



EMBRACE: NOVEMBER FACILITATOR GUIDE

DESCRIPTION

Welcome! For the month of November, we will be focusing on and celebrating Indigenous Peoples Heritage Month. November is Indigenous Peoples Heritage Month, and for Indigenous people across the country, it's a chance to share the unique ancestry, traditions, and contributions their communities make today and have made throughout history. As an organization, our goal is to highlight and celebrate diverse cultures, identities, and lived experiences. We want to learn to be better allies, as well as begin to have meaningful and impactful conversations surrounding diversity, equity, inclusion, and belonging. The purpose of the EMBRACE program is to facilitate dialogue and opportunities for learning. We will continue to answer why this is important for AEPH sisters to discuss race, identity, and implicit and explicit bias.

Throughout each facilitator guide, you will find guided conversations and links to other resources you may use with members. This programming is meant to be open to all members of Alpha Epsilon Phi. These resources will allow your chapter to have open and honest conversations, while continuing to build upon the trust shared between you. We encourage you to share these resources with the entire chapter so that others may also participate, if interested. The purpose of the activities included in our monthly programming are to reinforce the information covered while engaging in an activity that allows for open communication, reinforcement of the educational materials, and an opportunity to work with your sisters.

You do not need to complete the entire facilitator guide. Please use this as a resource as you identify what conversations, topics and activities are valuable and will be engaging for your chapter. This facilitator guide can be done in full, it can be broken up over the month, or you can use portions of the guide to host mini sessions prior to, or following, a chapter meeting. Make these resources work for your chapter.

This programming can be modified for virtual or in person programming depending on the need of your campus. Please partner with your programming specialist if you need help identifying ways to move these conversations online.

If you have any questions or concerns, please reach out to your programming specialist. They will be able to provide additional assistance and answer your questions.

We encourage you to engage with one another in honest dialogue, enriching your sisterhood while continually exemplifying the high ideals and moral character that makes you uniquely members of Alpha Epsilon Phi.

LEARNING OBJECTIVES

Participants will...

- Review previously written land acknowledgment statement for their campus and chapter, or create one, if it doesn't exist
- Be introduced to Indigenous Peoples Heritage Month
- Review terminology
- Focus on gratitude and ways to recognize Indigenous People
- Learn about the Standing Rock resistance

RESOURCES

- **Land Acknowledgement**
 - [A Guide To Indigenous Land Acknowledgement](#)
- **Indigenous Peoples Heritage Month: Introduction**
 - [Native American Heritage Month](#)
 - [How DBP Member Organizations are Celebrating Native American Heritage Month in 2021](#)
 - [National Native American Heritage Month - November 2023](#)
- **Terminology: Native American vs. American Indian vs. Indigenous**
 - [Terminology: “American Indian” vs. “Native American”](#)
 - [National Museum of the American Indian](#)
 - [Words Matter](#)
- **Facts and Figures**
 - [Native American Heritage Month](#)
- **Rethinking Thanksgiving Celebrations: Native Perspectives on Thanksgiving**
 - [National Museum of American Indian](#)
 - [American Indian Perspectives on Thanksgiving](#)
 - [Gratitude is a Native American Way of Life](#)
 - [Truthsgiving: The True History of Thanksgiving](#)
- **The Standing Rock resistance and our fight for Indigenous rights**
 - [Ted Talk](#)
- **The Enduring Legacy of Colonialism: Indian Mascots**
 - [History](#)
 - [That’s Not Me: The Use of Indian Imagery in Advertising](#)
- **Chapter Activities**
 - [Native Land](#)
 - [Gratitude is a Native American Way of Life](#)
 - [November 2022 Native American Heritage Month](#)

ADDITIONAL RESOURCES

- [American Indian Perspectives on Thanksgiving](#)
- [Union for Reform Judaism: Resolution on First Nations](#)
- [Podcasts for additional information](#)
- [Native American Heritage Month](#)
- [Understanding Historical Trauma and the Relationship to Indian Education](#)
- [Nation Celebrates Native American Heritage Month](#)

PREPARATION

- Schedule a time to hold November programming
- Read through the facilitator guide in advance
- Send an agenda to the members prior to letting them know what you are going to cover.

FACILITATORS

- Any of the following officers/chairs can facilitate this programming:
 - VP-Programming
 - DEI Chair
 - Jewish Heritage Chair
 - Additional officers or chapter members – provide opportunities to keep members engaged

HOW TO USE THIS FACILITATOR GUIDE

- Text formatted in standard font is identified as a “talking point” and is intended to be read aloud by the facilitator.
- Text formatted in *italics* is intended as a note for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in **bold** denotes a series of questions to engage participants in a dialogue.

FACILITATOR TALKING POINTS

- *The purpose of this section is to give you reminders to make your EMBRACE meetings cohesive and to ensure that members are connecting with one another. Some members may be further along in their understanding of Diversity, Equity, Inclusion and Belonging work; others may not be as comfortable to share. Remind everyone that this is a safe space and encourage everyone to participate openly and honestly. Below are some questions to ask.*
 - Welcome everyone!
 - Check in on how each member is doing – this programming is designed to provide a safe space for discussion.
 - Encourage members to continue DEI&B conversations outside of structured EMBRACE programming.
 - *Make sure to leave time at the end of the meeting to allow for members to ask any questions.*
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LAND ACKNOWLEDGEMENT

FACILITATOR TALKING POINTS

- *Before you begin your session, put in the time to research the indigenous people to whom the land you are on belonged to as well as the history of the land and the names of living indigenous people from these communities. You can review additional tips for creating an indigenous land acknowledgement statement [here](#).*
- **Why is indigenous land acknowledgement important?**
 - *Allow for members to answer, there are no right or wrong answers.*
- **If you have already created a land acknowledgement as a chapter, let's review it!**
 - **Are there elements that you think should be added?**
 - **Is there a part that stands out to you as especially important?**
- “It is important to understand the longstanding history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our percent participation” - Northwestern University
- “When we talk about land, land is part of who we are. It’s a mixture of our blood, our past, our current, and our future. We carry our ancestors in us, and they’re around us. As you all do.” - Mary Lyons
- “A land acknowledgement is a starting point. Starting somewhere is better than not trying at all. We need to share in indigenous peoples’ discomfort. They’ve been uncomfortable for a long time.”
- Dr. Kate Beane (Falandreau Santee Dakota and Muskogee Creek) says, “We have to try. Starting out with good intentions and a good heart is what matters most.”

INDIGENOUS PEOPLE HERITAGE MONTH: INTRODUCTION

FACILITATOR TALKING POINTS

- November is the time to rejoice in diverse and rich cultures, histories, and traditions and to appreciate the great contributions of native and indigenous people. This month allows us to spread awareness about tribes or to educate people about the various challenges faced by native and indigenous people both in the past and in the present day.
- Indigenous People Heritage Month is officially observed during the month of November. The celebration originated in 1915 as American Indian Day and was celebrated on the second day of May.
- Dr. Arthur C. Parker, a Seneca Indian, who was the director of the Museum of Arts and Science in Rochester, NY persuaded the Boy Scouts of America to set aside a day for the “First Americans” and for three years they adopted the day.
- In 1915, the annual Congress of the American Indian Association meeting in Lawrence, KS, formally approved a plan concerning American Indian Day. This directed its president, Rev. Sherman Coolidge, an Arapahoe, to call upon the country to observe such a day. He issued a proclamation on September 28, 1915, which declared the second Saturday of each May as an American Indian Day and contained the first formal appeal for recognition of Native Americans as citizens.
- The year before this proclamation, Red Fox James, a Blackfoot Native American, rode horseback state to state seeking approval for a day to honor Native Americans. On December 14th, 1915, he presented the endorsements of 24 state governments at the White House. There is no

record or a national day being proclaimed.

- The first American Indian Day was declared on the second Saturday in May 1916 by the governor of New York.
 - Several other states celebrated the fourth Friday in September.
 - In 1990, President George H.W. Bush expanded the celebration to a month. With similar proclamations, variants on the name including “Native American Heritage Month” and “National American Indian and Alaska Native Heritage Month” have been issued each year since 1994.
 - **Why do you think it is important to celebrate and recognize Indigenous Peoples Heritage Month?**
 - *Allow for members to respond.*
 - Since 1970, Indigenous people and allies have honored native Americans who suffered and died.
 - This is a time to celebrate and support indigenous Americans across the United States. Over the last few years, many Americans have started to acknowledge more the impact colonization has had on native Americans in the U.S. from supporting the decolonization of Thanksgiving to learning about land acknowledgements, there are many ways people can learn more about indigenous people and honor the sacrifices they have been forced to make.
 - **What are some ways you can learn more about native Americans and honor the sacrifices they have been forced to make?**
 - *Allow for members to respond.*
 - *Listen for things like, read books, listen to podcasts, watch films, support nonprofits. A list of [additional things](#) you can do can be found [here](#).*
 - Since 1970, indigenous people and allies have honored native Americans who suffered and died because of colonization on the National Day of Mourning. This day is the fourth Thursday of every November and has replaced Thanksgiving for many as a way to pay homage to the price paid to live in the United States.
 - This event is organized yearly by the United American Indians of New England (UAINA), and the event this year will be both in person and virtual at noon Eastern Standard Time for those who want to watch and participate.
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Timeline

FACILITATOR TALKING POINTS

- Much of native American history involves the hardships caused by colonization that still disenfranchise indigenous communities today. It is important to not just acknowledge this history, but to also celebrate the successes native American people have achieved and the important movement they have created.
- *Distribute this [timeline](#) to chapter members and/or share it on a PowerPoint. Have members share out key dates to the larger group. Follow this with these discussion questions:*
- **How accurate are your historic perceptions of native Americans?**
- **How has popular culture perpetuated stereotypes and misinformation?**
 - *Discuss the dangers of stereotyping and making assumptions based on cultural misconceptions. Reference how stereotypes can force people to devalue their own contributions and bring less than their full selves to the group each day.*
- **What civil rights of native Americans have been impacted?**
- **In what ways has their activism strengthened the civil rights movement?**
 - *Discuss the historical implication of systemic inequities and discrimination on a group. When people within a demographic are not a large percentage of the population, how can they and their advocates fight for equity?*

Terminology: “American Indian” vs. “Native American”

FACILITATOR TALKING POINTS

- Words matter and it is important that we use language correctly in our messaging.
- Native nations were separated from their home lands due to battles, genocide, and western expansion. There are distinctions among various tribes resulting from geographic location, language, and cultural practices. It is because of this distinction, each native and indigenous person may identify differently.
- It is important to allow a person to identify themselves. Indigenous people identify themselves differently. Some prefer the term native American and others prefer American indian. Some use both terms interchangeably. People from tribes in Alaska often refer to themselves as Alaska natives.
- It is important to remember that terminology can differ from person to person, and the best way to refer to an indigenous person is by their tribe, if they know that information.
- Both native American and American indian are general terms, but different tribes have different cultures and customs.
- It is important to respect and honor the terms people use to identify themselves.
- American Indian, Indian, native American, indigenous, or native are all acceptable terms. According to the National Museum of the American Indian, the consensus, however, is that whenever possible native people prefer to be called by their specific tribal name. In the United States, native American has been widely used but is falling out of favor with

some groups, and the terms American Indian or Indigenous American are preferred by many Native people.

- Native peoples often have individual preferences on how they would like to be addressed. When talking about Native groups or people, use the terminology the members of the community use to describe themselves.
 - The Canadian Indian Act specifies that the Aboriginal people of Canada consist of Indians, Métis, and Inuit people. (The Métis have both Native and French Canadian ancestors, and the Inuit, once known as the Eskimo, are a Native people of the Arctic).
 - *First Nation* came into use in the 1970s in Canada to replace the word Indian.
 - In Central and South America, the direct translations for Indian and tribe have negative connotations. As a result, Spanish speakers use *indígenas* and *comunidad* respectively.
 - With Native people in the United States, Canada and Spanish-speaking countries in the Americas, it is always preferable to be as specific as possible when describing someone's cultural affiliation.
 - **How can there be power in a name?**
 - **How can some terms be used to oppress and be reclaimed to empower?**
 - **Have you noticed terms that have been used to oppress people in your community?**
 - **What have you done to interrupt the use of terms to oppress others?**
 - **What support do you need to help interrupt oppressive language?**
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Facts and Figures

FACILITATOR TALKING POINTS

- There are 574 federally recognized native American tribes in the U.S.
- After discussing the diverse history of these tribes and how they choose to self-identify, the next step is to look at the available data regarding this demographic.
- Working hard to empower indigenous communities and granting indigenous individuals more visibility within companies has the potential to have profound effects on our society and in our economy.
- *Share a copy of the [facts and figures](#) to chapter members and/or share it on a PowerPoint. Have members share out key dates to the larger group. Follow this with these discussion questions.*
- **How does the history native American societies have faced affect today's demographics?**
- **How do power and disadvantage play into these statistics?**
- **How can we acknowledge that our country's colonialist history may be painful for some and move forward in a way that empowers and celebrates native American people?**

Rethinking Thanksgiving Celebrations: American Indian Perspectives on Thanksgiving

<p>FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> • The first Thanksgiving is often portrayed as a friendly harvest festival where Pilgrims and generic, nameless “indians” came together to eat and give thanks. In reality, the assembly of the Wampanoag peoples (a native nation based in Massachusetts) and the English settlers in 1621 was about political alliances, diplomacy, and a pursuit of peace. • There is no evidence that the Wampanoag people were even invited to this harvest celebration. Some experts believe these 90 members of the Wampanoag tribe were an army sent by leader Ousamequin at the sound of gunshots (which turned out to be part of the celebration). • The Wampanoag peoples had a long political history of dealing with other native nations before the English arrived. The Wampanoag shared their language, food, and knowledge of the environment with the English. • Without help from the Wampanoag, the English would not have had the successful harvest that led to the first Thanksgiving. • Cooperation was short lived, as the English continued to attack and encroach upon Wampanoag lands in spite of their agreements. Interactions with Europeans and Americans brought accelerated and often devastating changes to American Indian cultures. • For many people, Thanksgiving is a time to express gratitude and be with family. Giving thanks is a longstanding and central tradition among most native groups that is still practiced today. • Many tribes share the cultural values of being thankful for the elements that earth provides as well as the community around them. • This is a critical way of life that keeps one in balance or harmony with self, others, and nature. • <i>As a chapter you can participate in Gratitude a Native American Way of Life which will take 45-60 minutes.</i> • You may be wondering why you were never taught about the true story of Thanksgiving in school. Many US schools do not accurately teach native American history. • To this day, about 87% of state-level history standards do not mention native American history after 1900, however native American people have had a huge impact on contemporary US society. • The erasure of Native narrative and voices contributes to the invisibility of native people and issues. When we recognize the true history of these events, we can affirm the experiences of native communities and do a better job at tackling systemic issues they face as a result.
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The Standing Rock Resistance and Our Fight for Indigenous Rights

<p>FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> • Still invisible and often an afterthought, Indigenous peoples are uniting to protect the world’s water, lands and history - while trying to heal from genocide and ongoing inequality. Tribal attorney and Couchiching First Nation citizen Tara Houska chronicles the history of attempts by government and industry to eradicate the legitimacy of indigenous peoples’ land and culture, including the months-long standoff at Standing
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	<p>Rock which rallied thousands around the world. “It’s incredible what you can do when you stand together,” Houska says. “Stand with us - empathize, learn, grow, change the conversation.”</p> <ul style="list-style-type: none"> ● Share the TedEd Talk, make sure to have your volume on. ● What was something that surprised you about the TED Talk? <ul style="list-style-type: none"> ○ Allow members to answer ● What was something new you learned about native Americans and the centuries of oppression, isolation and invisibility of native Americans? <ul style="list-style-type: none"> ○ Allow members to answer ● What did the United States Supreme Court rule in 1978? <ul style="list-style-type: none"> ○ Allow for members to respond. Look for: allow for the right to prosecute at the same rate as anywhere else in the United States. How does this impact native Americans? ● How many of you had heard about Standing Rock? <ul style="list-style-type: none"> ○ Let members respond. ● What can we do? How can we help? How can we change the conversation for extremely oppressed and forgotten people? <ul style="list-style-type: none"> ○ Allow for members to respond.
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The Enduring Legacy of Colonialism: Indian Mascots

<p style="color: green; font-weight: bold;">FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> ● When was the first time that you became aware of the discrimination native and indigenous people face? <ul style="list-style-type: none"> ○ Allow for members to respond. ● Have you experienced and/or witnessed stereotypes, racist or discriminatory attitudes and actions? <ul style="list-style-type: none"> ○ Allow for members to respond. Follow up and ask how experiencing and/or witnessing stereotypes or racist or discriminatory attitudes and actions have made them feel? How does this connect to the conversation regarding indian mascots and the implications towards native and indigenous people? ● How do you think media and sports teams perpetuate stereotypes? <ul style="list-style-type: none"> ○ Allow for members to respond ● The first state in the United States to pass a ban on the use of Indian mascots in its public schools was Oregon, who passed this ban in 2013. In 2019, Maine instituted a ban on Indian mascots, and in 2022 the state of Illinois introduced a bill to ban Indian mascots as well. ● Why do you think Indian mascots are a legacy of colonialism in America? <ul style="list-style-type: none"> ○ Allow for members to respond ● Indian mascots for sports teams emerged in the early 1900’s. The Boston Braves baseball team adopted their team name in 1912, and the Cleveland Indians took their team name in 1915. ● By the 1920s and 1930s, schools and colleges nationwide began assuming Indian-related team names. Native Americans were forbidden to perform traditional ceremonies or dances until 1936, however pretend mascots pranced along sidelines mocking Native rituals. ● At the same time that Indian names and images as mascots emerged, we could see the result of numerous federal assimilation polices that
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	<p>amounted to cultural genocide.</p> <ul style="list-style-type: none"> ● Have you seen any “imaginary Indians” in marketing advertisements? <ul style="list-style-type: none"> ○ <i>Allow for members to respond. Examples include: Land of Lakes Butter, American Spirit, Hawaiian Airlines, Atlanta Braves, Chicago Blackhawks, Cleveland Indians, Washington Redskins (Redskin is a racial slur rooted in the U.S. government’s bounty offerings in the 1800’s for the bloody scalps of Native Americans and is often used interchangeably with the word “savage”, both a misleading and denigrating image of America’s indigenous people), Florida State University Seminoles, Springfield Indians, and the Kansas City Chiefs.</i> ● These trademarks and products use native imagery for products and brand that have nothing to do with native Americans ● These representations of native Americans in advertising are based on racist stereotypes that draw on and mix the perceived characteristics or practices of a small handful of tribes ● They further perpetuate the stereotypes of native Americans or cartoonish images and fail to allow the representation of the true diversity of the native community. ● To most native Americans there is no honor in Indian mascots as non-natives do not honor the native Americans truth - the history that includes many acts of attempted genocide, betrayal and broken treaties as well as generational trauma and ongoing racism native Americans experience to this day. ● What do you think native imagery, names, mascots, terms, redface, arrows, feathers, and appropriation of Native culture in sports perpetuates? <ul style="list-style-type: none"> ○ <i>Allow for members to respond, look for words like harm and intolerance, prejudice, misunderstanding, inciting violence, stereotyping, etc.</i> ● How does the use of Indian mascots perpetuate negative stereotypes and unrealistic perceptions of native Americans? <ul style="list-style-type: none"> ○ <i>Allow for members to respond</i>
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Conclusion

<p>FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> ● Indigenous Peoples Heritage Month is an opportunity to recognize and honor the rich history, culture, and contributions of American Indians and Alaska natives. It provides us with a chance to examine the challenges indigenous communities face today, how history factors into these conditions, and how we can tackle these issues as a community. ● Compromising your heritage should never be the price for inclusion. ● There is no aspect of American history that has not been impacted by tribal communities, which predate the state’s and nation’s founding by centuries. From military service to agriculture to the conservation of water and land, our tribes have always played a hugely significant role in shaping the world around us. We must continue to honor the enduring cultures and contributions of all native Americans - Arizona’s Gila River Governor Stephen Roe Lewis
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CHAPTER ACTIVITIES

FACILITATOR TALKING POINTS

- *Divide the chapter into small groups and have them do research on the land they grew up on and the land the chapter was founded on. [Share this website with them.](#)*
- **Who are the tribes that lived on the land where your chapter was founded?**
- **What were they like?**
- *You can create a slide to provide the information about the tribes that lived on the land that your chapter was founded. Have each group share something new they learned about the tribes that lived on the land they grew up on.*
- *As a chapter you can identify the [native American cultural value of giving thanks and gift giving as a form of gratitude.](#) You will explore how being thankful or grateful can scientifically benefit our brains and bodies. You will read the daily prayer: "Haudenosaunee Thanksgiving Address: Greeting to the Natural World."*
- In celebration of Native American Heritage Month, [check out this selection of poems, essays, books, and more by and about native American poets.](#)
- Share the connections your campus has to native American, Alaska native, and native Hawaiian heritage, history, and their way of life
- Explore the culture and experience of NA/AN/NH in your community today
- Invite native Americans, Alaska natives, native Hawaiians, or a local indigenous group to present about their culture, ancestral homeland, and contemporary way of life
 - There are 574 federally recognized Indian nations (variously called tribes, nations, bands, pueblos, communities and native villages) located throughout the United States who are recognized by their respective state governments
- Watch the *Klepper* docuseries episode, Invisible Nation. Hear more about the impact of invisibility on native peoples..