



Module 4 - Entering the job market

Module Background

In the development of the Social Acquis of the European Union, principles 3 and 17 of the European Pillar of Social Rights enshrine the rights of people with deficiency, equal opportunity and access to the labour market that are fair and adapted to their needs, ensuring personal and social achievement, a fair level of income and a decent life. In this context, the module aims to develop entrepreneurship and self-employment of people with disabilities, enable them with essential skills for an active and autonomous demand for job offers.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 4	ENTERING THE JOB MARKET			
SU 4.1	Searching for a job	14	8	22
SU 4.2	Creating a good CV	10	6	16
TOTAL MODULE HOURS		24	14	38



Skill Unit 4.1 – Searching for a job

Skill Unit Background

Persons with disabilities are frequently not considered potential members of the workforce. Perception, fear, myth and prejudice continue to limit understanding and acceptance of disability in workplaces everywhere. Myths abound, including that persons with disabilities are unable to work and that accommodating a person with a disability in the workplace is expensive. Helping them to find a job and to acquire competences to search for the correct one is fundamental.

Learning Objectives

This Skill Unit will provide technical knowledge and skills to facilitate searching and applying for a job

Learning Outcomes

The learner is able to identify potential employers in their area of residence (4.1.1)

The learner is able to use websites for job advertisement (4.1.2)

The learner is able to apply for a job using digital platforms (4.1.3)

Pre-knowledge

Using the web or app searcher on the smartphone and the keyboard,

Indicative Content: Topics and Key Concepts

- Personal investigations
- Recognition of one's professional skills
- Best practices for a job search
- Local and digital resources for a job searching



Teacher led Activities

Job tour (4.1.1): Action Bound provides job training in candidates' area of residence via interactive activities, enhancing their employability and knowledge of employers

Job storming (4.1.3): Players write skills and aspirations on paper, select and categorize them for a LinkedIn profile

My online professional profile (4.1.3): Create your LinkedIn profile by crafting an attention-grabbing headline, a professional profile picture, and a compelling summary. Showcase your experience, skills, and achievements to boost your professional trustworthiness.

Googling for finding (4.1.2): Use Baamboozle for a competition game to find important job searching websites

Teacher backed Activities

Building Your Employability Skills (4.1.3): Dynamic activity to self-evaluate employability skills, set meaningful improvement goals, collaborate with peers, and strategize how to align skills with real job opportunities.

Assessment Methods

As final assessment, after the implementation of this Skill Unit, participants will experience a practical simulation of a job search in which they will have to apply what they acknowledged during the whole training session.

The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.



Skill Unit 4.2- Creating a good CV

Skill Unit Background

Creating a resume can be a challenging task. Many people find it difficult to talk about themselves or to articulate their strengths. A person with a disability, may find writing a resume even more challenging and wonder where to begin that why its so important to help them to highlight their strengths, experience and achievements.

Learning Objectives

This Skill Unit will empower learners to develop a CV

Learning Outcomes

The learner is able to identify job offers according to his/her profile (4.2.1)

The learner is able to elaborate his resume and keep it updated (4.2.2)

Pre-knowledge:

Using the web or app searcher on the smartphone and the keyboard.
Basic knowledge of Canva and graphic design

Indicative Content: Topics and Key Concepts

- Personal investigation
- Professional profiles
- Recognition of their professional skills
- Best practices for a job search



Teacher led Activities

Who is who? (4.2.1): Traditional board game: players draw cards with professional profiles, take turns guessing the other players' card by stating professional characteristics

Who am I? (4.2.2): Create a list of professional competences, use Wordwall to make a roulette wheel, and bingo cards with the competences. The first player to line up wins

Teacher backed Activities

My personal CV (4.2.2): Design a CV to highlights effectively your skills but also embodies your distinct style and personality.

Assessment Methods

As final assessment, after the implementation of this Skill Unit, participants will experience a practical simulation of a job search in which they will have to apply what they acknowledged during the whole training session. The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.



ANNEX - ACTIVITY CHARTS



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JOB TOUR

Step by step

1. Define the training goals and audience.
2. Create an interactive route with challenges.
3. Ask your students to download the Action Bound application
4. Go to the starting point with the learners
5. Share the route with participants via QR code (scanner using the Action Bound app)
6. Clarifying the potential and resources of each place in the route
7. Move to the debriefing questions

Debriefing

What are the potential employers in my area of residence?
Which and where are the institutions that can support you?

Tips

The educator guides learners, step by step, in the tour, clarifying the potential and resources of each place.
Be available for any question.

Activity type: Introduction

Topic and content

ActionBound, local resources for a job search

Learning outcomes

The learner is able to identify potential employers in their area of residence

Target group: individual

Material

Mobile phone with access to internet
Action bound app
Worksheet



JOB STORMING

Step by step

Activity type: Follow-up

Topic and content

Professional skills and personal investigation / aspirations

Learning outcomes

The learner is able to apply for a job using digital platforms

Target group

The learners

Material

Printable: [Individual worksheet](#)

1. The educator provides the learners with small papers and pens, to write down elements related to their skills and professional aspirations. Once the time is up, ask the learners to collect their papers and place them in a common center;
2. Once all the papers are collected, the next step is to select and categorize the proposed elements. Assign a team or an individual to perform this task. Start by reviewing all the elements proposed by the learners and categorize them into groups based on their similarity;
3. The elements are used to create a profile to be placed on LinkedIn. Use the groups created in step two to structure the profile. Start with a summary section that highlights the player's main skills and aspirations, followed by sections that detail their experience and education. Use the elements from each group to provide specific examples that demonstrate the learner's proficiency in that area;
4. The final step is to publish the profile on LinkedIn. Ask the learners to review their profile to ensure that it accurately represents them and their aspirations. Encourage them to share their profile with their network and ask for feedback. Finally, remind the learners to keep their profile up-to-date as they gain new experiences and skills in their professional journey.
5. Move to the debriefing questions.

Debriefing

- How did the process of writing down your skills and aspirations make you feel?
- Did you discover any new skills or aspirations you hadn't considered before?
- Was it difficult to put all the information in the online platform?

Tips

Assist the learners in their questions and worksheet, and coach each learner towards the specificity of the aspects of his profile.

Connections with other activities

This activity can be the follow-up of "Dream Job tree" (MODULE 5 - SU 5.1)



MY ONLINE PROFESSIONAL PROFILE

Step by step

Activity type: Follow-up

Topic and content

LinkedIn profile professional skills

Learning outcomes

The learner is able to apply for a job using digital platforms

Target group: individual

Material

www.LinkedIn.com
Printable: [Worksheet](#)

1. Optimize Your Headline and Profile Picture in LinkedIn:

Headline: Craft a clear and concise headline that highlights your expertise, and unique professional points. It should grab attention and entice visitors to learn more about you.

Profile Picture: Choose a professional headshot that reflects your personality and aligns with your professional area.

2. Craft a Compelling Summary:

Write a compelling summary that showcases your skills, experience, and professional goals. Keep it concise and engaging, using bullet points or short paragraphs to highlight your achievements and value proposition.

3. Showcase Your Experience:

Add your work experience, starting with your current or most recent role and working backward.

4. Highlight Your Skills and Achievements:

Create a dedicated skills section and list the key skills relevant to your profession. You can also showcase your proficiency by obtaining endorsements from colleagues or former employers.

Include any certifications, awards, or honors you have received to further enhance your profile's credibility and demonstrate your expertise.

5. Move to the debriefing questions.

Debriefing

Which are my professional goals?

Which are my main skills and achievements?

Tips

Assist each learner in the inventory and clarification of his own skills and achievements
Make sure learners have already downloaded a LinkedIn profile

Connections with other activities

This activity can be a follow-up of "Job Storming" SU 4.1



GOOGLING FOR FINDING

Step by step

1. Go to the Baamboozle website at www.baamboozle.com and sign up for an account, or log in if you already have an account.
2. Click on the "Create" button at the top of the page to start creating a new game.
3. Choose a game template that you would like to use or start from scratch.
4. Give your game a title, description, and cover image.
5. Add categories and questions to your game. For example, you could create a category called "Job Searching Websites" and add questions like "What is the best website for finding job openings?" or "Which website allows you to search for jobs based on your location?"
6. For each question, create a list of answer options. One of the answer options should be the correct answer, while the others should be incorrect or misleading answers.
7. Customize the appearance of your game by choosing a background color, font, and sound effects.
8. Preview your game and make any necessary adjustments.
9. Share your game with others by sharing the link or embedding it on a website or blog.
10. Move to the debriefing questions.

Debriefing

Which are the main job search websites?

Tips

Be alert! Assist learners giving information about the use of the game and clarifying all the questions that emerge during the game.

Consider the possibility of doing the game in pairs.

Activity type: Introduction

Topic and content

Digital resources for a job search

Learning outcomes

The learner is able to use websites for job advertisement

Target group: Individual/Group activity

Material

www.baamboozle.com



BUILDING YOUR EMPLOYABILITY SKILLS

Step by step

1. Provide participants with a checklist of employability skills.
2. Ask them to self-assess their current proficiency in each skill.
3. Encourage participants to set goals for skill improvement.
4. Divide participants into small groups or pairs.
5. Assign each group a specific employability skill from the checklist.
6. Ask groups to discuss and brainstorm ways to improve that skill.
7. Each group presents their findings to the whole group.
8. Provide participants with real job postings from various industries.
9. Ask them to analyze the job requirements and identify which employability skills are most critical for each job.
10. Discuss how participants can leverage their skills to match job requirements.

Debriefing

- How did the process of writing down your skills and aspirations make you feel?
Did you discover any new skills or aspirations you hadn't considered before?
Was it difficult to put all the information in the online platform?

Tips

Assist the learners in their questions and worksheet, and coach each learner towards the specificity of the aspects of his profile.

Connections with other activities

This activity can be the follow-up of “Dream Job tree” (MODULE 5 - SU 5.1)

Activity type: Follow-up

Topic and content

Professional skills and personal investigation / aspirations
Best practices for a job search
Local and digital resources for a job searching

Learning outcomes

The learner is able to apply for a job using digital platforms

Target group

The learners

Material

Printable: [Individual worksheet](#)



WHO IS WHO

Step by step

1. Design or print out a game board, which can be a simple path or a more complex design with different sections. Create cards with different professional profiles, including job titles, responsibilities, skills, and personality traits. Make sure to have enough cards for each player to have several to choose from;
2. Educator lay out the game board and place the game pieces at the start of the board. Shuffle the professional profile cards and deal a set number to each learner, depending on the desired difficulty level and time of play. The remaining cards can be placed in a draw pile face down;
3. The first learner selects a card from their hand and keeps it hidden from the other learners. The learner then describes the professional profile on the card, starting with general information and gradually giving more specific clues. The other learners listen carefully and try to guess the card. If a learner correctly guesses the card, they earn a point and the learner who described the card discards it. If no one can guess the card, the learner who described it can keep it in their hand and play continues to the next learner. Learners take turns describing cards until all the cards have been played or a predetermined number of rounds have been completed.;
4. The learner with the most points at the end of the game is declared the winner. If there is a tie, learners can continue playing until there is a clear winner.
5. Move to the debriefing questions.

Debriefing

Which are the more adequate professional profiles, including job titles, responsibilities, skills, and personality traits for the learners?

Which were more difficult/challenging to describe/guess?

Which are close to you?

Tips

This game can be particularly challenge to some learners with verbal difficulties

Activity type: Introduction

Topic and content

Professional profile definition

Learning outcomes

The learner is able to identify job offers according to his/her profile

Target group: group activity

Material

Printable: [Game board](#)
[Cards](#)



WHO AM I?

Step by step

1. Create a list of professional features or skills to use for the bingo game. The educator, together with the learners, can make this list based on general and specific skills and attributes that are considered important for the aspirations of the students. Make sure that the list is long enough to create multiple bingo cards;
2. Next, the educator will need to create a roulette in Wordwall. To do so, go to the Wordwall website and log in to your account. Click the "Create" button and select "Roulette" from the list of options. Customize the wheel with colors and labels, then add each of the features or professional skills from your list to the wheel;
3. Generate bingo cards by clicking the "Create" button and selecting "Bingo" from the list of options. Customize the cards with your own title and background and select the number of cards you want to generate. Wordwall will automatically create bingo cards with a random selection of features or professional skills from your list;
4. Play the game! Distribute the cards to the students and have them mark the characteristics or skills as they are called from the roulette wheel. The first player to align a line of marked features or skills wins the game. You can continue playing with different combinations of characteristics or skills until everyone has a chance to win.
5. Move to the debriefing questions.

Debriefing

- What are my professional skills?
- What skills should I highlight?

Tips

The educator guides students, step by step, in clarifying and selecting the skills to list for the CV.

Connections with other activities

Possible activity to introduce "My personal CV" (SU 4.2)

Activity type: Instruction

Topic and content

Professional skills, personal investigation

Learning outcomes

The learner is able to elaborate his resume and keep it updated

Target group: group activity

Material

Printables: [Sheet of bingo and Cards of competences](#)
[Wordwall](#)



MY PERSONAL CV

Step by step

1. Ask the learner to collect their ideas about skills and academic background
2. Access Canva and pick a template
3. Assist the learner in the customizing process
4. Download the CV in PDF

Driving questions

What are your professional skills?
And your academic background?
Pick a template you would like to use. Which is your favourite one? Why?
Do you remember how to customize the template in Canva? Do you remember how to download it in PDF?

Tips

Suggest to pick simple template

Connections with other activities

This activity can be a follow up of “Who am I” (SU 4.2), “What do you know about Power point and Canva?” (MODULE 2 - SU 2.2)

Activity type: Follow-up

Topic and content

Professional profiles, personal investigation, professional skills, Best practices for a job search

Learning outcomes

The learner is able to elaborate his resume and keep it updated

Target group: individual activity

Material

[Canva](#)