**Class Assignments**

**Chapter 20: Promoting Positive Career Change in Midlife**

1. Goal: To evaluate the applicability of career theory to midlife career transitions.
   1. Select and briefly review two theories of career development, such as Super’s life-span life-space theory and Social Cognitive Career Theory.
   2. Facilitate a discussion with students about the extent to which vocational theories are useful in explaining midlife transitions in the current socioeconomic environment in which career change is increasingly common.
   3. For a variation on this activity, consider having students watch the movie“The Full Monty,” and apply career theory to the experiences of the men seeking work after unemployment.
2. Goal: To increase student awareness of ageism in the employment process.
   1. Introduce students to the topic of ageism and work, through resources such as the US Equal Employment Opportunity Commission’s statements on age discrimination (<http://www.eeoc.gov/laws/types/age.cfm>).
   2. Discuss how ageism might have a differential impact depending on the type of work for which a midlife individual has been trained (healthcare vs machine operator vs technology, for example).