

The Last Lesson Plan

Course: Lived Experience

Instructor: Mr. Yours Truly

Date: To be determined

Duration: An hour or so, maybe more

Class Size: Variable (but probably larger than what is recommended by best practices)

Topic: A Teacher Looking Back

Learning Outcomes

By the end of this lesson, students will be able to...

1. Sift through my life's quiddity, searching for agates among the stones and driftwood of a rocky shore;
2. Distill advice small enough to carry, like puzzle pieces that tuck into the gaps of assorted moments; and
3. Synthesize new ideas while going forth, thrumming like cicadas.

Materials / Resources

Maybe a copy of a poem residing in my email inbox, kept pinned so I could reread it, or lyrics to a song that played while I was out walking and made me pause. Could be old. Could be new. Something right enough for the moment—but not exactly *right* for the moment. Marginalia for a final shared moment. Also, napkins, borrowed from a diner.

Prior Knowledge

Students should already be familiar with the rudimentary arithmetic of time: school year begets school year begets school year. Then there is so much life in front of you until it is all behind you. A finite time in the sun. Enough, if lived well. Not too Icarian.

Lesson Procedure

I. Warm-Up / Introduction | *A few minutes*

T: Take attendance. Define *quiddity*. Ask what they remember.

Ss: Arrive. Find their seats. Be present. Remember. Thrum.

II. Presentation | *Most of an hour*

T: Share a poem and/or play a song. Tell stories from life's horizon.

Ss: Listen. Interrupt. Ask questions. Thrum.

III. Practice / Application | *A lifetime*

T: Offer anecdotes, observations, and advice. Distribute napkins.

Ss: Consider what is offered. Keep what fits. Write on napkin. Thrum.

IV. Closure | *However long remains*

T: Ask if there are any final questions. Administer the exit ticket. Fade into the Ss' stories.

Ss: Ask something unexpected. Say goodbye. Thrum.

Assessment / Evidence of Learning

- **Exit Ticket: Quiddity** – Students demonstrate retention of the vocabulary item *quiddity*. Evidence of learning may include successful use in Scrabble or a crossword someday.
- **Think-Write-Keepsake: Diner Napkin** – Write one piece of advice on a napkin. File it away.
- **Delayed Evidence: TBD** – Maybe some of the lesson is useful now, maybe some later. If it lives on after me, that is evidence enough.

Differentiation / Student Support

Students all need different things; everyone takes what they are ready to hear. As I remember, Ginsberg once wrote, “Notice what you notice.”

Homework / Follow-Up / Reminiscence

- Go for a walk and follow nothing. Thrum.
- Ask someone out. Trust first sight. Thrum.
- Forgive someone (again). Thrum.
- Spend the night under the stars on one of the floating Uros islands, undulating upon Lake Titicaca. Leave napkin.

~ Instructor Reflection ~

What went well?

Life

What did not go as planned?

Life

What should be changed next time?

There is no next time. Thrum.