



# 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.



# 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](http://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](http://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](#)