



EMBRACE: FEBRUARY FACILITATOR GUIDE

DESCRIPTION

Welcome! In February, we celebrate Black History Month. We believe that the histories, stories, and voices of Black people should be honored, and celebrated, every day. We also acknowledge the importance, relevance, and origins of Black History Month. 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 it 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. 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...

- Have an understanding that Black History Month is an annual celebration of achievements by Black people and a time for recognizing Black peoples' central role in U.S. history.
- Acknowledge the importance, relevance, and origins of Black History Month.
- Honor and celebrate the histories, stories, and voices of Black people.
- Have an understanding how Black History Month allows us to honor the contributions and sacrifices of Black Americans who have helped shape our nation.
- Understand that Black History Month celebrates the rich cultural heritage, triumphs, and adversities that are an undeniable part of our country's history.
- To commit to decentralizing racial trauma during Black History Month, and finding ways to focus on aspects of Black history and culture that are not centered on violence, trauma, and struggle.

- Identify ways in which we incorporate and celebrate Black history year round, not solely in February.

RESOURCES

- **Land Acknowledgement**
 - [A Guide To Indigenous Land Acknowledgement](#)
- **Black History Month: Introduction**
 - [Black History Month](#)
 - [Timeline of Black History](#)
 - [The Story behind Black History Month](#)
- **TED Talks**
 - [Resilience](#)
- **Talking About Race**
 - [Being Antiracist](#)
- **Being Anti-Racist and Building Community**
 - [Community Building](#)
 - [Being Antiracist](#)
- **Chapter Activities**
 - [42 Black History Month Activities for February and Beyond](#)
 - [ADL: 10 Ideas for Teaching Black History Month](#)
 - [Notable Black People - Past and Present](#)
 - [Black History Milestones: Timeline](#)
 - [The Sorority Life: Celebrating Black History Month](#)
 - [28 Films to Watch During Black History Month That Aren't About Black Trauma](#)

ADDITIONAL RESOURCES

- [Black History Month: UK](#)
- [Black History Month](#)
- [Center for Racial Justice: Black History Month Resource Guide For Educators and Families](#)
- [EMBRACE 2022: Theme: Black Health and Black Wellness](#)
- [EMBRACE 2023: Theme: Resilience](#)
- [Black History Month: A Story of Resilience and Liberation](#)
- [African American Art](#)
- [2024 Black History Month Theme: Art as a Platform for Social Justice](#)

PREPARATION

- Schedule a time to hold February programming.
- Read through the facilitator guide in advance.
- Select one of the TED Talks provided in the facilitator guide and create questions to facilitate conversation and dialogue following viewing the TED Talk you chose.
- Review Chapter Activities: Select a few to do with the chapter.
- Send an agenda to the members prior to the program letting them know what you are going to cover.
- Share the additional resources provided in this guide with chapter members to continue their learning outside of EMBRACE.

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 engage members

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	<ul style="list-style-type: none">• <i>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.</i>• <i>Throughout this workshop and many others in the EMBRACE curriculum, we encourage you to create guidelines for your dialogue on having honest, open conversations about differences and identity.</i>• <i>Remind everyone that this is a safe space and encourage everyone to participate openly and honestly. Below are some questions to ask.</i>• 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.• Acknowledge that conversations about diversity, equity, inclusion and belonging may be uncomfortable at times. We want to set some ground rules to create a safe environment for having honest, open conversation about differences and identities. The term “safe space” can oftentimes be confused with comfort. During these workshops, we encourage you to get comfortable with being uncomfortable at times.• <i>Make sure to leave time at the end of the meeting to allow for members to ask any questions.</i>
-----------------------------------	--

LAND ACKNOWLEDGEMENT

FACILITATOR TALKING POINTS	<ul style="list-style-type: none">• <i>Before you begin your session, review the land acknowledgement statement your chapter created. If you need additional tips for creating an indigenous land acknowledgement statement you can review those here.</i>• We previously created a land acknowledgment statement, before each EMBRACE session we will read it to acknowledge the land we have the privilege to live, study, and meet on today.
-----------------------------------	--

BLACK HISTORY MONTH: INTRODUCTION

FACILITATOR TALKING POINTS

- **Who can explain why we celebrate Black History Month?**
Allow chapter members to respond. There is no one "right" answer.
- Black History Month is an annual celebration of achievements by African Americans and a time for recognizing their central role in U.S. history. Black History Month is also known as African American History Month.
- Black History Month grew out of "Negro History Week," which was first proposed by noted historian Carter G. Woodson and other prominent African Americans.
- **When did Black History Month begin?**
Allow chapter members to respond.
- Black History Month began in 1915, half a century after the thirteenth amendment abolished slavery in the United States.
- In September of 1915, Harvard-trained historian Carter G. Woodson and prominent minister Jesse E. Moorland founded the Association for the Study of Negro Life and History (ASNLH), an organization dedicated to researching and promoting achievements by Black Americans and other peoples of African descent.
- Today the association is known as the Association for the Study of African American Life and History (AASLH).
- This group sponsored a national Negro History Week in 1926.
- **Why did they choose a week in February to celebrate?**
Allow chapter members to respond.
- The second week of February was chosen to coincide with the birthdays of Abraham Lincoln and Frederick Douglass.
- This event inspired schools and communities nationwide to organize local celebrations, establish history clubs and host performances and lectures.
- In the following decades, mayors of cities across the country began issuing yearly proclamations recognizing "Negro History Week." By the late 1960s, in part to the civil rights movement and a growing awareness of Black identity, "Negro History Week" evolved into Black History Month on many college campuses.
- In 1976, President Gerald Ford officially recognized Black History Month, calling upon the public to "seize the opportunity to honor the too-often neglected accomplishments of Black Americans in every area of endeavor throughout our history."
- Today, Black History Month is a time to honor the contributions and legacy of Black Americans across U.S. history and society - from activists and civil rights pioneers such as Harriet Tubman, Sojourner Truth, Marcus Garvey, Martin Luther King Jr., Malcolm X and Rosa Parks to leaders in industry, politics, science, culture and more.
- *Project the [Timeline of Black History](#) for the chapter to review. Break the chapter into smaller groups and have them do research on certain events and have them share with the group. You can also share pieces of the timeline of Black History during each chapter meeting in February to incorporate Black History all month long.*

FACILITATOR TALKING POINTS

- *Below Is an insightful TED Talk that offers fresh and thoughtful perspectives on Black Resiliency.*
 - *To further your education, we encourage you to watch this [TED Talk: What is Resilience?](#)*
 - *Following the TED Talk, reflect and share based on the questions below:*
 - **Have you heard the term resilience before?**
 - **Have you had to be resilient in your life before?**
 - **Would you like to create more resilience for yourself, a friend, or a loved one?**
 - **What do you think resilience means to you after listening to this TED Talk?**
 - **How does this TED Talk connect with Black History Month?**
-

TALKING ABOUT RACE

FACILITATOR TALKING POINTS

- Race does not biologically exist, and yet we are able to identify with race. Race influences our experiences, shapes our lives.
 - **In what way have you seen race and racism play a role in a society that privileges white people and whiteness?**
Allow chapter members to respond.
 - In society we will hear racist ideas that are considered normal throughout the media, culture, social systems, and institutions.
 - **Historically, how was racism viewed?**
Allow for chapter members to respond.
 - Racist views were justified as unfair treatment and oppression of people of color. This included enslavement, segregation, internment to name a few examples.
 - This can lead to the belief that racism is only about individual mindsets and actions, however racist policies contribute to our polarization. While individual choices are damaging, racist ideas in policy have a wide-spread impact by threatening equity of our systems and fairness of our institutions.
 - **How can we change our language and our behaviors to show that we are anti-racist?**
Allow for chapter members to share.
 - To create an equal society, we must commit to making unbiased choices and being anti-racist in all aspects of our lives.
 - **What does it mean to be anti-racist?**
Allow for chapter members to respond.
 - Being anti-racist is fighting against racism, it is not simply saying “well I’m not racist.” It is challenging racist ideas, behaviors, and policies. Below are some definitions of different types of racism. These definitions were provided by the Smithsonian National Museum of African American History & Culture.
 - **Individual racism** refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize
-

systemic racism. *Examples include believing in the superiority of white people, not hiring a person of color because “something doesn’t feel right,” or telling a racist joke.*

- **Interpersonal racism** occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.
- **Institutional racism** occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages.
Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.
- **Structural racism** is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color.
Example: Stereotypes of people of color as criminals in mainstream movies and media.

FACILITATOR TALKING POINTS

- No one is born racist or anti-racist; these result from the choices we make.
 - **What does it mean to be anti-racist?**
 - *Allow chapter members to respond.*
 - Being anti-racist results from a conscious decision to make frequent, consistent, equitable choices daily.
 - **How do you make frequent, consistent, and equitable choices daily?**
 - *Allow for chapter members to respond.*
 - These choices require ongoing self-awareness and self-reflection as we move through life. When we do not actively make anti-racist choices, we can unconsciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society.
 - Effectively, being racist or anti-racist is not about who you are, it is about what you do.
 - *“To be anti-racist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.”*
 - In order to be anti-racist and not just “not racist”, you must know your own personal identity and how this shows up in your day to day life.
 - *Ask the chapter to refer to their social identity wheel that they completed in September. If they need a new copy, you will find it at www.aephi.org under the Diversity, Equity, Inclusion and Belonging tab.*
 - Being anti-racist is different for white people than it is for people of color. For white people, we must acknowledge and understand our privilege, work to change our internalized racism, and interrupt racism when we see it.
 - For people of color, it means recognizing how race and racism have been internalized, and whether it has been applied to other people of color.
 - A commitment to being anti-racist manifests in our choices. When we encounter interpersonal racism, whether obvious or covert, there are ways to respond and interrupt it.
 - **What are some ways you can interrupt interpersonal racism by asking questions? What are some examples?**
 - *Allow for chapter members to respond.*
 - **Seek clarity:** “Tell me more about _____.”
 - **Offer an alternative perspective:** “Have you ever considered _____”
 - **Speak your truth:** “I don’t see it the way you do. I see it as _____”
 - **Find common ground:** “We don’t agree on _____ but we can agree on _____.”
 - **Give yourself the time and space you need:** “Could we revisit the conversation about _____ tomorrow.”
 - **Set boundaries.** “Please do not say _____ again to me or around me.
 - As you practice, check in with yourself to see how you are processing this experience, what is your physical and emotional reaction during these conversations.
-

CONCLUSION

**FACILITATOR
TALKING POINTS**

- In 2020, we saw Black Lives Matter take center stage to inspire conversations about the treatment of Black bodies globally.
 - As an organization, and as a society, we have seen a shift in the commitment of diversity, equity, inclusion, and belonging. No longer are we only focused solely on diversity in the month of February.
 - **What are some ways we can make DEI&B a part of our everyday life?**
 - *Allow chapter members to share. Write the responses on the board. Some answers could be: support Black-owned businesses, invest in the Black community, visit museums, watch documentaries and movies, read books by Black authors, etc.*
 - When discussing race or across any lines of difference, these conversations can be difficult, or uncomfortable. Conversations about race may be uncomfortable, yet it is at the edge of discomfort where we can learn the most.
 - Many times when talking about Black History Month and Black people's experiences we focus on slavery, segregation, and the Black struggle.
 - While being educated on the injustices and continued discrimination towards the Black community and Black people, it is also important to step back and remember that trauma is not the only experience we should focus on.
 - Black History Month allows us to honor the contributions and sacrifices of Black Americans who have helped shape the nation.
 - Black History Month celebrates the rich cultural heritage, triumphs and adversities that are an undeniable part of our country's history.
 - The goal is to tell the whole story - not just a small part - of Black history. Committing to decentralizing racial trauma during Black history, and finding ways to focus on aspects of Black history and culture that are not centered on violence, trauma, and struggle.
 - The hope is as a chapter, and as a society, we can recognize the many ways in which Black people have contributed to, inspired and created American culture, while also leading the way in advocating for civic participation, inclusion, and equitable spaces.
 - Together we can appreciate and celebrate the many contributions Black people have made to the world, why also honoring and celebrating the resiliency it takes to continue to fight for equitable change and equality.
 - In closing this session, we encourage you to reflect on how resiliency shows up in your day to day. How do resistance and resilience go together? Without resiliency, courage, and hope for a better future we would not have seen the growth and success of many marginalized communities, including Black, Jewish, and Asian and Pacific Islander communities transcend hardship and continue to prove that a little bit of resilience and perseverance will go a long way.
-

CHAPTER ACTIVITIES

FACILITATOR TALKING POINTS

- *As a chapter take this list of [Notable Black People - Past and Present](#) and have chapter members select one or two people they would like to present to the chapter. Encourage them to get creative (and appropriate).*
- *As a chapter take this list of [Black History Milestones:Timeline](#) and have small groups select a milestone to do a summary of the milestone to the chapter. Discuss why this is important and the impact it has today.*
- *Utilizing the activities lists below - choose a few different activities to do as a chapter. You can break the chapter into smaller groups or do the activities as a whole. These activities are intended to give you some ideas to help the chapter celebrate and appreciate Black history.*
 - [42 Black History Month Activities for February and Beyond](#)
 - [ADL: 10 Ideas for Teaching Black History Month](#)
 - [The Sorority Life: Celebrating Black History Month](#)
- **Reflection Activity:** *What in your community do you feel like you could do to make a difference to help those disenfranchised? In a small group, imagine a project or activity you could do to make a difference.*
- **Reflection Activity:** *What are some ways in which your chapter can engage with the Multicultural Greek Council? The NPHC chapters? on your campus?*
- *Select a movie from the list of [28 Films to Watch During Black History Month That Aren't About Black Trauma](#) to watch as a chapter.*