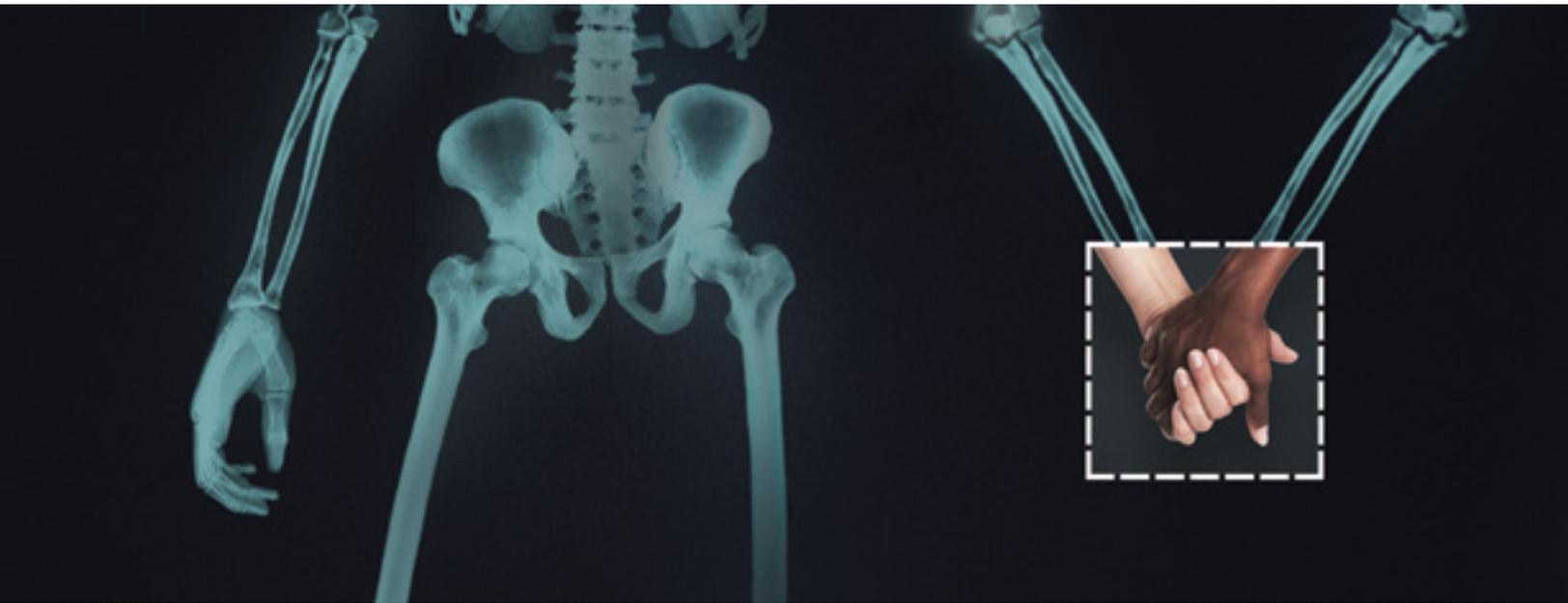


love  
has  
no  
labels



## Educator's Guide

# Love Has No Labels Educator's Guide

## About this Guide

The Ad Council launched a public service advertising campaign, Love Has No Labels, that encourages people to examine and challenge their own implicit bias. The Anti-Defamation League (ADL), a partner in this project, developed this Educator's Guide to Love Has No Labels to help you facilitate classroom discussions about bias and discrimination. The guide includes key words, discussion questions, extension activities by grade level (grades 3–12), tips for rethinking bias in school and additional resources. You may pick and choose the questions and activities that work for your classroom and allotted time.

## About the Campaign

The Love Has No Labels digital-first campaign is designed to further understanding and acceptance of all communities regardless of race, religion, gender, sexual orientation, age and ability. The campaign includes a new television and online video PSAs and other resources that encourage you to examine and challenge your own bias and bigotry in yourself and others. The Anti-Defamation League was one of the lead non-profit partners to provide expertise and advice on the project. For more information visit [lovehasnolabels.com](http://lovehasnolabels.com).

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## Key Words

The following key words will likely come up in your discussion of the video or if you engage students in the extension activities. You may choose to have students define the words prior to showing the video or you can define them with students as they come up in a lesson or discussion of the concepts. (See ADL's "[Glossary of Education Terms](#)")

Ableism	Injustice
Ageism	Microaggressions
Ally	Prejudice
Bias	Racism
Discrimination	Religious Bigotry
Homophobia	Sexism
Implicit Bias (also known as hidden or unconscious bias)	Stereotype
	Weightism

## Watch the Video

View the Love Has No Labels video (3:19 minutes, Ad Council) at <https://www.youtube.com/watch?v=PnDgZuGIhHs>.

**Video Synopsis:** Love Has No Labels video feature real people filmed on Valentine's Day at a live event in Santa Monica, CA. Through a large x-ray screen their images are shown as two skeletons embracing. As their images separate and they walk out from behind the screen, the audience discovers who they really are. This process occurs a number of times, each with a new set of skeleton images highlighting different pairings of gender, race, sexual orientation, religion, ability and age to challenge the viewers' expectations and encourage them to take a closer look at their own implicit bias.

## Discussion Questions After Watching the 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? Did anything surprise you and if so, what?
2. What did you notice about the people behind the screen?
3. What did you notice about the reaction of the people in the audience?
4. What was the message that Love Has No Labels was trying to convey? Do you think they were successful or not?
5. Did you notice the lyrics of the song that accompanies the video? Why do you think they decided to use that song?
6. What forms of bias and discrimination did the video address?
7. What is identity? What is a label? How are they similar and how are they different?
8. The words, "My heart doesn't see race" are spoken towards the end of the video. What do you think that means? Do you agree or disagree? In what ways can you relate (or not) to the people and message of the video?

9. Does everyone have some prejudice or [bias](#)?
10. What is hidden (or unconscious or implicit) bias?
11. Where have you seen or experienced hidden (or unconscious or implicit) bias in your lives?
12. What can we do about both direct and implicit bias?

## Going Further

If you want to move this discussion beyond the video, engage students in one of the extension activities below that will deepen their understanding of identity, bias, stereotypes, implicit bias and social action. The following activities, geared toward students in grades 3–12, suggest specific grade levels but they can be adapted for different grade levels.

### Elementary Students (Grades 3–5)

**Explore Identity:** Have students explore various dimensions of their own identity by defining identity and then brainstorming identity characteristics and groups, using a semantic web or word cloud to record and reflect student responses. These categories can include: physical characteristics, personal interests and abilities, family structure, race and ethnicity, culture, national origin, gender/ gender expression, religion, community, family traditions, socioeconomic class, ability, etc. After identifying aspects of identity, have students think about what identity characteristics they would share about themselves and then provide options for them to express and present their identity to their classmates. Options can include: [identity poems](#), a blog using photos and pictures, an oral history based on interviews with family members about their background and culture, a butcher block sketch of their whole body with filled in physical and other characteristics or a collection of selfie photos that illustrate different aspects of identity.

**Media Analysis:** Have students do an analysis of [bias and stereotypes](#) present in various media forms which can include: books, movies, TV shows, internet, video games, commercials, social media, advertisements, YouTube videos, billboards, etc. Have them first identify one or several identities to look at (e.g. ability and disability, gender, race, religion) and also decide on the media they will analyze. Over the course of a week (or another defined period of time) have students conduct an analysis of how bias and stereotypes are perpetuated in the media, counting the number of incidents and finding specific examples of when the stereotype was present or dispelled. This can culminate in a written essay with their analysis or a power point or Prezi presentation.

### Middle School Students (Grades 6–8)

**Biased Language:** With your students, differentiate between what identity is and what labels are. Start by brainstorming identity characteristics and then move into listing some of the “labels” students have heard about themselves or others. Then have students identify biased language they have heard, which can include stereotypes, labels, put-downs, slurs, jokes, etc. The most effective method is to have each student write the words on notecards because students may feel uncomfortable saying them out loud. Compile the words and give some background on the origins of some of the words. A culmination of this study will be for students to examine stereotypes and biased language by constructing an anonymous survey to distribute to the student body to learn more about how often students use and hear biased language and their ideas for challenging it. Results can be presented in a written essay or a presentation.

**Social Action:** Engage students in a discussion about the overt and implicit bias that they see and are concerned about in their school or community. Think together about how, as a class, you might address the issue. Brainstorm a list of ideas that can include educating others in a community forum, volunteering at a local organization that is working on the issue, developing a public awareness campaign, etc. Go through a process where each idea is evaluated based on its viability and build consensus on the best project to undertake. From there, break down the project into smaller pieces, assigning small groups to work on different aspects of the project. When the project is completed, it can be presented to other classes in the school as well as family members.

## High School Students (Grades 9–12)

**Reflect on Microaggressions:** With students, explore the concept of microaggressions, which are a form of implicit bias that manifest themselves in interpersonal relationships. Engage students in a discussion to define microaggression, using our [Microaggressions in Our Lives](#) high school lesson. Use the examples in the lesson or have students find examples of online photo exhibits of people disclosing microaggressions they have experienced personally. Then have them discuss microaggressions they have experienced or witnessed, culminating in their own photo exhibit of microaggressions.

**Learn More Implicit Bias:** Explain to students that there has been some very good research lately on implicit bias that takes place in institutions. Define implicit bias and briefly share three examples: (1) black and Latino people who were treated by doctors for a broken leg received pain medication significantly less often than white patients with the same injury, (2) resumes with stereotypical white names receiving many more calls from employers than resumes with stereotypical African-American names and (3) students were asked to rate their teachers from an online course and when they believed the teacher to be male, they rated the teacher more highly. The very same teacher, when believed to be female, was rated significantly lower. Have students conduct their own internet research to identify a study that examines implicit bias and write a paper that summarizes what the researchers discovered, what their research methods were and what students feel should be done about these disparities.

## Tips for Rethinking Bias in School

**Be a role model.** Students listen to what teachers and other adults say, watch their interaction with others and observe how they view society at large. Therefore, it is important that adults model the behaviors and attitudes we want to see in young people, specifically: affirm diversity, acknowledge differences, point out bias and discrimination as we see it, ensure that the classroom is as diverse and inclusive as possible and challenge the injustice we see in the classroom, school and society.

**Help students distinguish identity from labels.** Identity is who we are and includes identity groups such as race, ethnicity, religion, sexual orientation, gender and gender identity, socioeconomic class, ability, individual interests and more. Helping to define, reflect and affirm our students' identity is an important part of the anti-bias classroom. Labels are stereotypes and assumptions that people have about us based on their beliefs and preconceptions about our identity groups. To help students go beyond labels, encourage them to get to know each other, learn more and avoid making assumptions about others.

**Don't perpetuate the idea that we should be color blind.** Instead, teach kids how to rethink bias. We know that starting at a young age, children are aware of differences and that telling them not to notice them is inaccurate and confusing. Sometimes adults tell children to aspire to be “color blind” out of their own discomfort in talking about differences or because they conflate noticing differences with being biased. However, the most important message we should convey to students is to honor people's identities and not to judge or discriminate based on those differences.

**Make your classroom and school environment as diverse as possible.** Whether your classroom and school is comprised of a diverse group of students or not, there are ways you can make it an inclusive and culturally sensitive environment. Make sure that the books, teaching materials, classroom displays, bulletin boards, celebrations, festivals and special events accurately reflect the diversity of our world. Make sure that the available supplemental books and videos do not reinforce stereotypes and if they do, have students think critically about them. Make every effort to create a setting that is rich in possibilities for exploring cultural diversity.

**Take action against injustice.** We see acts of bias and discrimination everyday—in the classroom, school, community and society. Young people are keenly aware of what's fair and what isn't and as they grow older, their ability to empathize with different forms of bias deepens. Pointing out and teaching about injustice sends an important message that it is our responsibility to act on the bias and discrimination we see. Engaging students in social action projects to address these inequities will give them the tools to make a difference on issues relevant to their lives.

## 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)
- Anti-Bias Education, [www.adl.org/what-we-do/promote-respect/anti-bias](http://www.adl.org/what-we-do/promote-respect/anti-bias)
- Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice, [www.adl.org/books-matter](http://www.adl.org/books-matter)
- 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)
- Helping Students Make Sense of News Stories About Bias and Injustice, [www.adl.org/education/resources/tools-and-strategies/helping-students-make-sense-of-news-stories-about-bias-and](http://www.adl.org/education/resources/tools-and-strategies/helping-students-make-sense-of-news-stories-about-bias-and)
- Early Childhood FAQs, [www.adl.org/education/resources/tools-and-strategies/question-corner](http://www.adl.org/education/resources/tools-and-strategies/question-corner)