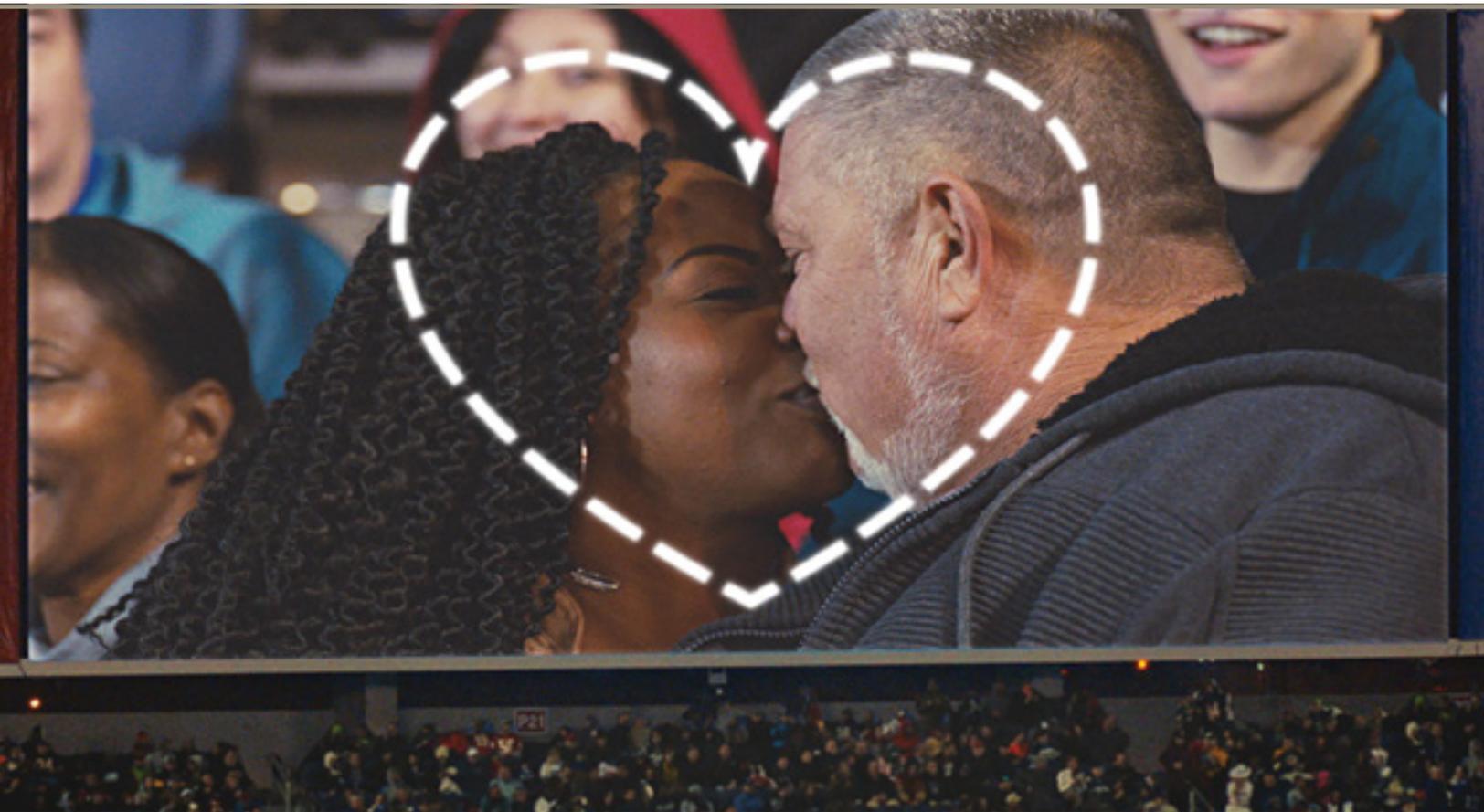


love  
has  
no  
labels



Campus Guide



Marvin Nathan, National Chair  
Jonathan Greenblatt, CEO and National Director  
Kenneth Jacobson, Deputy National Director  
Miriam Weisman, Chair, Education Committee  
Lorraine Tiven, Interim Vice President, Education  
Jinnie Spiegler, Director, Curriculum

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Anti-Defamation League  
605 Third Avenue  
New York, NY 10158-3560  
(212) 885-7700/885-7800  
(212) 867-0779/490-0187 (Fax)  
[www.adl.org](http://www.adl.org)

## About the Campaign

The Love Has No Labels campaign launched nationally in March 2015 with a video of skeletons dancing and embracing before coming out from behind an x-ray screen revealing themselves as diverse couples, friends and families. The initial “skeletons” video received more than 164 million views making it the second most viewed social activism video of all time. On Independence Day in 2016, Love Has No Labels released another film, *We Are America*, featuring John Cena celebrating the diversity of America.

The current campaign features a new PSA called *Fans of Love*. The film drives viewers to [www.lovehasnolabels.com](http://www.lovehasnolabels.com) where they can find resources that encourage everyone to examine and challenge bias in themselves and others. The Anti-Defamation League is one of the lead non-profit partners to provide expertise, advice and resources for the project.

## About this Guide

In 2015, the Ad Council launched a public service advertising campaign, *Love Has No Labels*, which encourages people to examine and challenge their own implicit bias. Since launch, the campaign has released multiple pieces of powerful content that challenge bias, celebrate diversity and promote inclusion all communities regardless of race, religion, gender, gender identity, sexual orientation, age or ability.

The Anti-Defamation League (ADL), a *Love Has No Labels* partner, developed this *Campus Discussion Guide* to assist student leaders and others at colleges and universities to facilitate conversations among the student body about inclusion, diversity and equity. The guide includes key words, discussion questions, ideas for going further, talking points and additional resources. You may select the questions and activities that work best for the space and time allotment you have.

This guide is designed for both college/university staff and campus leaders, including Resident Advisors (R.A.s), student advisors and other student leaders of campus groups. The guide and campaign films can be used as a part of building residence life communities, in fraternities/sororities, with student groups and through student life activities.

## Key Words

The following key words may come up in your discussion of the video or additional activities as you engage in conversation. You may want to highlight some of the words' meanings in advance or discuss them as they come up. (See ADL's "[Glossary of Education Terms](#)")

Ableism	Equity	Inclusive
Ageism	Heterosexism/Homophobia	Microaggressions
Ally	Identity Group	Racism
Bias	Implicit Bias (also known	Religious Bigotry
Discrimination	as hidden or unconscious	Sexism
Diversity	bias)	Stereotype

## Video Synopsis

For years, kiss cams have been a big part of American sports culture. In *Fans of Love, Love Has No Labels* puts a twist on the kiss cam by turning it into a symbol for unbiased love. In the stadium, fans cheered for love in all its forms—regardless of race, gender, sexual orientation, disability, age or religion. Love Has No Labels is a movement to open our eyes to unconscious bias. While the vast majority of Americans consider themselves unprejudiced, many of us unintentionally make snap judgments about people based on what we see—whether it's race, age, gender, religion, sexuality, or disability. By becoming aware of our own biases, we can work to end bias in ourselves, our families, our friends and our communities. Rethink bias at [lovehasnolabels.com](http://lovehasnolabels.com).

Fans of Love video (2:41 minutes, Ad Council) can be viewed at <https://www.youtube.com/watch?v=PNLwdXcGGk>.

## Facilitation Guidelines for Discussions

When you are leading discussions about the video, there may be pushback on certain topics, things could get heated and the conversation could trigger people in different ways. It is always a good idea to have some general ground rules to set the tone. Some ideas include encouraging people to listen actively, not attack others, avoid monopolizing the discussion and keep conversations confidential.

Since talking about diversity and inclusion is often difficult at first, allow time for conversations to develop and deepen. Recognize there is a history of mistrust between certain groups of people and that this mistrust may influence the discussion. It is also important to establish an environment that allows for mistakes. Assume goodwill and make that assumption a common practice. Because, as a society we have been unconsciously acculturated into biased and stereotypical thinking, individuals may not be aware that certain attitudes are hurtful to others. Oppression is harmful to all people in all of its forms. Acknowledge that intolerant thinking will surface from time to time in others and ourselves and facilitators can model non-defensive responses when told that something they said or did was offensive.

Provide opportunities for students to share their life experiences and remember it is never fruitful to engage in a debate over who has suffered the most. If divisive or hurtful comments arise, consider facilitation techniques like asking the speaker “what do you mean when you use that term?” or ask the other participants “What’s another point of view?”

## Spaces and Places to Show Video

### Large Group Showings

Show the video to students before or after large group gatherings and events including sports events, concerts, guest lectures, speakers, mini-conferences and in student unions. After watching the video, have students engage in one or both of the following methods of discussion:

- With a person sitting next to them, have students answer a question. For example, have them respond to:
  - How does the video represent different identity groups, especially those whose needs and complexities are often overlooked, misrepresented, or forgotten?
  - Knowing videos are short and it’s difficult to include all identities, who or what group would you like to see be made more “visible”?
- Have participants tweet their response/thoughts to one of the following suggested questions using a specific hashtag, which can be a combination of #LoveHasNoLabels and your campus #SchoolName:
  - Why does it mean to love without labels?
  - What does it mean to be “visible” on campus?
  - How does diversity and inclusion make our campus and world stronger?

### Small Group Discussions

Use the questions from the Discussion Questions section below to ignite a conversation about diversity, inclusion and equity on campus. Questions are divided into Pre-Video questions and Post-Video questions. Choose which to use based on time considerations and goals for the conversation. Consider engaging the group in follow up activities; some ideas are included.

## Discussion Questions

### Pre-Video

Before showing the video, ask these questions to build motivation and assess the energy and experience of the students.

1. When you first came to college, what did you notice about the diversity of this campus? Is the college more or less diverse than your high school? What was the transition like for you?
2. The video is called Fans of Love and was created as part of the Ad Council’s Love Has No Labels campaign. What do you think it may be about?
3. What does identity group mean to you? What identity groups do you identify with?

## Post-Video

Engage students in a discussion of the video by asking some or all of the questions below.

1. How did you feel while watching the video?
2. What different kinds of love were illustrated in the video?
3. Did anything surprise you, and if so, what?
4. Why do you think the audience reacted the way they did to seeing the first couple kissing?
5. What assumptions do you think were made by the audience while watching Fans of Love? What assumptions did you make?
6. Were there some Fans of Love couples that surprised you more than others? Please explain.
7. How did the video represent different identity groups, especially those whose needs and complexities are often overlooked, misrepresented, or forgotten? Knowing videos are short and it's difficult to include all identities, who or what group would you like to see more?
8. If you created a Fans of Love video at a sports event on this campus, what groups would be represented and what groups would be missing? Please explain.
9. On campus, who is (or feels) appropriately represented and who is not represented? What groups might feel misunderstood or misrepresented?
10. What was the general response of the audience as the kiss cam moved throughout the stadium? Do you think that response would be similar at all colleges? How about at our campus?
11. Did watching the video change how you think about certain kinds of couples, friendship or families? If so, how?
12. In the video, someone says "Love is about who you are and not what you are." How do you interpret this?
13. What is implicit bias? How is implicit bias embedded in the video?
14. How does this video resonate or not with your experience on campus?
15. What has been your experience so far at this college in relation to diversity and inclusion?
16. Why might it be important for students in the same social identity group (race, religion, etc.) to be together in different spaces and places? What is the value in being around different kinds of people?
17. What are the issues of diversity, inclusion and equity that our college/university deals with well? What issues concern you?
18. How does the song used in the video, "Show Me Love" (by Hundred Waters) help tell the story the video was trying to convey?
19. What was the message the video is trying to convey? Do you think they were successful or not? Please explain.
20. How can the video be used to promote inclusion and equity?

## Additional Talking Points

### **For some, college is their first opportunity to meet students who are different.**

For many traditionally-aged college students, attending college is their first opportunity to meet, interact and live with people who are different than they are. High schools are often segregated because people tend to live in segregated (separated along racial/ethnic lines) communities/neighborhoods. Therefore, coming to college is many students' first exposure to people who are different (i.e. race, religion, sexual orientation, gender identity, ability, etc.) than the residents of their home communities. This can carry with it a myriad of feelings including excitement, fear, eagerness, intimidation and/or discomfort. It is important to acknowledge the different feelings that may arise and at the same time, approach inclusion and diversity from a positive perspective so students are open to learning and growing.

### **Identity vs. labels**

Identity is who we are and includes social identity groups such as race, ethnicity, religion, sexual orientation, gender and gender identity, socioeconomic class, ability, immigration status and more. Helping to define, reflect on and affirm students' identity is an important aspect of being a diverse and inclusive campus environment. Conversely, using "labels" emphasizes stereotypes and assumptions that are often based on inaccurate or incomplete beliefs, assumptions and biases about certain groups.

### **Don't perpetuate the idea that we should be color blind.**

Starting at a young age and continuing into adolescence and beyond, as a society we sometimes mistakenly convey the idea that we shouldn't notice race, religion and other identity characteristics. Sometimes we send the message that we should aspire to be "color blind" and that being color blind means one harbors no prejudice. Often, the intentions are good because people conflate being "color blind" with not being biased. However, not noticing differences—or acting like you don't—actually perpetuate bias. It gives an impression that parts of people's identities aren't important or are ignored. We should instead emphasize the importance of honoring people's identities, not judging or discriminating based on those differences and work with others to explore how to rethink bias.

### **Strike a balance between positive group identity and reflecting more diversity and inclusion.**

Groups of people, especially those in marginalized groups, have a need to be around others who are like them for a variety of reasons. It helps them feel affirmed in that aspect of their identity. It can deepen their understanding about that aspect of their identity through shared experiences. And especially when feeling marginalized or experiencing bias, it helps to talk with others who have experienced similar slights and injustices. At the same time, it is important that as members of a diverse community, society and world, we connect with others who are different as well. This is a delicate balancing act of affirming ourselves and our identities with being open and interested in others' groups.

### **Acknowledge microaggressions.**

Microaggressions are a common topic of conversation on college campuses. Microaggressions are the everyday slights, indignities, put-downs and insults that people of color, women, LBGTQ populations and other marginalized people experience in their day-to-day interactions. Microaggressions can appear to be a compliment but contain a hidden insult to the target groups to which they are delivered. They are often unconscious and unintentional; however,

they convey an underlying biased message. These messages may be sent verbally (“you speak good English,” “you are pretty for a dark-skinned girl), nonverbally (clutching one’s purse more tightly) or environmentally (symbols like the confederate flag, using Native Indian mascots). Because people are often unaware they are expressing a microaggression, we need to be open to feedback and sensitive to and aware of our own language and behavior. It is also helpful if the target of a microaggression communicates when it is happening and explains how they feel when experiencing a microaggression.

### **Encourage an intersectional lens.**

As you discuss identity, inclusion, and equity, it is important to infuse the concept of intersectionality. Intersectionality is a way of looking at the overlap and intersections of people’s social group identities (e.g. race, gender, class, gender identity, religion, sexual orientation, disability, etc.) and addresses the related and intersecting systems of bias, discrimination and oppression. When an individual identifies in several oppressed groups, a unique identity and experience is created (i.e. Latino gay man). This makes the particular aspects of a marginalizing experience difficult to separate. As you watch the Fans of Love video and talk about campus issues around inclusiveness and equity, help students think about why student groups sometimes splinter off into sub-groups (e.g. LGBTQ Students of Color or a Jewish women student group). Further, when discussing issues of bias and discrimination, use an intersectional lens to reflect on who is being included and excluded, and push students to consider how different groups are impacted differently depending on the issue.

## Going Further

If you want to move the discussion beyond the video, you can engage your group of students in one or more of the activities below which will deepen their understanding of identity, bias and implicit bias.

- Discuss the [Pyramid of Hate](#) (see below) to facilitate a discussion about biased and hateful attitudes and behaviors that can escalate if they are unchecked. Many people describe the behaviors at the bottom level of the pyramid as being “subtle and insignificant.” Like a pyramid, however, the levels above are supported by the lower levels. If people or institutions treat behaviors on the lower level as being acceptable or “normal,” it may not be long before the behaviors at the next level become more accepted. While the “higher” levels of the pyramid are more life-threatening (e.g. genocide), the impact on the individual of experiencing the lower levels should not be underestimated. Have students reflect on how the Pyramid of Hate plays out on their campus and then think together about creating a Pyramid of Alliance to examine some of the ways that people take action against bigotry.
- If the student group with whom you are discussing the video represents a specific identity group (e.g. Latino Student Group), consider ways that you may reach out to other similarly organized affinity groups and discuss ways for you to connect and interact. You can watch the video together, discuss it and then share a meal. Get together and discuss an article or book of mutual interest. Or perhaps you can explore how you might engage in some cross-programming (speakers, activities, events) together, as an opportunity to engage in new ways to connect with different groups and expand your circle of friends and acquaintances.

- Think together about your college's campus life and student policies that focus on issues of diversity, inclusion and equity. First, have students identify where those policies can be found, what offices on campus are responsible for them, and which policies students may want to learn more about. Have students learn more about those policies, and understand them through a critical lens and one that integrates their experience on campus. Consider having a speaker from the school's administration discuss them in more depth with the students, think through whether there are any policies that they think should be improved and investigate how they can have an impact on those policies and practices.

## Tips to Rethink Your Own Bias (for Facilitators & Students)

- Acknowledge that everyone has bias. When you notice biased attitudes in yourself or if it is pointed out by others, ask yourself the following questions: Where does this bias come from? Does it help anyone? What can I do to get over it?
- Take an [Implicit Association Test](#), which is an online test that may reveal implicit preferences and stereotypes and can be taken in a variety of categories including race, gender, disability, skin tone, etc. Reflect on the results, thinking critically and thoughtfully about information you may have not known about yourself...
- Expose yourself to people and perspectives you are not typically around. Go outside your comfort zone in terms of people you hang out with, media with which you engage, books and articles you read.
- Be aware of and actively challenge your own assumptions and stereotypes. This includes "positive stereotypes" which can be equally damaging as negative ones. When a stereotype comes into your mind, visualize a different and positive interaction with someone in that identity group.
- Act as an ally to someone you wouldn't normally connect with in that way. This could mean reaching out personally or standing up in a more public way. This will help you understand their perspective, build empathy and rethink bias.

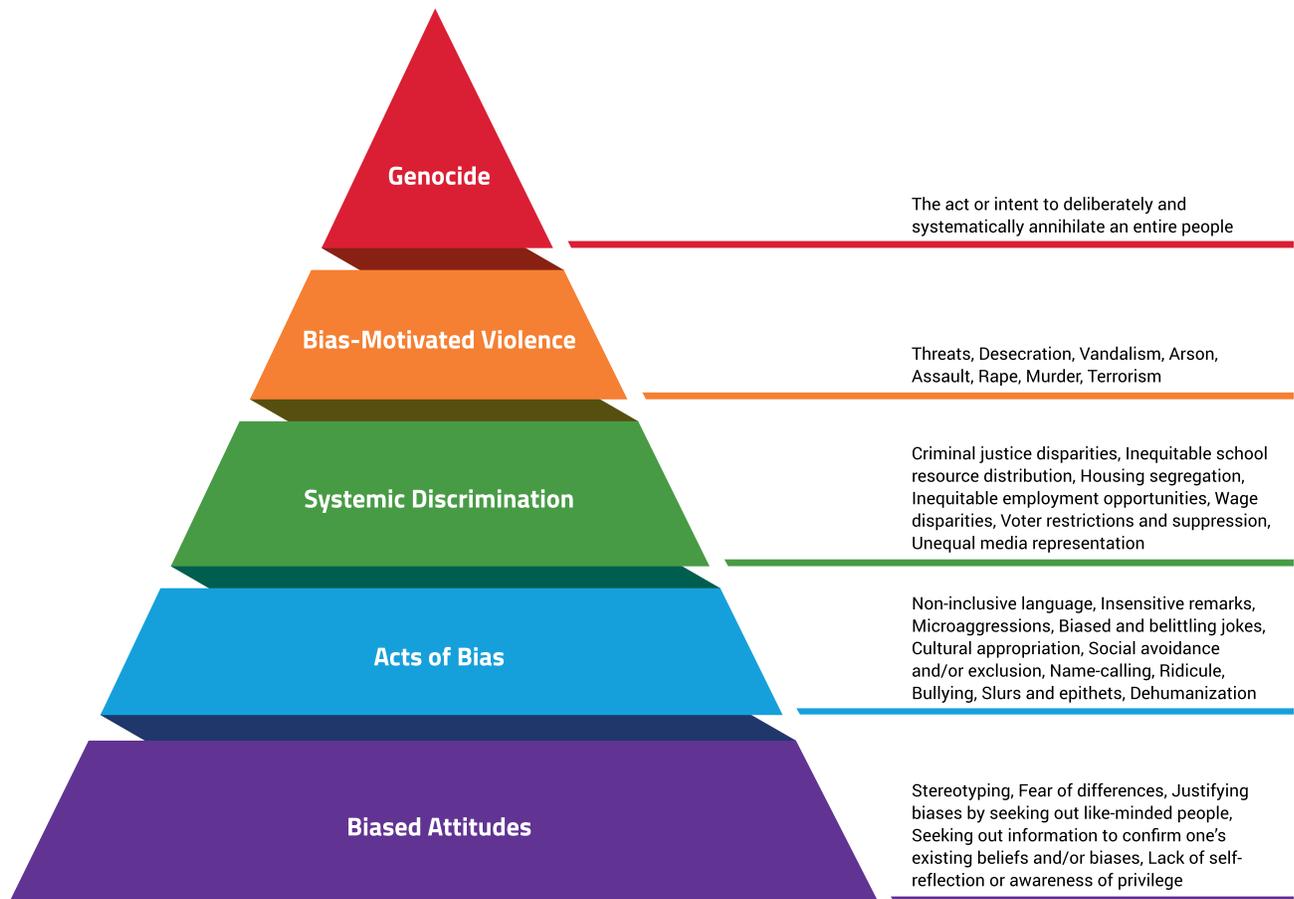
## Additional ADL Resources

- 10 Ways Youth Can Engage In Activism, [www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism](http://www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism)
- A World of Difference® Institute, [www.adl.org/who-we-are/our-organization/signature-programs/a-world-of-difference-institute](http://www.adl.org/who-we-are/our-organization/signature-programs/a-world-of-difference-institute)
- Can We Talk? Tips for Respectful Conversations in Schools, Workplaces and Communities, [www.adl.org/education/resources/tools-and-strategies/can-we-talk-tips-for-respectful-conversations-in-schools](http://www.adl.org/education/resources/tools-and-strategies/can-we-talk-tips-for-respectful-conversations-in-schools)

- Challenging Biased Language, [www.adl.org/education/resources/tools-and-strategies/challenging-biased-language](http://www.adl.org/education/resources/tools-and-strategies/challenging-biased-language)
- Glossary of Education Terms, [www.adl.org/education/resources/glossary-terms/education-glossary-terms](http://www.adl.org/education/resources/glossary-terms/education-glossary-terms)
- Race Talk: Engaging Young People in Conversations about Race and Racism, [www.adl.org/education/resources/tools-and-strategies/race-talk](http://www.adl.org/education/resources/tools-and-strategies/race-talk)
- Toward Communication Free of Gender Bias, [www.adl.org/education/resources/tools-and-strategies/toward-communication-free-of-gender-bias](http://www.adl.org/education/resources/tools-and-strategies/toward-communication-free-of-gender-bias)

# Pyramid of Hate

The pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the Pyramid of Hate demonstrates that the hate of genocide is built upon the acceptance of behaviors described in the lower levels of the pyramid.



Pyramid of Hate © 2019 Anti-Defamation League