

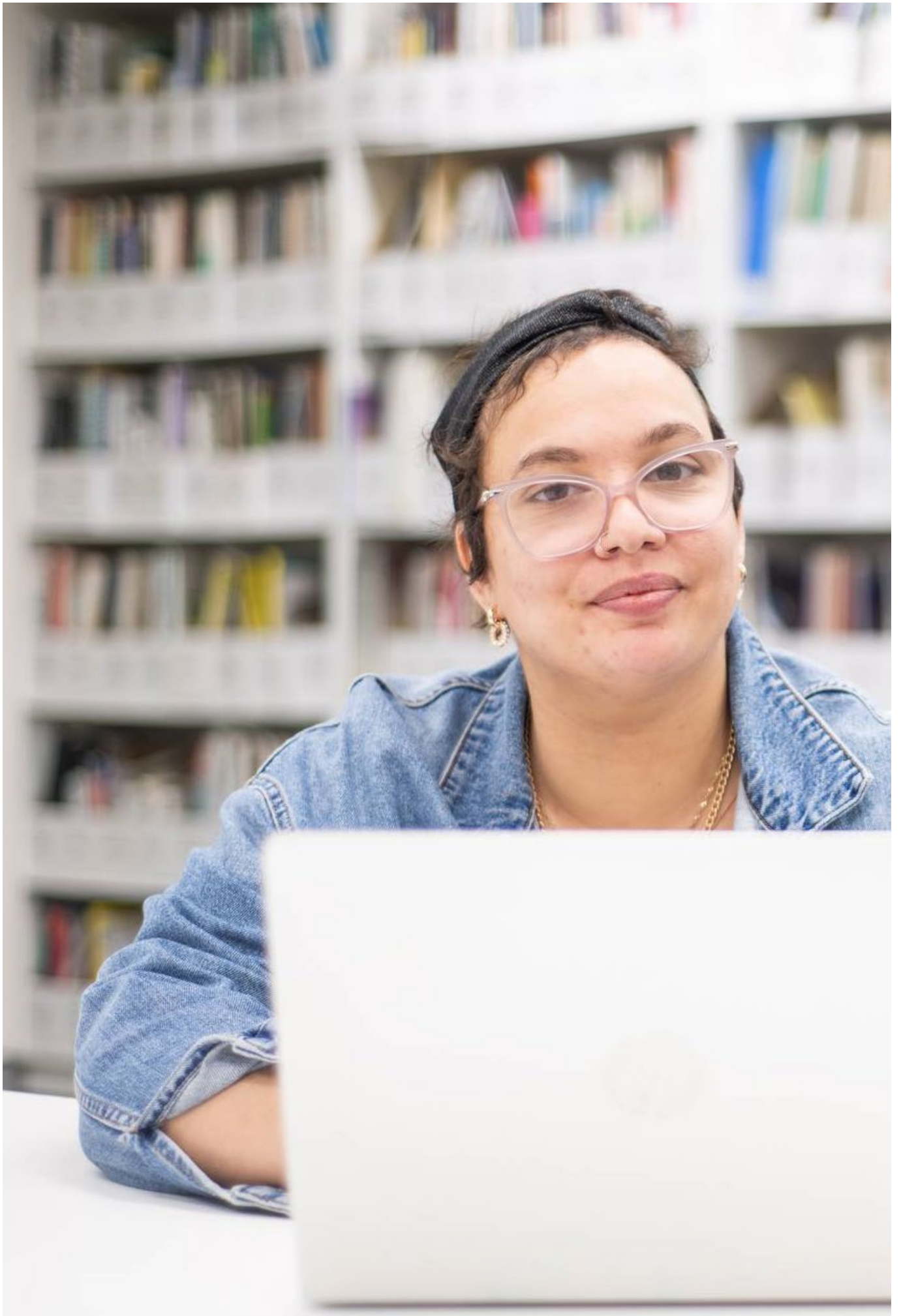


# More Than Just a Job Workshop

A Guide for Facilitators



Council for  
Intellectual Disability



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## About this guide

This guide has been developed as part of the **More than Just a Job** project, which aims to build the capacity of people with intellectual disability to find and keep a job they will enjoy.

It is designed to be used by teachers, support workers, families, friends and anyone who provides support to a person with intellectual disability who wants to get a job.

The activities in this guide will support the participants to understand their skills and strengths, why they want to work, and what they need from a job. It can also help participants to identify jobs that align with their strengths and interests.



# How to use this guide

The guide includes instructions for eight activities that can be completed individually or in a group setting. The activities are designed to be completed in the order they are presented but can also be used as standalone activities. Some of the activities involve using activity cards to provide visual prompts for discussion.

Each activity has an easy read worksheet to accompany it. These can be found in the More than Just a Job Workbook. Once complete, the workbook is designed to be shared with participant's support people including their families, support workers, SLES and DES providers.

The activities in this guide are:

1. Why I want a job
2. My skills
3. My strengths
4. What is important to me in a job
5. The jobs I would like to try
6. My dream job
7. People who support me
8. Steps to my dream job

For each activity you will find:

- An activity worksheet
- An activity overview
- The activity instructions
- The time needed to complete the activity
- The number of people required
- The tools required
- Speaking points
- Questions to prompt discussion

# Activity 1: Why I want a job




## Overview


In this activity participants are asked to think about the reasons why people want to work. This helps the participants to understand what motivates them to work.

## Outcome

Participants can identify at least two reasons why they want a Job.

 20 minutes

 Individual Activity

-  • Pen
- **Why I want a job** worksheet

## Speaking points

Begin the activity by watching Adam's video [www.youtube.com/watch?v=zx0bEfXs3KM](https://www.youtube.com/watch?v=zx0bEfXs3KM)

After watching the video, ask the participants

1. What does Adam do for work?
2. Why does Adam love his job?

Play the video a second time if required, pausing at the important points and repeating the questions.

## Activity Instructions

- Open the workbook to worksheet **1: Why I want a job**. Ask participants to write or draw why they want a job.
- Make sure to explain their answers can be different to Adam's reasons.
- If participants have difficulty identifying the reasons they want a job, consider using the questions listed below.
- When everyone has completed the activity, ask participants to share their responses.

## Questions to inspire discussion

- Why did you decide to come to our workshop today?
- What is good about having a job?
- I like having a job to meet new people. What about you, would you like to meet new people?
- What about money? Adam liked earning money to buy things. Do you like having money to buy things?
- Is there another reason why you want a job?

## Suggested answers to guide participants

- Learn new things
- Feeling useful
- Feeling safe
- I would be bored without a job
- Having money to buy things on my own
- Going on a holiday
- Feeling like I belong
- Building my confidence
- Making my own decisions
- Moving out and paying rent
- Trying new things


## Follow up questions

- Were your answers different from Adam's?
- Is it okay to have different reasons to want a job?

# Activity 2: My skills

## My Skills

What is something you are good at?

What do your friends say that you are good at?


More Than Just a Job **Workbook** 3

## Overview


In this activity participants are asked to think about the skills they currently have. The questions on the **Skills activity cards** are used to guide this activity. Participants may share their list with their support people and it can be used to build their resume.

## Outcome

Participants can identify what they are good at, i.e. their skills. This reminds participants that they already have skills that can help them get a job.

 30 minutes

 Group activity

-  • Pen
- **My Skills** worksheet
  - **Skills** activity cards

## Speaking points

Begin the activity by telling the participants that the group will spend some time talking about the skills they have.

Ask the participants;

- Who knows what a skill is?
- Can someone share an example of a skill?

Explain that a skill is something that you are good at.

Provide an example of your own skills to support the participants' understanding.

**Example;** *"I'm a good writer and a good cook. I make an excellent cake."*

Ask the group to think about the things they are good at.



## Activity Instructions

- Split the group into pairs
- Provide each pair with their own deck of the **Skills activity cards**
- Each card has a question designed to support the person to think about what they are good at.  
The questions on the cards are:
  - What is something you are good at?
  - What do your friends say you are good at?
  - What is your favorite thing to do?
  - How do you help other people?
- Participants take turns asking each other the questions with support from the facilitator as required.
- Ask participants to record their answers under the corresponding questions listed on the **My skills worksheet**.
- Ask participants to share their responses.

### Questions to inspire discussion

- What do your friends say you are good at?
- Let's ask everyone in this workshop what they think you are good at.
- What would your family say you are good at?
- What is something you do at home that makes everyone proud?
- What are your favourite things to do?
- What are the things that make you happy?
- How do you help other people?
- How do you help your friends?
- Do you help your family at home?
- Do you do any chores at home?
- What is your favourite thing to help with? Why?
- What do you think is the best thing about you?
- What makes you feel good about yourself?

# Activity 3: My strengths

**My Strengths**  
What people like about me?  
You can write or draw your answers below.

More Than Just a Job Workbook 5


## Overview

In this activity participants are asked to think about their personal strengths. These are usually personality traits that come naturally to them.


The **Strengths activity cards** are used to guide this activity. Participants may share their list with their support people and it can be added to their resume.

## Outcome

Participants can identify their personal strengths. Being aware of their strengths can help guide participants towards jobs that match their strengths.

 30 minutes

 Group activity

-  • Pen
- **My Strengths** worksheet
  - **Strengths** activity cards

## Speaking points

Begin by telling participants that it's important to understand what your strengths are when choosing a job. Explain that everyone has different strengths, for example; some people are friendly, some are helpful, some are fun, and others are creative.

Explain that finding a job that is suited to your strengths is important because it will guide you to a job that you are good at and enjoy.

Tell the participants that not all jobs will suit their strengths.

Share your own experience of a job you have had that didn't work out for you.

Explain why it didn't suit your strengths.

**For Example: “I used to work as a library assistant, my job was to put books back on the shelves. Customers kept asking me questions I couldn’t answer. This made me want to quit because I prefer not to deal with customers. I talked to my boss about it, and he said that talking to customers was a part of the job. I found the job too stressful, so I left and found a job in an office where I didn’t have contact with customers. “**

Tell the participants it’s time for them to think about their strengths. Explain that thinking about strengths can be hard.

A good question to ask is; what do people like about me? Tell the group that you will share some cards that will help them answer this question.

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## Activity Instructions

- Organise the **Strengths activity cards** face up on a table.
- Ask the participants to move around the table so they can look at all the different cards.
- Now ask participants to select a few cards that are most meaningful to them.
- Ask them to write down or draw their strengths on the My strengths worksheet.

### Questions to inspire discussion

- What do you think you are good at?
- When do you feel most confident?
- What do you think people like about you?
- Turn to the person next to you, ask them to answer the question; “What am I good at” or “What do you like about me”
- What would your parents, friends and support workers say they like about you?
- This card says \_\_\_\_\_, what does that mean, is this you?
- What is easy for you to do, but others find hard?

# Activity 4 – What is important to me in a job

## What is important to me in a job?

You can write or draw your answers below.



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## Overview

In this activity, participants are asked to reflect on what they need and want from a job to succeed. The **What is important to me activity cards** are used to guide this activity.


Participants may share this list with their support people to ensure potential job opportunities align with their preferences.

## Outcome

Participants can identify the characteristics of a job that are important to them.

 30 minutes

 Group activity

-  • Pen
- **What is important to me in a job worksheet**
  - **Important to me in a job activity cards.**

## Speaking points

Begin the activity by acknowledging that it can be hard to know if a job is going to be right for you.

Tell the participants that before they look for a job it is helpful to think about things that are important to them in a job, as these are the things that will make them happy.

Provide an example of your own experience where you liked a certain job.

*For example: “I’m a social person and I like to be around people. I get bored and lonely if I’m by myself all day at work. I like this job because I meet new people, I work as a part of a team, but I also spend some of the day by myself on my computer. This balance makes me happy. “*

## Activity Instructions

- Split the group into 2 groups. Hand out the **Important to me in a job activity cards**.
- The What is important to me in a job activity is designed to prompt participants to consider what types of jobs suit them, and what types of jobs do not.
- Some of the cards come in pairs of two displaying two options i.e. I like to work inside, and I like to work outdoors, I like to talk to people and I prefer to work on my own.
- Make sure the Important to me in a job activity card is matched with its pair.
- Ask the participants to open the page in their workbook that says **What is Important to me in a job**. Support the participants to identify which statements on the cards are important to them in a job and why.
- Ask participants to share their answers.

### Questions to inspire discussion

- It is important for me to work indoors because I don't like being in the sun for too long - what about you?
- Which card suits you or are you okay with both?
- Why did you choose this card?





# Activity 5 – These are the jobs I would like to try

**These are the jobs I would like to try**  
You can write or draw your answers below.

More Than Just a Job Workbook

More than just a job


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## Overview


This activity is designed to prompt participants to explore different types of jobs available to them that they would like to try.

## Outcome

Participants will identify three or more different jobs that are related to their interests.

 20 minutes

 Group activity

-  • Pen
- **These are the jobs I would like to try** worksheet
  - **Jobs** activity cards.

## Speaking points

Begin the activity by telling participants that it's time to look at different jobs that they might want to try.

Tell the participants that they will be given a set of **job activity cards**. On these cards are examples of many different types of jobs. Participants use the job cards to prompt their thinking.

## Activity Instructions

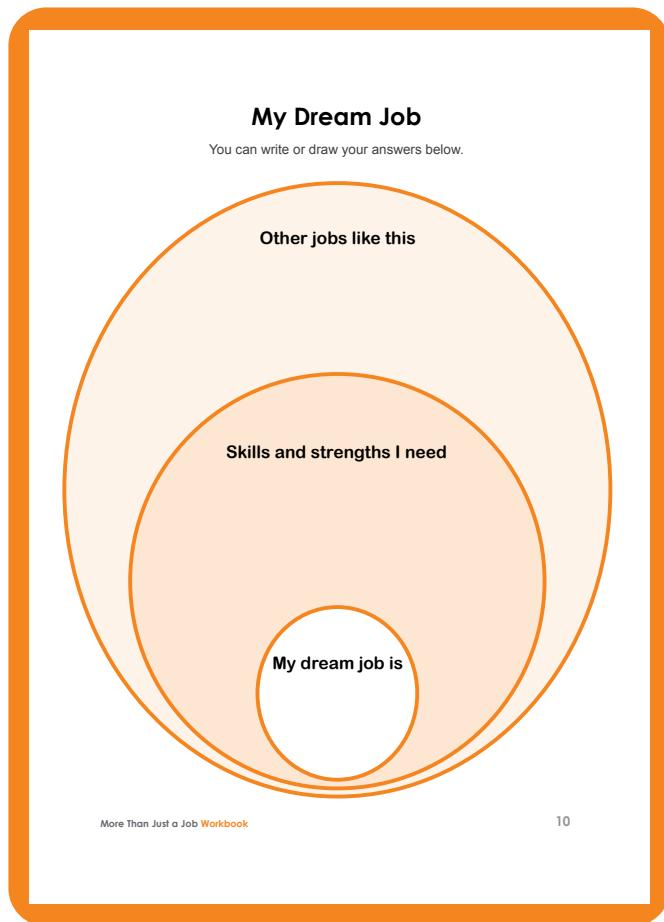
- Show one of the cards to the participants and explain that each card has an example of a different type of job.
- Arrange the **job activity cards** across a table so they are easily visible.
- Ask participants to look at the jobs and the tasks involved in each job.
- Support participants to choose at least 3 jobs they would like to try.
- Tell participants that they can choose jobs that are not included in the **job activity cards**.
- Ask them to write or draw their answers in **These are the jobs I would like to try worksheet**.

### 💬 Questions to inspire discussion

- Tell me what job you might like to try?
- Why do you like that job?
- Is there a job you are interested in that is not on the cards?
- Does this card look interesting to you, is there a similar job you would like to try?
- Have a look at what you wrote in the **What is Important to Me** in a Job activity in your workbook. Does the job card you have chosen match what is important to you in a job?



# Activity 6 – My dream job



## Overview


This activity is designed to guide participants to focus on one 'dream job' that is most suited to them.

In this activity participants are asked to focus on a job they would really like to try (dream job), and the skills and strengths required for the job. They are then asked to consider other jobs that may be similar or require similar skills and strengths as their dream job. This helps participants to explore other potential employment opportunities they may enjoy.


## Outcome

Participants can identify

1. One job they really want to try.
2. The skills and strengths required for that job.
3. At least one other job that uses similar strengths and skills as their dream job.

 20 minutes

 Individual Activity

-  • Pen
- **My dream job** worksheet
  - **Jobs activity** cards

## Speaking points

Begin the activity by telling the participants that it's time to think about their dream job or the job they would really love to do.

## Activity Instructions

Use the My dream job example to help explain each step of the activity.

### Step 1.

- Ask participants to review the jobs they have chosen in the jobs I would like to try worksheet. Ask the participants to share the jobs they listed.
- Tell participants they need to choose one job from that list that they really would like to try i.e. their dream job.
- Consider using the **Jobs activity cards** again to prompt participant thinking.
- Ask participants to write their dream job in the small white circle.
- Ask the participants to identify their dream job and explain why they have chosen it.

### Step 2.

- Explain the next step is to think about the skills and strengths you need for that job.
- Tell the participants they can look at their strengths on page 3, 4 and 5 of the workbook to see if they can use them in this job.
- Use the My dream job example in the workbook to prompt participants thinking.
- Ask the participants to write or draw the strengths and skills needed for the job in the middle circle.

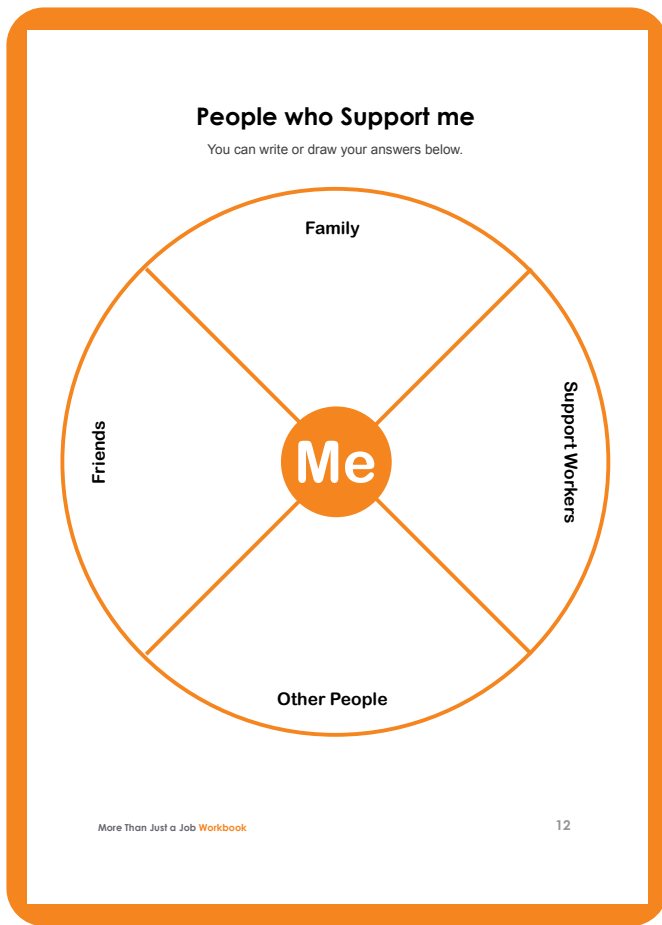
### Step 3.

- Explain that most people have other jobs that are steppingstones to their dream job. Working in other jobs will give you the strengths and skills you need to reach your dream job.
- Explain that it can be beneficial to try jobs that are similar to your dream job. These can help you get the skills and strengths you need for your dream job. You might even really like the other jobs if you try them.
- Use the **My dream job** example in the workbook to prompt participants thinking.
- Ask participants to fill in other jobs that are like their dream jobs. The other jobs can be the same industry, involve similar tasks, skills and strengths.

### Questions to inspire discussion

- Why did you pick this job as your dream job? What do you like about it?
- What skills and strengths do you need to do your dream job?
- What do you do in this job?
- What do you need to be good at? Brainstorm as many as you can.  
*Example, Waiter: In this you need to be able to talk to people, carry plates, take orders, and have manners.*

# Activity 7 – People who support me




## Overview


In this activity participants are asked to think about the people in their lives who can help them find a job they will like.

## Outcome

Participants can identify at least 2 people who can support them to find a job.

 30 minutes

 Individual Activity

-  • Pen
- **People who support me** worksheet.

## Speaking points

Begin the activity by telling participants it's time to talk about the people who can help them get a job. Ask the participants to tell you what type of help people need when they are looking for a job.

Brainstorm with the group the different people in the community who can help look for work.

Help the participants to think further than their close support people. Encourage them to think about reaching out to people they know who might have connections in their industry of interest, local businesses that may offer work experience, or friends who work in similar jobs.



## Activity Instructions

Share the example in the **People who support me** worksheet. Explain that there are four groups of support - family, friends, support workers, and other people I know (neighbours or family friends, local shop owner etc.)

Ask the group to write or draw the people who can help them get their dream job.

### 🗨️ Questions to inspire discussion

- Who are the people in your life who will support you to get a job?
- Who supports you the most?
- Are there other people in the community that can help you?
- Who else in your community does the same job you want to do?
- Example; *“You are interested in being a waiter, do you go to a café regularly that you can ask for work experience?”*



# Activity 8 – Steps to my dream job

**Steps to get my dream job**  
You can write or draw your answers below.

Steps	Support I need
1.	
2.	
3.	

**Dream job**


The worksheet is presented as a graphic with an orange border. It features two columns: 'Steps' and 'Support I need'. The 'Steps' column has three numbered rows. A plus sign icon is positioned between the two columns. Below the columns is an equals sign icon with arrows pointing to a 'Dream job' section, which includes a trophy icon and a blank space for writing.

## Overview


In this activity participants can think about the practical steps they can take to find out more information about their dream job. This provides a plan of action that the participants can follow up with their support people.

## Outcome

Participants will identify three actions they can take to help them get more information about a job they are interested in. Participants will identify what support they need and who will support them.

 30 minutes

 Individual Activity

-  • Pen
- **Steps to get my dream job worksheet**

## Speaking points

Begin the activity by congratulating the participants for choosing jobs they are interested in. Explain that now we will talk about things they can do to find out more about these jobs.

## Activity Instructions

Show the participants the **Steps to my dream job** worksheet.

Explain that in this worksheet they can list three things they will do to find out more about their dream job.

Before asking the participants to fill their worksheet, brainstorm a list of different things people generally do when they want to find out more about a job.

After the brainstorm ask the participants to write down three things they will do on the **Steps to my dream job** worksheet.

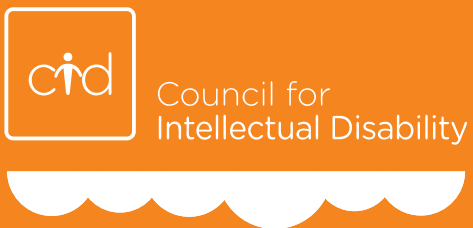
Tell the participants they may need support to do these things. Ask them to write down who will support them and what they need support with.

## 🗨️ Questions to inspire discussion

- What are the things you need to do to get your dream job?
- Do you need to do any training and courses for the job?
- Where would you look to find out more about the job?
- Who could you talk to?
- Would you like to get some work experience?
- Do you know someone who could help you get work experience?
- Do you have a resume? Do you need one?
- If you are ready to get a job, how can you apply for the job?
- Let's look at your circle of support, who can help you?
- Who can help you learn the skills you need for this job?
- Who can help you to search and apply for the advertised jobs?



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