



# More Than Just a Job Workshop

A guide for facilitators



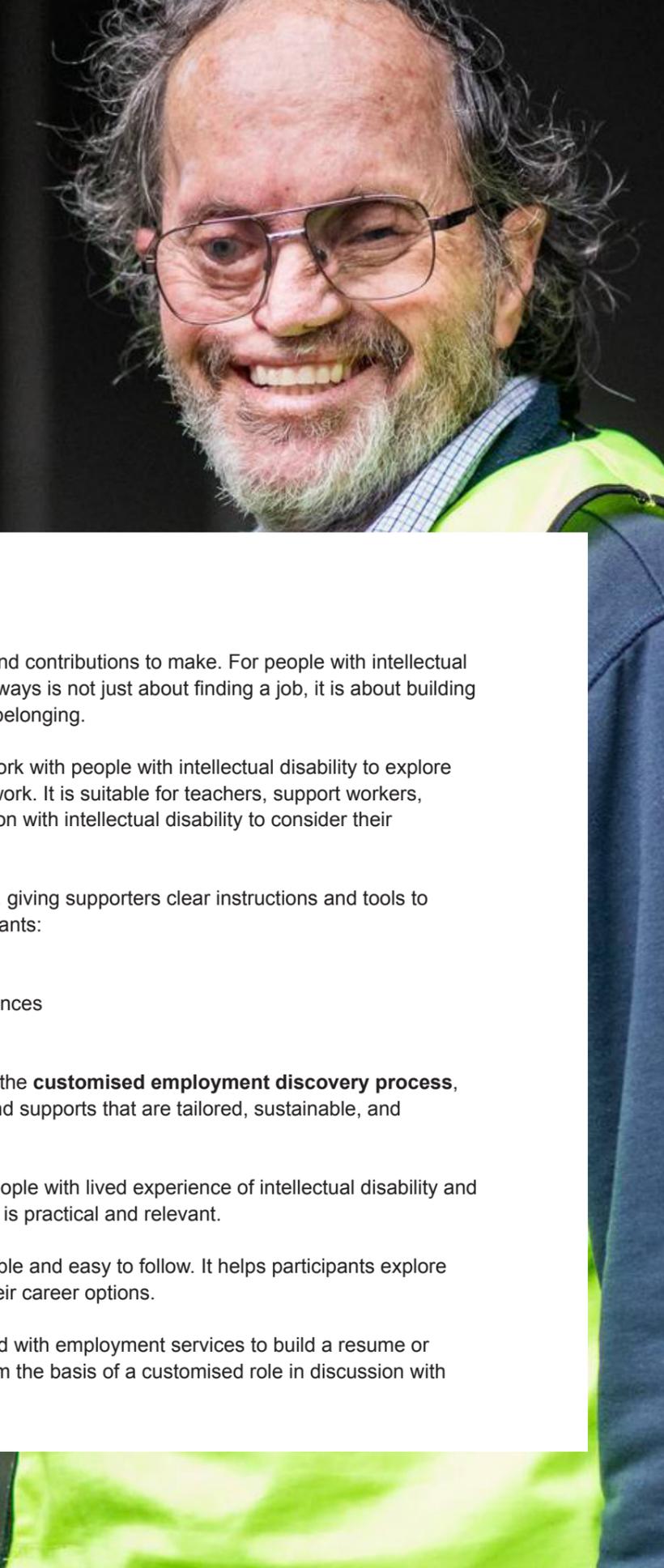
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## About this guide

Every person has unique talents, dreams, and contributions to make. For people with intellectual disability, the chance to explore career pathways is not just about finding a job, it is about building confidence, independence, and a sense of belonging.

This guide is designed to help supporters work with people with intellectual disability to explore career options and prepare for meaningful work. It is suitable for teachers, support workers, families, friends, or anyone assisting a person with intellectual disability to consider their employment options.

The guide uses a train-the-trainer approach, giving supporters clear instructions and tools to confidently facilitate activities where participants:

- Think about why they want a job
- Understand what they need from a job
- Identify their skills, strengths, and preferences
- Consider career paths that suit them

These activities are part of the first stage of the **customised employment discovery process**, which gathers information to design roles and supports that are tailored, sustainable, and meaningful.

All activities have been co-produced with people with lived experience of intellectual disability and experts in inclusive employment, ensuring it is practical and relevant.

The More Than Just a Job workbook is flexible and easy to follow. It helps participants explore meaningful work options and understand their career options.

Once complete, the workbook can be shared with employment services to build a resume or identify suitable job matches. It can also form the basis of a customised role in discussion with employers.

## How to use this guide

This guide contains nine activities that explore different aspects of work and career planning.

The activities can be completed one-on-one or in a group setting. Each activity takes around 30 minutes, depending on the size of the group.

### You will need:

- Pen
- More Than Just a Job Participant Workbook

### Optional:

- A computer or phone with internet access to watch videos (links included in the activities)
- Visual prompt cards to support discussion (you can get these for free from CID by emailing us or download them from our website)
  - Me360 Cards
  - MTJJ Conversation Cards

### The nine activities are:

1. Why I want a job
2. What is important to me in a job?
3. My skills
4. My strengths
5. What I like
6. What part I like the most
7. Where can I work?
8. People who support me
9. My next steps.

### Each activity includes:

- Overview and outcome
- Step-by-step instructions
- Questions to prompt discussion

This process is about self-discovery and exploring options, so it is important that participants take an active role in decisions about their career.

Be sure to give participants plenty of time to think and encourage them to come up with their own ideas and answers.

If facilitating a group session, ask participants to share their answers. This encourages conversation, exercises communication skills, and provides more examples for participants to think about.

If you have any questions, please contact our team at [employment@cid.org.au](mailto:employment@cid.org.au)

## Activity 1: Why I want a job

**Why I want a job**

You can write or draw your answers below.

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### Overview

In this activity, participants should think about why they want to work.

This helps them understand their motivation. Having this knowledge is an important step in finding a good job match or customising a role.

### Outcome

Participants can identify and communicate reasons why they want a job and gain an understanding of what motivates them.

### Complementary resources

Shailaja's video: [www.youtube.com/watch?v=z-ci1Fk58ug](https://www.youtube.com/watch?v=z-ci1Fk58ug)

### Activity instructions

#### 1. Introduce the activity

- Explain that this activity is about thinking and talking about why people want to work.
- Emphasise that everyone has different reasons and all answers are valid.

#### 2. Present resources or examples

- Play Shailaja's video and discuss why she wants to work.
- If the video is unavailable, describe another real-life example of someone talking about why they enjoy their job.

#### 3. Guide reflection and discussion

- Ask participants to discuss Shailaja's job and why she enjoys it, then help them think about their own reasons.
- Facilitate a discussion about participants' personal reasons for wanting a job.
- Highlight that their motivations may be similar or different from Shailaja's.
- Offer general examples such as earning money, meeting people, learning new things, or feeling useful.
- Reinforce that there are no right or wrong answers.

### Questions to inspire discussion

- Why did you come to this workshop?
- What is good about having a job?
- I like my job because I meet new people. What would you enjoy about having a job?
- What about money? I like earning money to buy things. What would you like to do with the money you earn?
- Shailaja liked having a meaningful role supporting women. What is meaningful to you?

## Activity 2: 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. These are things that matter to them, such as tasks, environment, or who they work with.

Participants may choose to share this list with their support people to ensure a good job match or to inform a customised role.

### Outcome

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

### Complementary resources

MTJJ Conversation Cards - Important to me

### Activity instructions

#### 1. Introduce the activity

- Explain that participants will explore the aspects of a job that are important to them. This includes tasks, environment, and social aspects.

#### 2. Present resources or examples

- Use Important to me Conversation Cards to prompt thinking.
- If the cards aren't available, discuss examples of workplace conditions and explore what may or may not be suitable for each participant.
- You can facilitate a "Would You Rather" activity (e.g., work inside vs outside, work alone vs with others).

#### 3. Guide reflection and discussion

- Discuss why participants made their choices. Encourage participants to elaborate on their answers to gather more insight into their preferences.
- Ask why participants prefer certain conditions and if they are flexible on others.
- Reinforce that liking two opposing cards is okay.
- Follow up by asking which conditions are most important and consider marking these as priorities.

### 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 more or are you okay with both?
- Why did you choose this card? Let's think about why this is important to you.

## Activity 3: My skills

**My skills**

**What are the things I am good at?**

You can write or draw your answers below.

8

### Overview

In this activity, participants are asked to think about the skills they already have. These answers will help with writing their resume, identifying a good job match, or informing a customised role.

### Outcome

Participants identify and communicate what they are good at.  
Participants recognise that they already have skills that can help them gain a job.

### Complementary resources

- Me360 Conversation Cards
- MTTJ Conversation Cards - Types of jobs

### Activity instructions

#### 1. Introduce the activity

- Explain that participants will identify their current skills. A skill is something they can do well or have learned to do, such as cooking, organising, or using the computer.
- Emphasise that skills are different from strengths, which are personal qualities or traits that come naturally.

#### 2. Present resources or examples

- Use Me360 Conversation Cards to prompt discussion.
- Use Types of jobs Conversation Cards to prompt discussions around what skills are associated with each role.
- Give examples from your own life if helpful.

#### 3. Guide reflection and discussion

- Ask participants what they are good at, what makes them proud, and how they help others.
- Encourage them to consider skills used at home, school, or in the community.
- Follow up by asking if there is a skill they would like to improve and whether they use it to help other people.

### Questions to inspire discussion

- What do your friends or 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 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 4: My strengths

**My strengths**

What do people like about me?

You can write or draw your answers below.

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### Overview

In this activity, participants are asked to think about their personal strengths. These are usually personality traits that come naturally to them. These answers can be used on a resume, and to help identify a good job match or inform a customised role.

### Outcome

Participants recognise and communicate personal strengths.

### Complementary resources

MTJJ Conversation Cards - My strengths

### Activity instructions

#### 1. Introduce the activity

- Explain that strengths are natural abilities or personality traits.
- Ask participants to think about the traits they naturally have.

#### 2. Present resources or examples

- Use the My strengths Conversation Cards to prompt thinking.
- Give examples, such as:  
*“Everyone has different strengths. Some people are very organised and like things to be neat and tidy. Others may not focus on organisation but enjoy talking and making new friends. Strengths are part of your personality. They are things you’re naturally good at and do not have to learn.”*

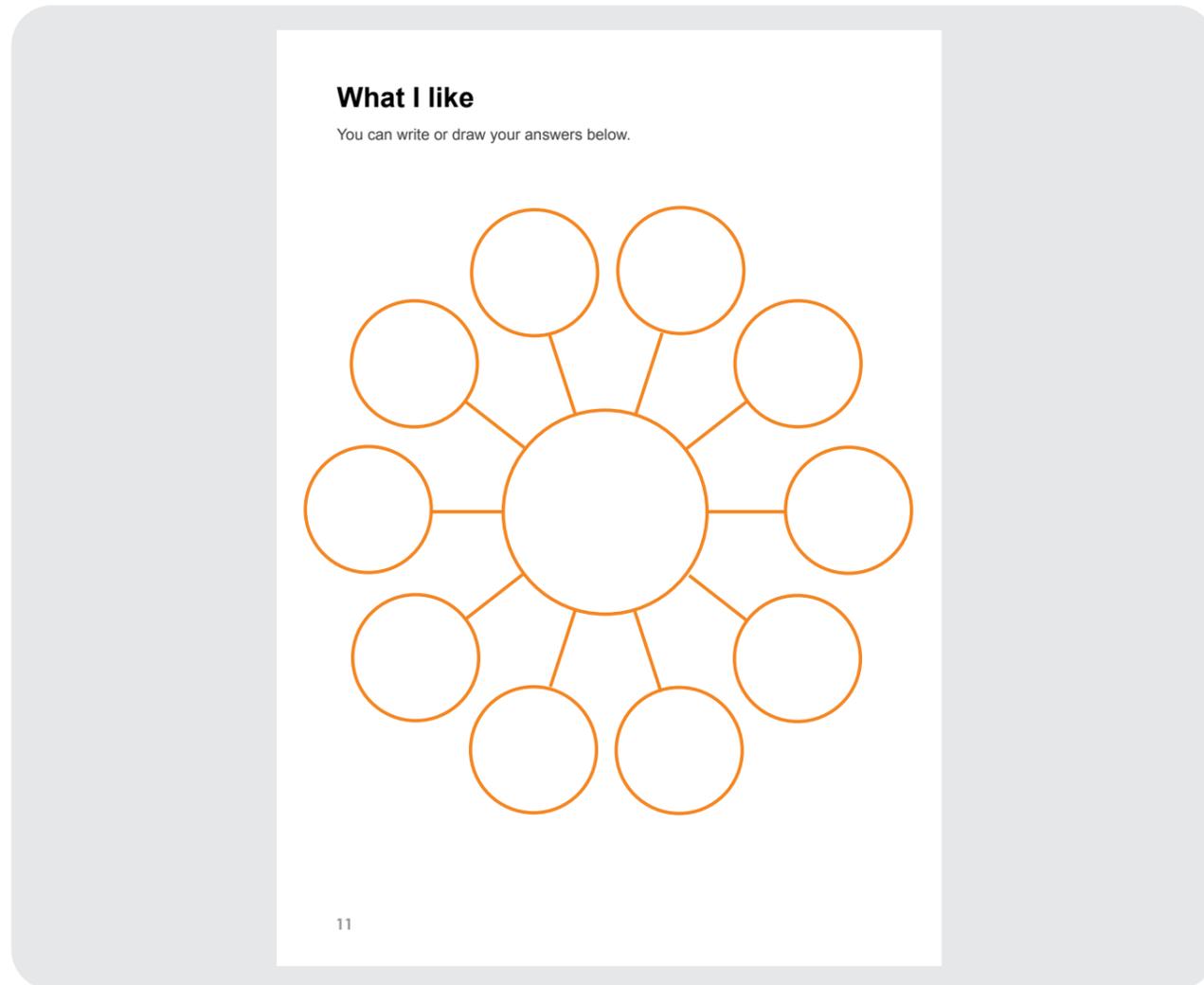
#### 3. Guide reflection and discussion

- Ask participants when they feel confident, what comes easily to them, and what others notice about them.
- Encourage them to see how these strengths could help identify a good job match.

### 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?
- What would your parents, friends and support workers say you are good at? Can we ask some people in this room who know you?
- This card says \_\_\_\_\_. What does that mean? Is this you?
- What tasks do you find easy to do?

## Activity 5: What I like



### Overview

In this activity, participants are prompted to identify their personal interests. This is an important step in connecting them to potential work ideas.

### Outcome

Participants can identify and communicate their personal interests.

### Complementary resources

Alex's video: [www.youtube.com/watch?v=izUIFdbXZns](https://www.youtube.com/watch?v=izUIFdbXZns)

### Activity instructions

#### 1. Introduce the activity

- Participants explore their personal interests to identify activities and things they enjoy.
- Explain that this activity is about exploring interests, not to decide on a job.

#### 2. Present resources or examples

- Use examples of hobbies and activities.
- Use Alex's video to prompt discussion.

#### 3. Guide reflection and discussion

- Help participants think about what they enjoy, what makes them happy, and what they like doing at home or with friends and family.
- Encourage them to consider which of these interests they enjoy the most and how they could be part of a job.

### Questions to inspire discussion

- What is something you look forward to doing?
- What makes you smile, feel proud, curious or excited?
- What do you like talking about?
- When do you feel happy, interested, or relaxed?
- What do you like doing at home or school?
- What do you like doing with your friends or family?

## Activity 6: What part I like the most

**What part I like the most**  
You can write or draw your answers below.

I like doing this	The parts I like doing most
	
	
	

13

### Overview

Participants are asked to choose their top three interests and think critically about why they enjoy each one. This process can help identify their skills, preferred environments, and the type of tasks or roles they may want to pursue.

### Outcome

Participants break down interests into specific tasks they enjoy.

### Complementary resources

Alex's video: [www.youtube.com/watch?v=izUIFdbXZns](https://www.youtube.com/watch?v=izUIFdbXZns)

### Activity instructions

#### 1. Introduce the activity

- Ask participants to choose three favourite activities from the “What I like” worksheet. This can be the most enjoyed tasks, or the ones they think can be better linked to a job.
- Explain that sometimes it is not only the task itself we like, but the feeling, environment or skill that makes it fun. Understanding this can help us seek these tasks in a workplace.

#### 2. Present resources or examples

- Continue discussion of Alex's video
- Use personal examples, such as  
*'My favourite thing about gardening is picking flowers and making big bunches for my friends. Because I like being creative and seeing people smile.'*

#### 3. Guide reflection and discussion

- Help participants explore why they enjoy certain activities, how these make them feel.
- Break activities into smaller parts if it is hard to identify the “best part.”
- Discuss if they would enjoy doing these activities for longer periods as part of a job.
- Link their strengths, preferences and interests to potential workplace tasks, helping identify opportunities for customised roles that fit them.

### Questions to inspire discussion

- What is the best part about doing this activity?
- Does it make you feel proud, calm, excited or helpful?
- Do you enjoy doing it alone or with others?
- Is there a part of it you would not enjoy doing every day?
- What made you pick these three from the original ten?

## Activity 7: Where can I work?

**Where can I work?**  
You can write or draw your answers below.

**A task I like**

**Type of place this happens**

**Real places near me**

15

### Overview

Participants explore workplaces where the activities or things they enjoy happen. This helps them connect their interests to real local job opportunities.

### Outcome

Participants consider how their skills and interests could be used in real jobs and explore local workplaces where they might try to find work opportunities.

### Activity instructions

#### 1. Introduce the activity

- Participants will choose one interest from the “What part I like the most” worksheet and think about where people do this activity and what types of workplaces use this skill. This can include paid work, volunteering or work experience.
- Explain that it can be hard to imagine how something we enjoy could become part of a job, but thinking about the environment and place can make it easier.

#### 2. Present resources or examples

- Share examples and local opportunities related to participants’ interests.
- Highlight that many different jobs and activities happen in lots of places.

#### 3. Guide reflection and discussion

- Help participants think of real, specific places in their community where their chosen activity happens. Encourage looking online, on a map, or asking others for suggestions.
- Discuss opportunities for jobs or volunteering roles in these places.
- Reinforce that these are examples of how and where their interests could lead to work opportunities.
- Follow up by asking if they would like to visit this place to find out more.

### Questions to inspire discussion

#### A task I like

- Which of your three interests from the last activity feels the most exciting or important to you?
- Which one do you think could be part of a job you would enjoy?

#### Type of place this happens

- Where do you think people do this kind of thing as a job?
- Do you know anyone who works in a place like that?

#### Real places near me

- What is the name of a place in \_\_\_\_\_ where this happens?
- Have you been to one before? Could you get there easily?
- What is another similar place you could check out?

## Activity 8: People who support me

**People who support me**  
You can write or draw your answers below.

Family

Friends

Support workers

Me

Other people

17

### Overview

Participants will reflect on the importance of support in life, including when looking for a job. They will identify people in their lives who can help them explore and find work they enjoy.

### Outcome

Participants identify people who can support them in finding a job. They also understand how to use personal networks for support.

### Complementary resources

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

### Activity instructions

#### 1. Introduce the activity

- Participants will reflect on people in their lives who can support them on their employment journey.

#### 2. Present resources or examples

- Play Adam's video and discuss Adam's job and his support.
- If the video is unavailable, review the example page.

#### 3. Guide reflection and discussion

- Give participants time to reflect on the different people who can support job-seeking: family, friends, support workers and other community members
- Encourage participants to think beyond their immediate network, including anyone who may connect them to:
  - industries of interest
  - local businesses offering work experience
  - friends or contacts in similar jobs.
- Once complete, encourage participants to share their workbook with the supporters they've listed.

### Questions to inspire discussion

- Who supports you the most?
- Who are the people in your life who will support you to get a job?
- Who else in your community does the same job you want to do?
- Are there other people in the community who can help you? Use examples, such as "You are interested in being a waiter, do you go to a café regularly where you can ask for work experience?"

## Activity 9: My next steps

**My next steps**  
You can write or draw your answers below.

Next steps	+	Support I need

19

### Overview

Participants think about practical steps they can take to find out more information about their employment journey. This provides a plan of action that participants can follow up with their support people.

### Outcome

Participants identify any practical actions they can take to help them progress in their employment journey. Participants connect each action to possible required support.

### Activity instructions

#### 1. Introduce the activity

- Participants plan practical actions to move forward in their employment journey and think about any support they might need to do these steps.

#### 2. Present resources or examples

- Brainstorm general steps people take to learn more about a job or to prepare for work, such as making a resume, completing training or visiting workplaces.

#### 3. Guide reflection and discussion

- Encourage participants to review the brainstorm list and decide which actions they can take to get closer to their goals. They can choose as many steps as they like.
- Explain that they may need support to take these steps. Have participants write or draw what support they would like and who could help them.
- Congratulate participants for completing all the activities. Explain that self-determination (making choices and taking control) is very important for finding jobs and succeeding in a career.

### Questions to inspire discussion

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



This guide has been developed to support the delivery of workshops that empower people with intellectual disability to explore career opportunities and take meaningful steps toward open employment. Since 2018, Council for Intellectual Disability (CID) has proudly delivered More Than Just a Job workshops, supporting more than 500 people to reflect on their goals, build confidence and move closer to meaningful work.

As a trainer, you play a vital role in this journey. You are not only supporting participants explore their options, but also encouraging them to recognise their strengths, plan practical actions, and connect with the support that can help them succeed.

Use this workbook to structure sessions, involve participants' circles of support, and adapt activities to meet individual needs.

We hope this guide equips you to confidently deliver sessions that inspire participants, celebrate their achievements, and support them in taking the next steps in their careers.

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# More than just a job



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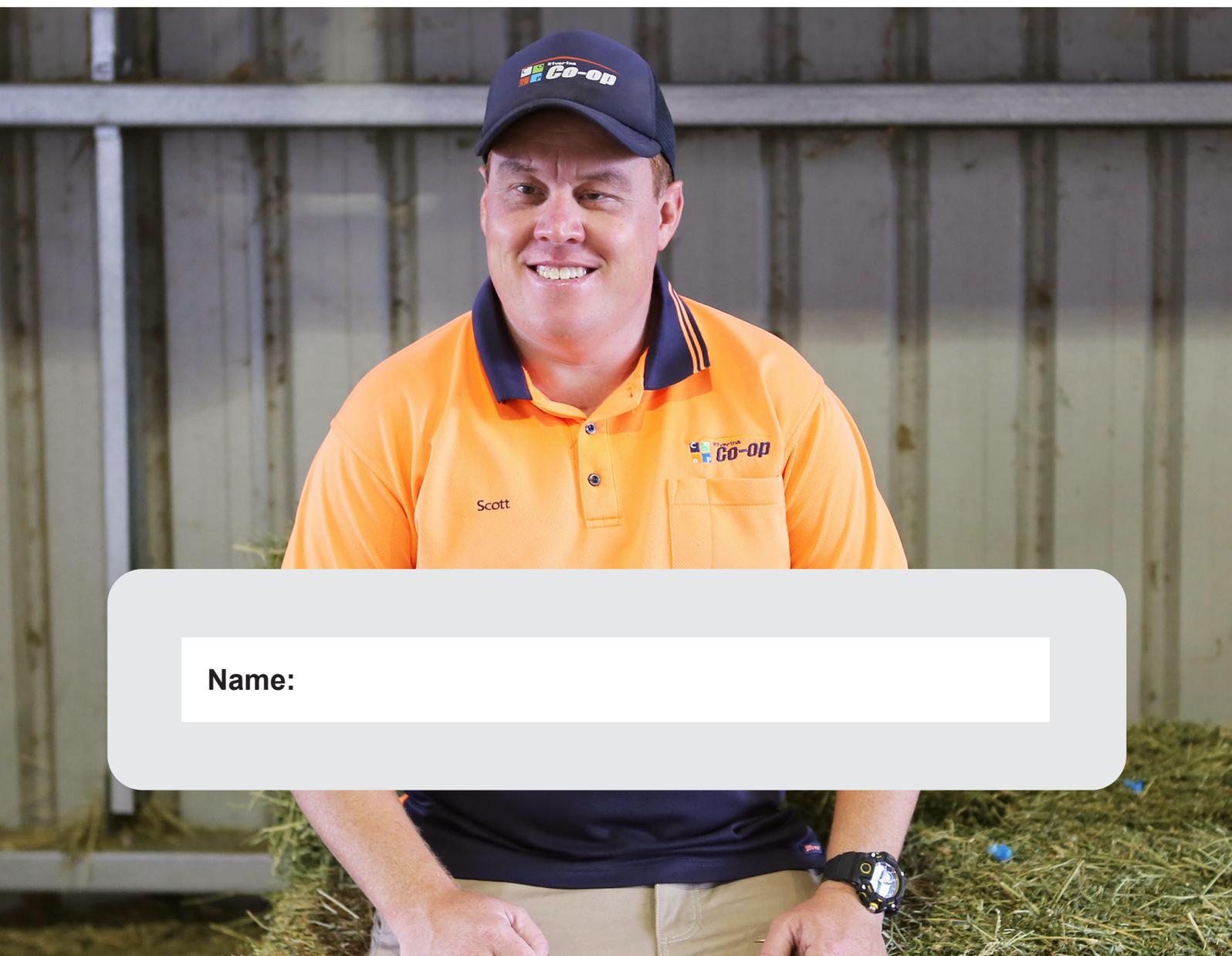
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# More Than Just a Job Workbook



Name:

## How to use this workbook



This is a workbook to help you think about jobs.

You can use the activities in this workbook to think about things like

- What you are good at
- What is important to you
- What kind of jobs you could try.



Take your time to fill in this workbook.



You can ask someone to help you do the activities.



This could be a

- Support worker



- Family member



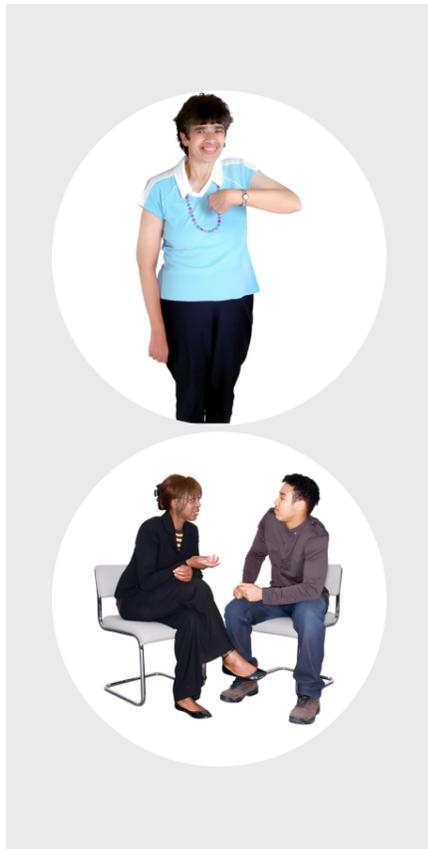
- Friend.



You can choose what information you share.



You do not have to answer every question.



You can show this workbook to your supporters to help them

- learn more about you
- learn about the kind of work you want to do.



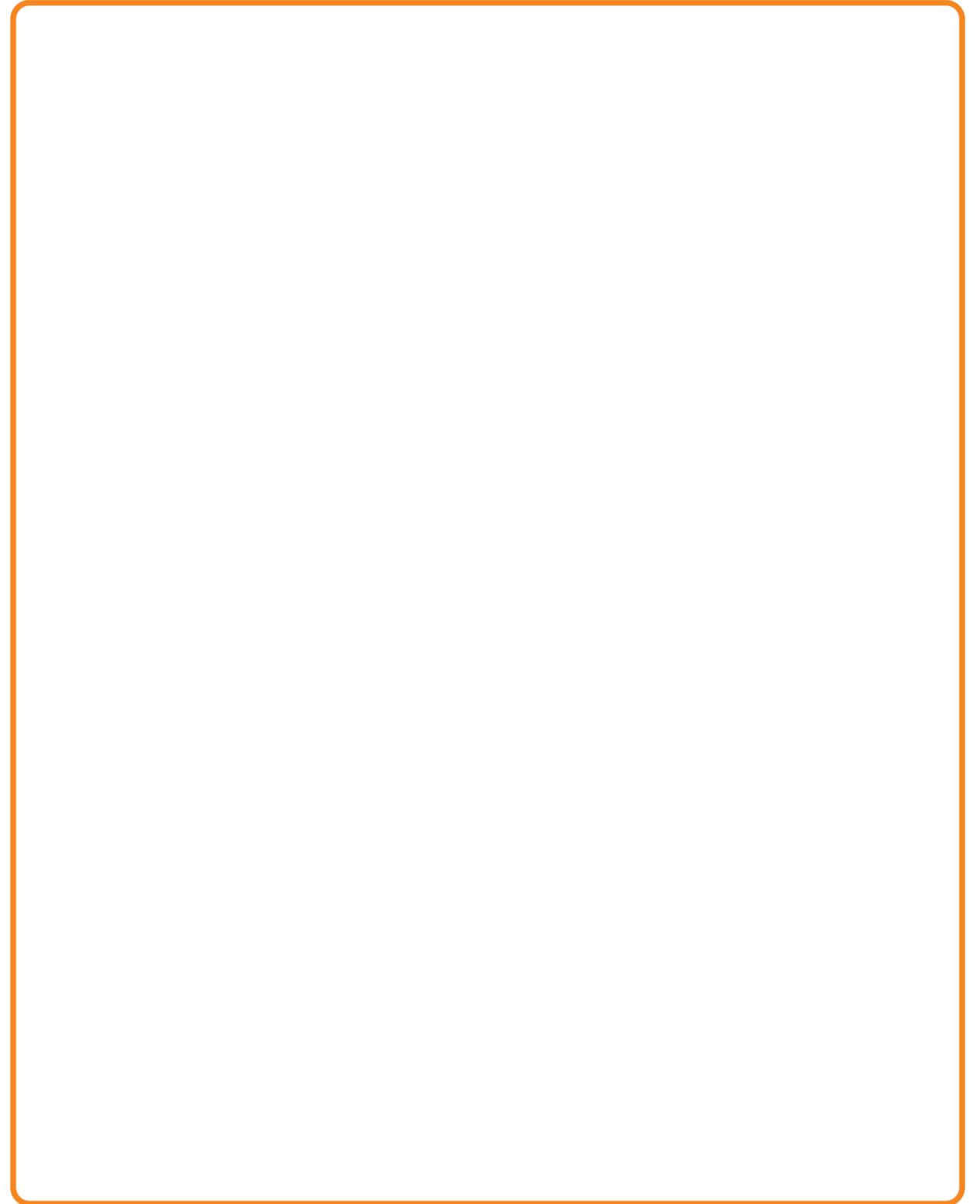
## Why I want a job

You can write or draw your answers below.



## What is important to me in a job?

You can write or draw your answers below.



## My skills

What are the things I am good at?

You can write or draw your answers below.

## My strengths

What do people like about me?

You can write or draw your answers below.

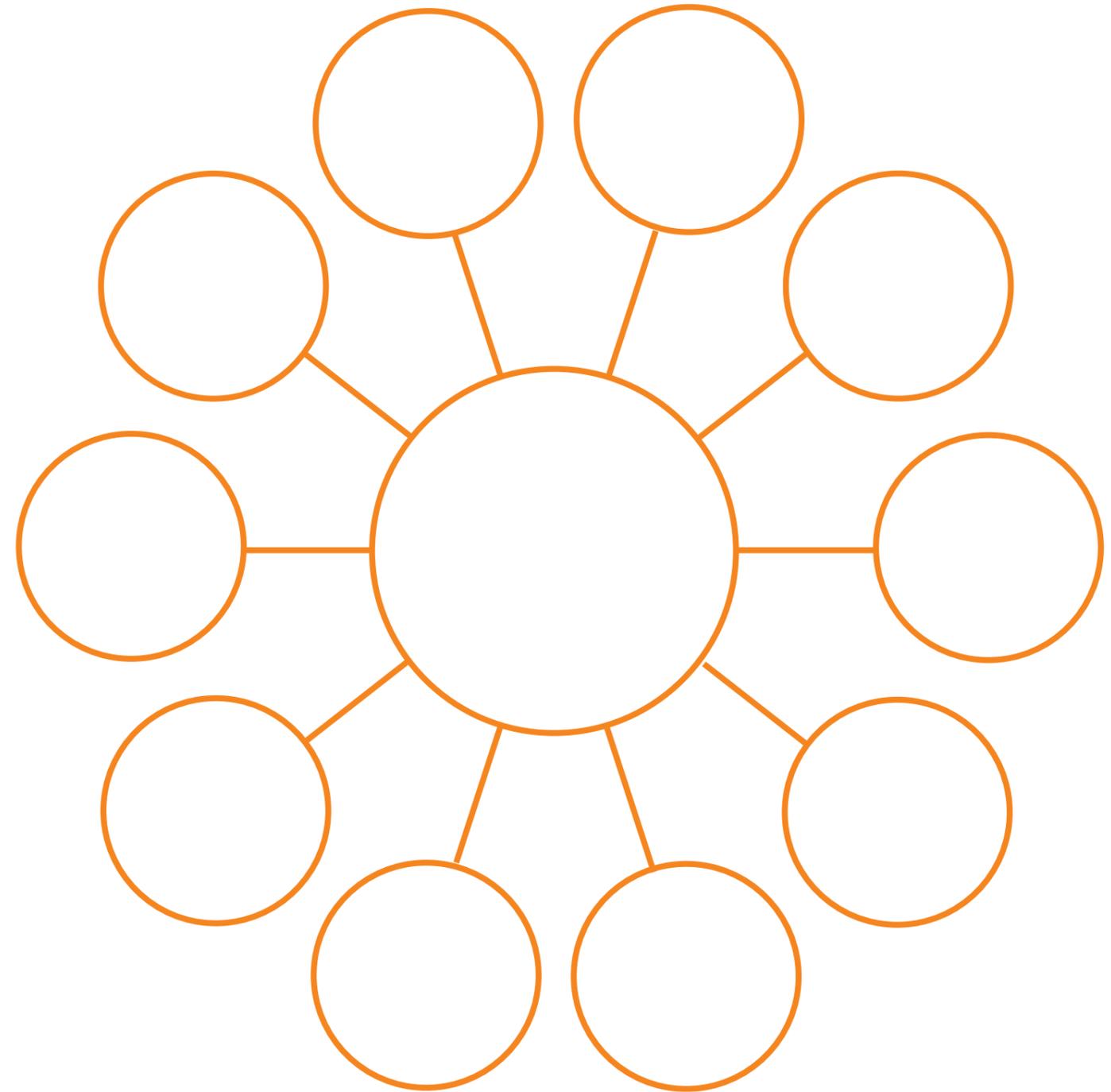
# What I like

## Example



# What I like

You can write or draw your answers below.



## What part I like the most

### Example

I like doing this

The parts I like doing most

**Cooking**

- Knowing it from scratch
- Mixing things
- Following steps

**Trivia**

- Learning new fun facts
- Public speaking
- Hosting

**Walking**

- Delivering things
- Being active
- Seeing nature

## What part I like the most

You can write or draw your answers below.

I like doing this

The parts I like doing most

## Where can I work?

### Example

A task I like

Walking

Type of place this happens

- Bush
- Beach
- City
- Warehouse
- Gym

Real places near me

- My neighbourhood
- Rainbow Bay Beach
- Booderee National Park

## Where can I work?

You can write or draw your answers below.

A task I like

Empty rounded rectangular box for writing a task I like.

Type of place this happens

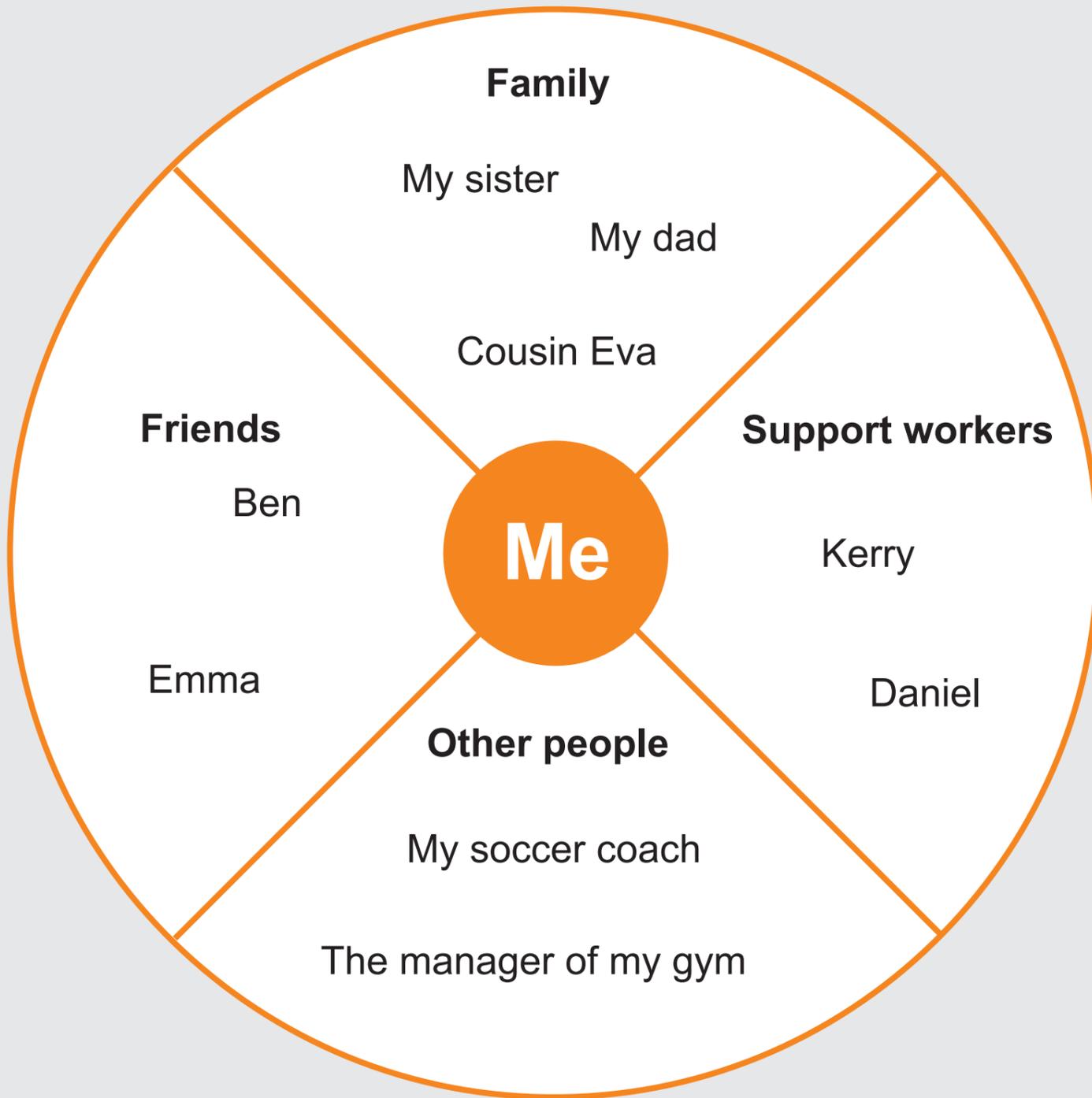
Empty rounded rectangular box for listing types of places.

Real places near me

Empty rounded rectangular box for listing real places near me.

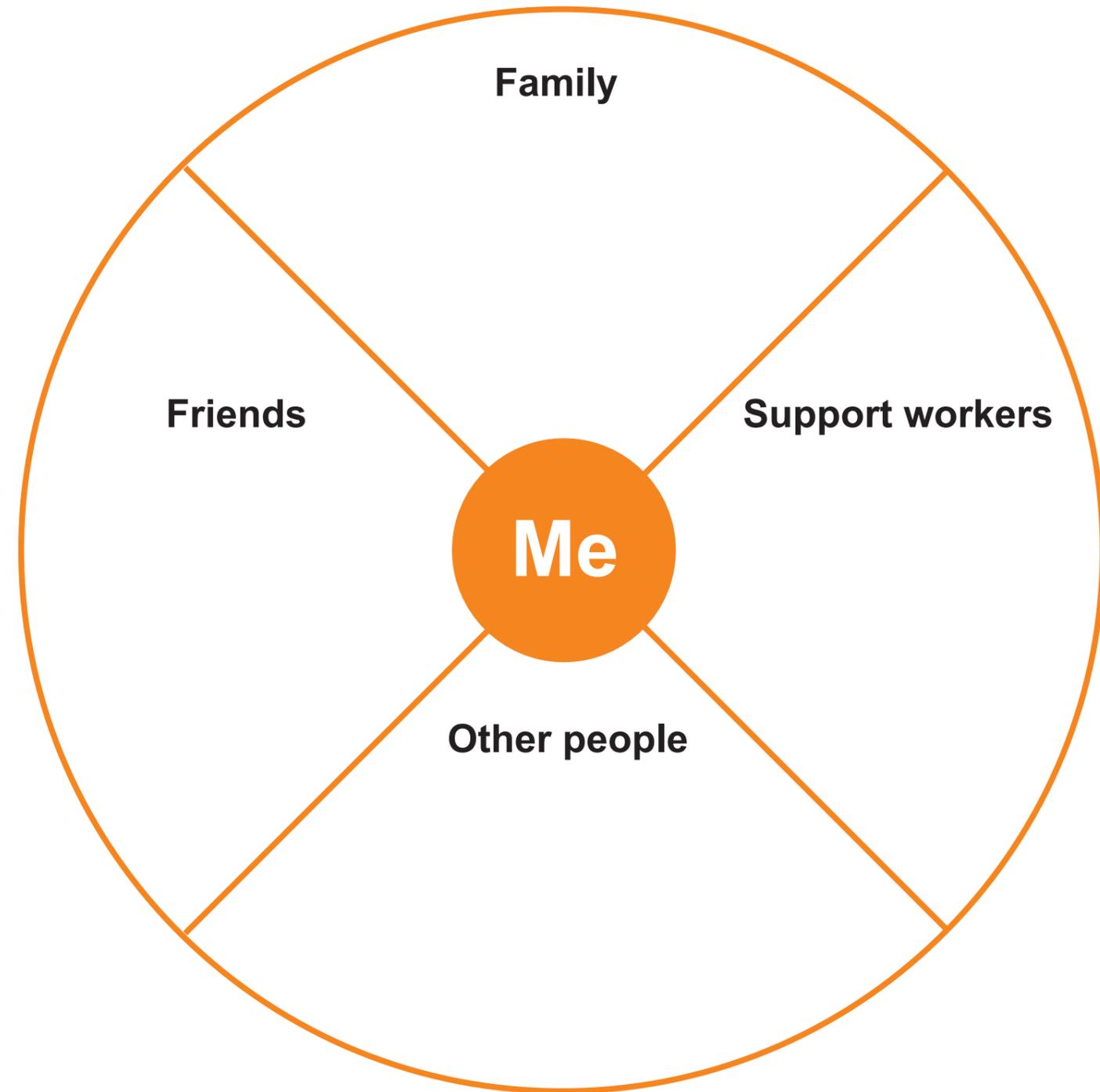
# People who support me

## Example



# People who support me

You can write or draw your answers below.



# My next steps

You can write or draw your answers below.

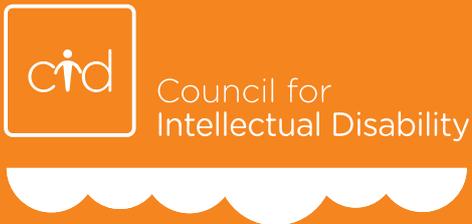
Next steps



Support I need



**More**  
than just a  
**job**



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This workbook was created to be used in workshops for people with intellectual disability.

The workshops support people to think about work they might like to do and take steps to get a job.

Since 2018, Council for Intellectual Disability (CID) has run the More Than Just a Job workshops.

More than 500 people have joined these workshops to think about their goals, build confidence and get closer to finding a job that is right for them.

The More than Just a Job project received funding from the Australian Government Department of Health, Disability and Ageing.

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