/CPD support;**  [Career Education Standard Learning Resources](https://education.gov.scot/improvement/learning-resources/Career%20Education%20Standard%203-18:%20Suite%20of%20learning%20resources)  **Interesting practice;**  Early Years;  [Ferguslie Pre-Five Centre](https://education.gov.scot/improvement/practice-exemplars/DYW%20Interesting%20Practice:%20Skills%20Development%20in%20Early%20Years%20-%20Ferguslie%20Pre-Five%20Centre)  Primary;  [Busby Primary Skills Academy](https://education.gov.scot/improvement/practice-exemplars/DYW%20Interesting%20Practice:%20Skills%20development%20at%20the%20core%20of%20the%20curriculum%20-%20Busby%20Primary%20School)  [Caskieberran Careers Education in the Primary School](https://education.gov.scot/improvement/documents/dyw14-career-education-at-caskieberran.pdf)  [Bonhill Primary Enterprise and Employability](https://blogs.glowscotland.org.uk/glowblogs/eslb/2016/10/27/bonhill-primary-school-a-whole-school-approach-to-enterprise-and-employability-education/)  **Resources;**  [What could I be? Law and Society](https://education.gov.scot/improvement/documents/dyw18-what-could-i-be-law-and-society.pdf)  [What could I be? Food and Drink](https://education.gov.scot/improvement/documents/dyw18-what-could-i-be-law-and-society.pdf)  [What could I be? Builders and Shapers](https://education.gov.scot/improvement/documents/dyw18-what-could-i-be-builders-and-shapers.pdf) | |