

Esse Quam Videri

Summer Institute for Global Educators- 2024
Jackie Prepelka-The Ellis School



Esse Quam Videri= To Be Rather Than to Seem

This motto embodies the mission of our school (a private Pre-K-12 all girls school located in the East End of Pittsburgh), which is our overarching goal and inspiration for our curriculum.

Mission:

The Ellis School educates girls and young women to become bold, authentic, and intellectually vibrant changemakers.



Lesson Overview

Who: 7th graders (approx 34 students), 7th grade advisors and supporting faculty as needed (teachers)

When: During advisory (approx 1 time/week for a 40 minute period)

What: To have students better understand themselves/their identity

Why: When students have a better sense of self, they are able to more easily understand and appreciate the uniqueness of themselves and others. This leads to a more resilient community.

Day 1: Esse Quam Videri

1. What does our school motto mean? (connections to other languages- use Mentimeter)
2. What does this mean to you? (allow students to think, pair, share. Then have students create a definition with examples in their own words)
3. Journal- create own self motto. Use padlet to anonymously share and have students comment. Can they figure out which motto goes to which student?

Present	
Latin	Spanish
sum	soy
es	eres
est	es
sumus	somos
estis	sois
sunt	son

Day 2: Identity and Belonging- Generation Global

Using the free curriculum from [Generation Global](#), students would learn more about their identity and how they belong in their communities.

The ancient Greeks have said "Knowing yourself is the beginning of all wisdom". Exploring identities is critical for dialogue and for building communities. Our common goal in a dialogue is to know ourselves and know others better so we may reach a deeper understanding of each other and make meaningful connections.

By the end of this topic you will have prepared for dialogue with your peers by:



Global Communication

Sharing details about your own identity and what is like to be you.



Critical Thinking

Thinking critically about how identities are influenced and shaped.



Reflection

Reflecting on what you have learned from groups and how they influence you.



Asking Questions

Asking meaningful questions about your peers' unique experiences, the groups that they belong to, and how this supports building community.

This learning module on average takes around 20 to 30 minutes to complete

Day 2: How does identity impact you? Highlight

How does identity impact you? Learning about identity and belonging My identity Fill in the blank for one or more of these statements below using a component of your identity.

One thing I love about being _____ is:

One thing that is hard about being _____ is:

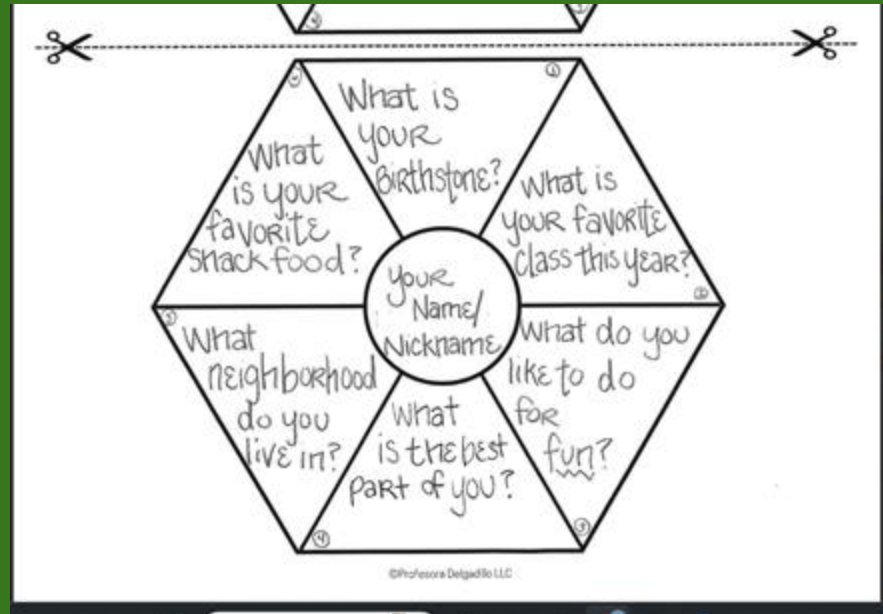
One thing that I want others to know about being _____ is:

One thing that I never want to hear again about being _____ is:

Days 3 & 4: How does our individual identity affect our community?

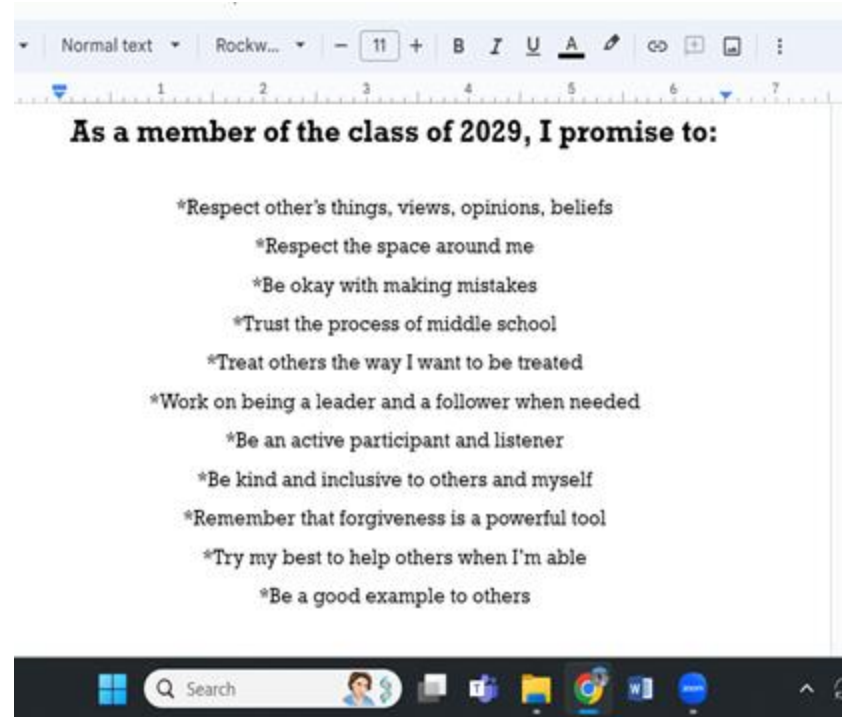
Hexagon Connections activity

Creation of our community contract
Including Jenga game (how do
Individual people and positive
Actions create a solid community?)



Example Community Contract

*We used a jamboard for students to share ideas individually, then comment on one another's ideas, then finally narrow down their thoughts. Each student then signs the contract and is given a copy for their locker. We often refer back to the contract throughout the year if/when conflicts occur, during class discussions, etc.



Day 5: Resilience in our community

INDIVIDUALS	SOCIETIES
1. Acknowledgement that one is in crisis	Consensus that nation is in crisis
2. Acceptance of one's personal responsibility to do something	Acceptance of national responsibility to do something
3. Building a fence, to delineate individual problems needing to be solved	Building a fence, to delineate national problems needing to be solved
4. Getting help from other individuals and groups	Getting material and financial help from other nations
5. Using other individuals as models	Using other nations as models
6. Ego strength	National identity
7. Honest self-appraisal	Honest self-appraisal
8. Experience of previous personal crisis	Historic experience of previous national crisis
9. Patience	Dealing national failure
10. Flexibility	Situation-specific national flexibility
11. Individual core values	National core values
12. Freedom from personal constraints	Freedom from geopolitical constraints
From Jared Diamond's book <i>Upheaval</i>	

Introduction of the crisis table as a tool to help students with resiliency in their individual issues, as well as community issues.

With scenario cards, have students work in groups to see how issues affect the individual/community.

Expected Outcomes

- *Better understanding of our school mission
- *Better understanding of our school motto/how to live out our school motto
- *Better understanding of how individual identifiers strengthen a community
- *Allow students to feel like they have a voice in our school/7th grade community
- *Help students feel like they belong to a community/build new connections between people in the community
- *Give students the tools to build resilience in the face of adversity