



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 4.2- 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.



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](#)