



EMBRACE: SEPTEMBER FACILITATOR GUIDE

DESCRIPTION

Welcome! As we begin a new academic year, now is a perfect opportunity for you and your chapter to have conversations around what is Diversity, Equity, Inclusion and Belonging (DEI&B). Last year we had the opportunity to introduce our EMBRACE programming to you and your chapter. This year we want to continue to provide you with resources to help guide these conversations. 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...

- Have a basic understanding of Alpha Epsilon Phi's Anti-Hate & Anti-Bias Pledge
- Discuss the importance of difficult and challenging conversations
- Understand identity
- Explore own identity, what are my roots
- Identify your values and where they are from
- Explore AEPH values and Jewish values and how they tie into your personal values

RESOURCES

- **Anti-Hate & Anti Bias Pledge**

- This pledge must be signed by all members through their Phi Portal
- Here is a [digital copy](#) to use for discussion
- Facilitator questions **in the guide below*
- **Norming Challenging Conversations**
 - TedTalk - [How to lead difficult conversations with people who disagree](#)
 - Facilitator questions **in the guide below*
- **Creating Chapter Norms and Expectations**
- **Identity - What are my roots?**
 - [Understanding identity](#)
- **Social Identity and Personal Identity Activity**
 - [Social Identity Worksheet](#)
 - [Personal Identity Worksheet](#)
 - Facilitator guide **in the guide below*
 - *These activities were customized based on resources from New York University and University of Michigan – to find more information similar to these activities visit [Inclusive Teaching](#).*
- **Identify your Values**
 - [Personal Value Exploration: An Experiential Activity](#)
 - [Identify Your Personal Values](#)
- **AEPi Values and Us**
 - [JCA's 9 Core Jewish Values](#)
 - [Do Jewish Values Exist?](#)
 - [Making Menshes: A Periodic Table](#)
 - *Thank you to University of California , Irvine Chapter President Alex Bennett for the program idea in this section*

ADDITIONAL RESOURCES

- [How to have difficult conversations virtually](#)

PREPARATION

- Schedule a time to hold September 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:
 - [Social Identity Worksheet](#)
 - [Personal Identity Worksheet](#)
 - [Identify Personal Values Worksheet](#)

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.
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Anti-Hate & Anti-Bias Pledge

FACILITATOR TALKING POINTS

Share screen the Anti-Hate & Anti-Bias Pledge with the chapter during this discussion. It is recommended that the facilitator is also spotlighted.

- **Why do you think AEPHI National created the Anti-Hate & Anti-Bias Pledge?**
 - *Allow for members to share their ideas on why*
 - *Acknowledge their responses*
 - *Allow for conversation to build*
- **What AEPHI values align with DEI&B work?**
 - *Allow for members to share their ideas*
 - *Listen for words like: friendship, sisterhood, belonging, Jewish values, personal growth, civic engagement*
- *Have members read out loud the commitments made in the Pledge (have multiple sisters read different bullets)*
- **Why were these specific statements included in the Pledge?**
 - *Allow for members to respond*
- As an organization it is important that we engage in conversations around Diversity, Equity, Inclusion and Belonging. AEPHI has committed to building on our existing knowledge while continuing to have conversations around race, religion, social, and societal inequities and inequalities. Our EMBRACE programs will open new avenues for productive conversations and ideas to help serve marginalized communities. Service rendered to others is at the core of our AEPHI values; there is a lot of work to do in this area and we hope EMBRACE will provide our sisterhood the foundation to begin to fulfill the Jewish value tikkun olam (repairing the world).

Ted Talk: How to lead conversations between people who disagree

FACILITATOR TALKING POINTS

- We are going to watch a TedTalk from Eve Pearlman. In this video she discusses her experience with journalism and how journalists are going to the heart of social and political divides to support discussions between people who disagree. She shares a social experiment in which 25 liberals from California and 25 conservatives from Alabama gathered to talk about contentious issues.
 - As we continue our conversations and educational programming on diversity, equity, inclusion, and belonging we will find that we do not always agree. When watching this video, think about ways you can use what she shares to have constructive and productive conversations together as a chapter and with others.
 - *Screen share the [video](#) – be sure your sound is also sharing.*
 - **What did you think of the TedX talk?**
 - **What are some of the key takeaways from this TedX talk?**
 - **How can we better practice civil discourse?**
 - **Why is it important to know how to handle and have difficult conversations?**
 - *As a facilitator, feel free to add additional questions based off of the TedTalk*
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Setting Norms and Expectations for EMBRACE Programming

FACILITATOR TALKING POINTS

- As a chapter, we may come across conversations or topics that we do not always see eye to eye on. As a group, I would like for us to set up some norms and expectations for our EMBRACE programs.
- **What are some norms and expectations you would like to see us uphold during EMBRACE programming?**
- *Allow for chapter members to share ideas. Write these ideas on flip chart paper visible for the entire chapter to see. Hang this flipchart up prior to each EMBRACE program to remind the group of the agreed upon norms and expectations.*
- *Examples of some norms to include are:*
 - **Stay Engaged** - *Please put aside any distractions, even when its hard, be present for programming and conversations*
 - **Experience Discomfort** - *When we really listen to each other and begin to have conversations about the unfair and unsafe situations we have in our world it will not always be comfortable*
 - **Speak Your Truth** - *You and your experiences are valuable; please share and speak from your heart*
 - **Expect and Accept Non-Closure** - *We cannot expect drastic changes to what has been centuries of challenges in one programming session*
 - **Be Hard on the Content and Not the Person** - *Respectfully challenge ideas that don't make sense to you. We will grow together.*
- **Can we agree to uphold these norms and expectations?**
- *Allow the chapter to respond. Be sure everyone feels heard and valued.*

Understanding Identity

FACILITATOR TALKING POINTS

- Understanding identity can seem confusing, because we all have complex and nuanced identities that make up who we are. We each have unique experiences that make us who we are.
- By better understanding our identities and the identities of those around us, we create the ability to relate and learn from others.
- While each person in the chapter is made up of different races, ethnicities, family structure, hobbies, beliefs, education, not one person has the exact same identity. You may share areas of your identity but no one person has the exact same lived experience as another.
- For example a white, cis-gender woman will have a very different lived experience than a Black, trans woman; while both may share similar experiences/understandings of oppressive systems as women there are many experiences that each woman will not share based on additional oppression a Black, trans woman will experience. Regardless, both lived experiences are valid and true.
- We are going to further dive into your own personal identities in the upcoming activities.

Social Identity Wheel and Personal Identity Wheel

FACILITATOR TALKING POINTS

The Social Identity Wheel worksheet activity is an activity that encourages chapter members to identify social identities and reflect on the various ways those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The worksheet prompts members to fill in various social identities (such as race, gender identity, sex assigned at birth, ability disability, sexual orientation, etc.) and further categorize those identities based on which matters most in their self-perception and which matters most in others' perception of them. The Social Identity Wheel can be used in conjunction with the Personal Identity Wheel to encourage members to reflect on the relationships and dissonances between their personal and social identities.

- We are going to do two activities today, the first is exploring our social identities. Next we are going to look at how our social identities appear in our personal relationships.
- The goal of these two activities is:
 - To encourage members to consider their identities critically and how these identities are more or less keenly felt in different social context.
 - To help chapter members find common ground with each other and learn more about the chapter and continue to build community.
 - To illuminate how privilege operates to normalize some identities over others.

Virtual Activity Instructions

FACILITATOR TALKING POINTS

If you are doing this activity virtually: be sure to send the Social and Personal Identity Wheel worksheets to chapter members prior to the program.

- *Instruct chapter members to complete the [Social Identity Wheel handout](#).*
- *Review “Social Identity Groups” as a chapter, noting additional examples of the different identities presented.*
- **Gender Identity:** Woman, Man, Non-binary/enby
- **Sex assigned at birth:** Intersex, Female, Male
- **Race:** Native American, LatinX, Black, White, Asian Pacific Islander
- **Ethnicity:** Irish, Chinese, Italian, Jewish, Lebanese, Spanish, Japanese, Guatemalan
- **Sexual Orientation:** Lesbian, Gay, Heterosexual, Bisexual, Queer
- **Religion/Spirituality:** Hindu, Muslim, Buddhist, Jewish, Christian, Atheist, Agnostic
- **Social Class:** Poor, Working Class, Middle Class, Upper-Middle Class
- **Age:** Child, Young Adult, Middle-Age Adult, Senior
- **(Dis)Ability:** People with disabilities (cognitive, physical, emotional), able-bodied, disabled
- **Citizenship:** United States, Korea, Mexico, Argentina, Israel, China
- **Tribal or Indigenous Affiliation:** Mohawk, Aboriginal, Navajo, Santal
- **Body Size/Type:** Fat, Overweight, Curvy, Thin, Athletic

- *Give the chapter 5-10 minutes to write their identities in each wheel category and answer the five questions on the document.*
- *Go through the five questions on the handout:*
 - **What identities do you think about most often?**
 - **What identities do you think about least often?**
 - **What identities would you like to learn more about?**
 - **What identities have the strongest effect on how you perceive yourself?**
 - **What identities have the greatest effect on how others perceive you?**
- **Why is it important to critically reflect on our identities?**
- **What is the value in completing activities like this in our chapter?**

- *Distribute the [Personal Identity Wheel](#) – give the chapter 5-10 minutes to fill it out.*
- *Break the chapter up into small break out groups and have them share their Personal Identity Wheels. Bring the group back together and have them discuss the following questions.*
 - **Which components of your personal identity were harder to share?**
 - **Which, if any, personal identities are informed by your social identities (age, race, gender identity, sex assigned at birth, etc.)**
 - **Who would like to share the three adjectives they used to describe themselves?**

- Can anyone share their personal motto?
- What were some things people found in common with each other?
- Why is it important to critically reflect on our identities?

In Person Activity Instructions

FACILITATOR TALKING POINTS

If you are doing this activity in person: post the different social identity categories around the room with flip chart paper and have members move to the identity that best answers the question. Give each chapter member 12 dot stickers, 4 different colors, 3 stickers for each color. If a member is color blind, label the color dots with numbers to make the activity inclusive.

- Distribute the [Personal Identity Wheel handout](#)
- Instruct chapter members to complete the Personal Identity Wheel handout (5-10 minutes)
- In pairs or small groups have chapter members share their Personal Identity Wheels
- Distribute the [Social Identity Wheel handout](#).
- Review “Social Identity Groups” as a chapter, noting additional examples of the different identities presented.
- **Gender Identity:** Woman, Man, Non-binary/enby
- **Sex assigned at birth:** Intersex, Female, Male
- **Race:** Native American, LatinX, Black, White, Asian Pacific Islander
- **Ethnicity:** Irish, Chinese, Italian, Jewish, Lebanese, Spanish, Japanese, Guatemalan
- **Sexual Orientation:** Lesbian, Gay, Heterosexual, Bisexual, Queer
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- **Social Class:** Poor, Working Class, Middle Class, Upper-Middle Class
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- **Citizenship:** United States, Korea, Mexico, Argentina, Israel, China
- **Tribal or Indigenous Affiliation:** Mohawk, Aboriginal, Navajo, Santal
- **Body Size/Type:** Fat, Overweight, Curvy, Thin, Athletic

Having posted the different social identity categories around the room, ask each of the following questions out loud, allowing time for members to select the identity that best answers the question. Give time for members to discuss why they selected the specific identity they chose.

- **What identities are most important to you? – Green Dot**
- **What identities make you feel the most unsafe? – Red Dot**
- **What identities make you feel the safest? – Blue Dot**
- **What identities give you the most power and privilege? – Yellow Dot**

Following the break out, bring the group together for the debrief questions:

- Go through the five questions on the handout:
 - **What identities do you think about most often?**

	<ul style="list-style-type: none">• What identities do you think about least often?• What identities would you like to learn more about?• What identities have the strongest effect on how you perceive yourself?• What identities have the greatest effect on how others perceive you? <ul style="list-style-type: none">• Which components of the Personal Identity Wheel were hard to fill out?• Which components of your personal identity were harder to share?• Which personal identities, if any, are informed by your social identities?• Why is it important to critically reflect on our identities?• What is the value in completing activities like this in our chapter?
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Identify Your Values

FACILITATOR TALKING POINTS

- Values are what we deem important and worthy in life. They inform how we spend our time and energy. We often inherit them from our families of origin, and then add, swap, and/or modify our values based on education and experience as we age.
- Oftentimes, we walk through this world not really knowing what our values are, which can be problematic. If we don't have a clear understanding of what makes us tick, then we'll have a hard time trying to change pieces of ourselves (or authentically responding to others in a healthy manner).
- **Why do you think it is important to learn about our personal values?**
- *Allow for chapter members to share their answers. Look for things like, our personal values are what motivates us, what drives our decision making, how we interact with other people.*
- We all have personal values and learning about these can have a positive impact on our life and our happiness.
- Some of the positive impacts include:
 - **We make decisions based on our values** - Our values are a key factor in our decision making. From seemingly small everyday choices to big life-changing decisions. Our values are often the primary factor that determines what we decide. Being fully aware of your personal values helps you make the right decision for you, when it matters most.
 - **Not living by your values is likely to be a great source of stress and worry** - Living by your personal core values means living the life you're meant to live. Not living by your values is a great source of stress and other negative emotions.
 - **If you don't live by yours, you're at risk of living by someone else's values** - something drives your behavior. Values are the key drives and motivators in life.
 - **Knowing your values enables you to live life to the fullest** - Personal values are like your internal compass. When understood, and used correctly, this compass can point us towards the activities, people, and choices that will bring us the most fulfilment and happiness.
 - **You will be better at prioritizing** - We are living very busy lives, and we often feel like there is not enough time in the day to get everything done. Your values can help you prioritize and de-stress your life. Knowing and living by your values enables you to look at your task list and decide what is truly important and what is not.
- This activity will help us uncover what values mean the most to us so that we're able to take a good look to see if those are the values we want impacting our thoughts, emotions, and behaviors.
- *[Distribute this worksheet - Identify Your Personal Values](#). In order to save time you may ask that chapter members complete this prior to your EMBRACE program.*

AEPHi Values & Us

FACILITATOR TALKING POINTS

- Now that you have a better understanding of what your personal values are I would like to discuss how our personal values and the values of AEPHi align.
 - **What are the values of AEPHi?**
 - *Allow for members to share their responses.*
 - *Break the chapter into smaller groups and have them read the articles below:*
 - [JCA's 9 Core Jewish Values](#)
 - [Do Jewish Values Exist?](#)
 - **After reading these, why might embracing diversity and inclusion while having awareness for the different lifestyles of others be important values within our society?**
 - Keeping AEPHi, Jewish values and your personal values in mind, we are now going to complete an activity.
 - *Give each member a piece of paper. Instruct them to draw a straight line, a circle, a triangle, etc. - everyone will be drawing their own thing based on the instructions you give them. Then ask them to write down something they value in friendship, something they are proud of, a person that has helped shape them into the person they are today, what makes them feel strong, write down their personal values.*
 - *Have chapter members finish coloring and then share with one another their different pictures. Point out how everyone's is different and yet they all contain the same basic information.*
 - *Once each member has completed this task, share the [Making Mentsches: A Periodic Table of Jewish Values](#).*
 - **Looking at your drawing and the words you have written down, what are some words you have written that you can also find on the Periodic Table of Jewish Values?**
 - **How many of the values that you wrote or something similar are represented in the Jewish values periodic table?**
 - Jewish values are human values. While we have not all been raised in the same household, or with the exact same upbringing, the values we share and the values of AEPHi are what connect us together despite our different social and personal identities. Together we can continue to learn from one another and grow to be better than we once were, while supporting others around us.
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High Holy Days

FACILITATOR TALKING POINTS

- As we complete the Jewish holidays of Rosh Hashanah and Yom Kippur (times we traditionally reflect on our past mistakes, and try to improve for the following year) it is a wonderful opportunity to reflect on our values and how we live our lives according to them. Tashlich is a ceremony built into the High Holy Days that allows us space to “cast away” our sins (or negative traits) so that we can start the year anew.
 - As a group, we are going to answer the following questions to help reflect as we start the Jewish new year and the beginning of a new school year.
 - **What do I wish for myself in the new year?**
 - **What do I wish for my sorority for this new year?**
 - **What do I wish for my community for this new year?**
 - As we begin this new academic year, and reflect on a year that was unlike any other, keep in mind your values and how you too can continue to impact the greater world for good.
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