



EMBRACE: OCTOBER FACILITATOR GUIDE

DESCRIPTION

Welcome! For the month of October, we are celebrating Hispanic + Latinx Heritage Month. While Hispanic Heritage + Latinx Month began on September 15th, this month-long celebration culminates on October 15th. 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...

- Be introduced to the historical background regarding Hispanic/Latinx Heritage Month
- Discuss the importance of Hispanic/Latinx Heritage Month
- Review contributions made by Hispanic/Latinx Americans
- Define and discuss the differences between Latinx, Hispanic, and Spanish

RESOURCES

- **Introduction to Hispanic + Latinx Heritage Month**

- [White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics](#)
- [National Hispanic Heritage Month](#)
- [Hispanic and Latino Heritage and History in the United States](#)
- **Contributions by Hispanic/Latinx Immigrants**
 - [Latino Americans](#)
 - [Timeline of Important Dates](#)
 - [18 Major Moments In Hispanic History That All Americans Need To Know](#)
- **What Does Latinx Mean?**
 - [What Does Latinx Mean?](#)
 - [What is the Difference Between Hispanic, Latino, and Spanish?](#)
- **What's missing from the American immigrant narrative?**
 - [TED Talk: What's missing from the American immigrant narrative?](#)
- **Chapter Activities**
 - [How to Celebrate Hispanic Heritage Month](#)
 - [18 Hispanic Heritage Month Activities & Ideas for Work in 2021](#)
 - [The Diversity of Hispanic Cuisine, from Mexico to the Patagonia](#)
 - [Some words in Ladino \(Spanish/Hebrew\)](#)

ADDITIONAL RESOURCES

- [Hispanic/Latino Heritage](#)

PREPARATION

- Schedule a time to hold October programming
- Read through the facilitator guide in advance
- If you would like to save time prior to your EMBRACE programming events, email and have chapter members complete the following prior to program:
 - [Timeline of Important Dates](#)
 - [18 Major Moments In Hispanic History That All Americans Need To Know](#)

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 sharing. Remind everyone that this is a safe space and encourage everyone to participate openly and honestly. Below are some questions to ask.*
 - Welcome everyone!
 - Send an agenda to the members prior to the program to let them know what you are going to cover.
 - 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.
-

INTRODUCTION TO HISPANIC + LATINX HERITAGE MONTH

FACILITATOR TALKING POINTS

- **Who knows why Hispanic Heritage Month begins in the middle of September?**
 - *Allow for members to share their ideas on why*
 - *Acknowledge their responses*
- Hispanic Heritage Month begins on September 15th because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16th and September 18th.
- The celebration began as a week-long celebration under President Lyndon Johnson and was expanded to a month in 1988 by President Ronald Regan.
- Americans observe National Hispanic Heritage Month from September 15th to October 15th, by celebrating histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.
- **Are there any ways that you have seen Hispanic/Latinx culture celebrated on campus or in your community?**
 - *Allow for members to share their experiences*
- The month is celebrated nationwide through festivals, art shows, conferences, community gatherings, and much more.
- We acknowledge the history, culture, and contributions of Americans whose ancestry can be traced to over 20 countries in Latin America, including Mexico, Central and South America, and the Caribbean.
- In the United States, there are approximately 60 million people who have ancestries connected to these countries, representing approximately 18% of the U.S. population.
- **What are some labels used for this panethnic group?**
 - *Allow for chapter members to answer*
 - *Listen for words: Hispanic and Latina/e/o/x.*
- Hispanic Americans have been influential in every part of our nation's history, from arts to politics to business and innovation to the military.
- The purpose of heritage and history months are not to be an exclusive party for members of that specific community, but rather as a collective celebration of the group and the identity. The purpose of this month's EMBRACE programming is to honor, appreciate, and learn about the Hispanic/Latinx culture.
- **Why do you think it is important to celebrate and honor Hispanic/Latinx Heritage Month?**
 - *Allow for chapter members to answer*
- There is more to the Hispanic/Latinx culture than just Mexico, just as there is more to Mexico than sombreros and piñatas. As a chapter, our goal is to use Hispanic/Latinx Heritage Month as an opportunity to learn more about cultures that may be unfamiliar to you instead of

	<p>relying on the comfort of tropes and stereotypes.</p> <ul style="list-style-type: none"> • Even when harm is not the intent, making cultural assumptions can be upsetting and hurtful. • It is important to acknowledge marginalized histories, we need to challenge ourselves to always go deeper. • As a chapter what are some things you would like to be sure to learn about Hispanic/Latinx culture and communities? <ul style="list-style-type: none"> • <i>Listen to the chapter's responses. Do additional research to provide them with this programming, if it is not already planned.</i>
--	---

CONTRIBUTIONS BY HISPANIC/LATINX IMMIGRANTS

<p>FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> • Go through the short videos and resources provided by PBS and select a few to share with the chapter • You can also share the Timeline of Important Dates with the chapter as well • The videos provided by PBS chronicle the rich and varied history and experiences of Latinxs who have helped shape the United States over the last 500-plus years and have become, with more than 50 million people, the largest minority group in the U.S. • Together we can learn about the impressive contributions of Hispanic/Latinx immigrants who shaped our country, culture and democracy. • Some things we will learn include: <ul style="list-style-type: none"> o In 1585, Saint Augustine was the first European settlement in what would become the United States, introducing Catholicism and the Spanish language in Florida. o In 1610, the Palace of the Governors in Santa Fe was built by Spanish settlers. It is the oldest seat of government in the U.S. o In 1776, while the then-British colonies were declaring independence, Spanish settlers were celebrating the newly established San Francisco on the West coast. o Slavery was abolished by the Mexican constitution in 1829 - a precedent that would influence America and many other countries in doing the same. The Underground Railroad also ran to Mexico, and many oppressed U.S. slaves sought freedom by going further South, not North. o In 1912, New Mexico joined the U.S. as the first Spanish-English bilingual state with all legislation and signage being in both official languages. o We owe much progress in the civil rights' movement to Hispanic and Latinx activists like workers' rights activist Cesar Chavez and the brave family of Sylvia Mendez who sued for desegregation of schools in California in 1947 in the landmark Mendez v. Westminster case. • Using this article from the Huffington Post reviewing 18 Major Moments in Hispanic History That All Americans Need to Know, break the chapter up into small groups and assign them each a fact from this article. Allow them to be creative. Create a poster with flipchart paper and have them share with the group what the event or
--	---

	<p><i>contribution was and why it's important. Following the presentations ask the following questions</i></p> <ul style="list-style-type: none"> o What surprised you from this article? o What did you know previously? o Why do you think it is important that we celebrate and honor the contributions of the Hispanic/Latinx population?
--	---

WHAT DOES LATINX MEAN?

<p style="color: green;">FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> • Can anyone explain what Latinx means? <ul style="list-style-type: none"> o <i>Allow for chapter members to respond</i> • Latinx is a gender neutral alternative to Latina and Latino. The term is used to describe the diverse group of people who have roots in Latin America. • Why do you think a gender neutral word was created for the Latin community? <ul style="list-style-type: none"> o <i>Allow for chapter members to respond</i> • The Spanish language classifies most words as masculine or feminine, the term Latinx emerged out of an act of solidarity to include LGBTQIA+ folks who may not want to be classified as male or female. • Latinx is an intersectional term that aims to include all people of Latin American descent. • What are the differences between the terms Latino, Latina, and Hispanic? <ul style="list-style-type: none"> o <i>Allow for chapter members to respond</i> • Because Spanish is a language with grammatical gender, certain words are used to describe men and others are used to describe women. Latino and Latina are gendered variants of Latinx. Latinx encompassed mixed-gender groups of Latinx individuals. • An example of an English word of Latino is the use of 'mankind' to refer to all humans. While 'mankind' is understood to include women, and potentially other genders, the name is inherently masculine. • Hispanic, on the other hand, refers to an ethnic group in the United States that has its cultural origins in Spanish-speaking countries. • The use of the word Hispanic assumes that every Latinx individual speaks Spanish, when they may only speak their indigenous language; it all excludes Brazilians because they speak Portuguese. • Persons can be Hispanic and be of Spanish descent, while those of Spanish descent do not necessarily belong to the Latinx community. • A common mistake is calling a Spanish-speaking person Spanish. A person who speaks Spanish is Hispanic. A person who is from Spain or has origins from Spain is Spanish. • There are some people who do not support the use of Latinx, feeling that it is elitist and is mostly used in academic settings. It has been seen as policing the Spanish language, and could potentially alienate non-English speaking people of Latin American descent.
--	--

	<ul style="list-style-type: none"> • Why is this important to know? <ul style="list-style-type: none"> ◦ <i>Allow for chapter members to share their thoughts and answers</i> • It is important to know how a person wishes to identify themselves. Similarly to how we ask for a person's pronouns, you should feel comfortable asking someone how they would describe their identity and then respecting and using the language that each individual person uses. It is not the same for every person.
--	---

TED TALK: WHAT'S MISSING FROM THE AMERICAN IMMIGRANT NARRATIVE

FACILITATOR TALKING POINTS

- *Screen share the [TED Talk](#), make sure to have your volume on.*
- We are going to watch a TedEd Talk, What's missing from the American immigrant narrative. Elizabeth Camarillo Gutierrez examines the flaws in narrative that simplify and idealize the immigrant experience. She shares her wisdom on the best way to help those around us. "Our world is one that flourishes when different voices come together," she says.
- After viewing this TED Talk we will discuss what stood out to you in this video.
- **What are the two different ideas/narratives that Elizabeth discussed?**
 - *Allow for chapter members to share out. Listen for the immigrant worker and the super immigrant.*
- **How are these narratives defined in today's culture?**
 - *Allow for chapter members to share their responses. Look for things like people that come to the US in search of jobs as laborers, or field workers, dishwashers, things we consider to be low-wage jobs but to an immigrant that's a good opportunity. The ideal symbols of American success.*
- **Have you heard these narratives expressed in today's society?**
 - *Allow for chapter members to share their experience and thoughts.*
- **Why do you think the terminology is hurtful, and in what ways do you see this causing further divides within communities and our society?**
 - *Allow for chapter members to share their thoughts. Look for celebrating one type of immigrant and villainizing the other type of immigrant. Dehumanizing people if they do not fit in a mold a certain way.*
- **How does the way people and society view immigrants impact the way in which they live?**
 - *Allow for chapter members to share their opinions. Look for the ways in which they live. Impacts the ways laws and systems can affect communities, families and individuals.*
- **What stood out to you in this Ted Talk?**
 - *Allow for chapter members to share their opinions.*
- *Allow for any additional conversations or questions.*

CONCLUSION

**FACILITATOR
TALKING POINTS**

- Within the United States, “America” serves as shorthand for the country alone - but the national borders that separate the United States from the rest of the landmass that constitutes “the Americas.”
- Even with the introduction and evolution of these borders, the histories of the United States and what we now call Latin America have remained thoroughly entwined, connected by geography, economy, imperialism, immigration, and culture.
- **What are some ways you can celebrate and honor the many contributions Hispanic/Latinx Americans have made, and continue to make, to the United States of America?**
 - *Allow for the chapter members to respond*
- *Thank them for participating in the discussion. Allow them to select what group activity you do from the list below.*

CHAPTER ACTIVITIES

**FACILITATOR
TALKING POINTS**

- *As a chapter, host a Netflix/Disney+ viewing party and watch COCO.*
 - Sugar skulls have gained popularity since the 2010s. From Walmart to Hot Topic to Home Depot, you can find merchandise bearing images of sugar skulls, or calavera, as they are known in Mexican culture.
 - **What exactly are sugar skulls, and why are they so popular?**
 - *Allow for chapter members to share their answers*
 - Calaveras are a hugely significant symbol during the Mexican holiday, Día De Los Muertos, or Day of the Dead. Made of sugar, calaveras are decorated each year during Día De Los Muertos to place on a family's altar in celebration of a loved one who's passed. They can be traced back to a popular Mexican illustrator and his signature sketch, La Catrina.
 - **What is the significance of Día De Los Muertos?**
 - *Allow for chapter members to respond*
 - During Día De Los Muertos, the veil between the land of the living and the dead is believed to be very thin, allowing the dead to walk among the living. The altars where one's ancestors are believed to visit to collect their favorite items and/or food left by their descendants and celebrating the memories of loved ones to keep their legacies alive and stories passed down through generations are key components of *Da De Los Muertos*.
 - The belief that our loved ones are never far away because they're kept alive through the retelling of stories of their lives is a really beautiful way to feel connected to loved ones who are no longer (physically) walking among us. Woven in through all of the
-

imagery from this holiday are La Catrina and calavera, which further reiterate death as the great equalizer. These ideas are really what's at the heart of the holiday.

- *Another activity the chapter can do is host a cooking class where you cook a Hispanic/Latinx inspired dish. You can also encourage chapter members to pick a meal or item they would like to suggest the chapter cooks.*
 - Food plays an integral role in building togetherness between family and friends. For many not familiar with the diversity of the Hispanic/Latinx culture, it might not be easy to detect the differences in cuisine from one region to another. Given that about 63% of Hispanics in the United States are of Mexican descent, many people assume that Hispanic cuisine equals Mexican cuisine, but that is far from the truth.
 - Explore some of the different foods and cultures [here](#).

 - *Another activity the chapter can do is: assign small groups to identify and read about important people and events in Latinx history.*
 - *Using the following categories:*
 - o *Academics*
 - o *Actors*
 - o *Artists*
 - o *Athletes*
 - o *Business People*
 - o *Celebrities/Entertainers Elected Officials*
 - o *Inventors*
 - o *Musicians*
 - o *Performing Artists*
 - o *Political Activists*
 - o *Public Service Workers Scientists*
 - o *Spiritual Leaders*
 - o *Writers*
 - *Have the chapter brainstorm names of people with whom they are familiar. After brainstorming, assign small groups and have each group choose a person to present during the next chapter meeting or event. This can be a short 2-3 minute presentation.*

 - *Another activity the chapter can do on their own or as a group by screen sharing twith the chapter - is take online tours of a museum, park , or cultural site.*
 - o [Smithsonian Latino Virtual Museum](#)
 - o [Museum of Latin American Art](#)
 - o [Google Arts & Culture Latino Cultures in the US](#)
 - o [Frida Kahlo Museum](#)

 - *Additional activity ideas can be found [here](#)*
-

- **Does anyone know what Ladino refers to?**

- *Allow for chapter members to respond*

- The Ladino language, also called Judeo-Spanish , Judesmo, or Sephardi, is a romance language spoken by some Sephardic JEws living mostly in Israel, the Balkans, North Africa, Greece, and Turkey. Ladino is very nearly extinct in many of these areas.
 - It is a very archaic form of Castilian Spanish mixed somewhat with Hebrew elements (as well as Aramaic, Arabic, Turkish, Greek, French, Bulgarian, and Italian.
 - Ladino originated in Spain and was carried to its present speech areas by the descendants of the Spanish Jews who were expelled from Spain after 1492.
 - Together we are going to learn some Ladino words.
 - *Show the chapter the Ladino words video from [youtube](#)*
-