1. What stage(s) are applicable for your level?
Super’s “Maintenance” stage spanning middle adulthood. Approximately ages 25-45.

2. What’s your objective? (think in terms of task)
Per Super the tasks are “Holding, Updating & Innovating” within the chosen occupation.
I’ve been hired to work with airline maintenance employees wrestling with these tasks. The “choosing” that Super references depends on knowing “self” so employees truly know whether they want to stay or leave. I’ll focus on recognition of how the occupation has changed, and how the employee has changed/needs to change.

[OBJECTIVE] Students will: (1) identify ways in which the occupation has changed; (2) identify ways in which they have responded to changes (Updated); and brainstorm ways to prepare for future changes (Innovate).

3. Activity idea(s) for the lesson/unit? (Creativity)
   - **Ice-breaker activity:** Everyone writes their name on a piece of paper as a name tent. Go around introducing self. Everyone then folds name tent into a paper airplane and flies it into the middle of the room. Everyone picks one airplane. Go around again and each person unfolds airplane and attempts to match name with person.
   - **Large group discussion:** Discuss the changing nature of the aircraft industry and thus the change in maintenance. As a group list out some of these changes and the responses. When has it been successful, easy, challenging, etc.?
   - **Small group discussion:** While we don’t have a crystal ball, what might be some changes coming down the road? What might we do now to prepare for those changes and for our response? What does this mean for us as individual employees?
   - **Individual planning sheet:** Have students complete a worksheet that facilitates this same process on the individual level. What are changes that have impacted them? How have they responded (updating) and met those changes? What might they do to prepare (innovate) for future changes?

4. What other subject areas/classes might this connect with? (Collaboration)