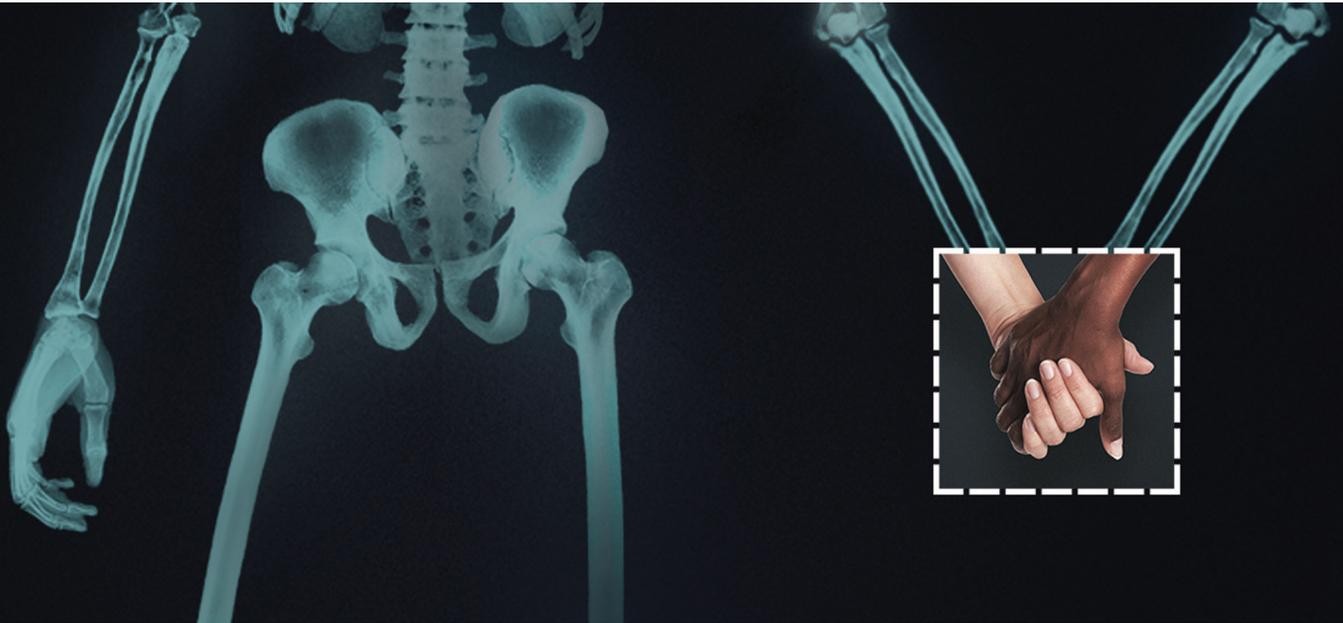


**love
has
no
labels**



Family and Caregiver Guide

Love Has No Labels Family and Caregiver 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 Family and Caregiver Guide to *Love Has No Labels* to help you facilitate discussions at home about bias and discrimination. The guide includes conversation starter questions, tips for how to rethink bias at home and additional resources.

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.



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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.

Conversation Starters

The video is a great opening for parents, caregivers and other family members to talk with children about both overt and implicit forms of bias. Whether you watch the video as a family or have your child watch it on their own and discuss it later, use these open ended questions to deepen the conversation. Remember not to judge their responses but to listen thoughtfully, ask additional questions for understanding and share your own point of view.

Questions Following the Video

1. What did you think about the video?
2. How did you feel while you were watching it?
3. As you watched the video, did you make any assumptions and if so, what were they?
4. What message do you think the video was trying to convey? Was it successful?
5. Why do you think it is called “Love Has No Labels?”
6. What is the difference between identity and labels?
7. What does it mean to “rethink bias?”

Questions to Move the Conversation Beyond the Video

1. What do you think hidden (or unconscious or **implicit**) bias is?
2. Does everyone have some prejudice or **bias** and if so, how do you know?
3. Where do you see hidden (or unconscious or implicit) bias in your life?
4. Where do you think it comes from?
5. Do you think it’s good, bad or neutral to notice differences in identity (gender, race, religion, ability, etc.) and why?
6. What do you think you and other young people can do to counteract bias and discrimination?

Tips for Rethinking Bias at Home

Be a role model. Children listen to what we say, watch our interaction with others and observe how we view society at large and our place in it. When they are young, children often mimic our language. Over time, they internalize the behaviors and attitudes we espouse, both positive and negative. For this reason, it is important to be aware of the modeling you provide for your children in how you think and to discuss issues of identity, bias and discrimination with them. From a young age, affirm your child's identity and surround them with people and things that positively reflect those aspects of who they are. Let them know in words and deeds that noticing differences is natural but that discriminating against people based on differences is unacceptable. Work toward making your life and world view as diverse and inclusive as possible. Talk openly and honestly about the bias, discrimination and injustice you see in the world and your efforts to challenge it.

Help your kids differentiate between labels and identity. Identity is who we are and identity groups can include race, ethnicity, religion, sexual orientation, gender and gender identity, socioeconomic class, ability, individual interests and more. Identity is how we define ourselves, encompassing many layers and complexities. Labels are stereotypes and assumptions that people have about us based on their beliefs about our identity groups. They can be simple snap judgments that often place people in rigid boxes and are usually based on limited information. For example, someone may see a Latino person and label them "Mexican" and "immigrant," without knowing much about the person or decide a boy is "weak" or "girly" because he prefers playing with dolls to playing sports. To help your children avoid labels, help them go beneath the surface and get to know people. Ask questions, seek to learn more and don't make assumptions. If your child uses stereotypes and labels, address them head on and find ways to help children understand who a person is based on the real and complex aspects of their identity rather than the external labels imposed on them.

Don't teach your child to be "color blind." Teach your child to rethink bias. Noticing differences is completely natural. As early as two or three years old, children become aware of physical aspects of identity like gender, skin color and other physical characteristics. They may also begin to notice more obvious physical disabilities like someone using a wheelchair or a person missing a limb. During these early years, they are also seeking explanations for those differences. Telling children there are no differences is inaccurate and confusing. If a child asks why someone's skin is a different color than theirs or why a person wears a yarmulke or hijab, it is important to explain why, using language you think your child will understand. As they get older, they continue to notice more about people and differences, including some beneath the surface. Sometimes parents and caregivers feel the urge to tell children not to notice the differences because they conflate noticing differences with bias or because they are uncomfortable with discussions of diversity. Noticing differences does not promote prejudice—judging and discriminating based on differences does.

Make your home and family life as diverse and inclusive as possible. Depending on where you live, where your children attend school and your own social circles, diversity may or may not be a regular and natural part of your lives. If there isn't much diversity in these realms, consider the ways you can make your life more inclusive. Make the extra effort to introduce your children to people from different backgrounds (racial, religious, age, sexual orientation, ability, class, etc.) by reading books, attending cultural institutions and events, watching TV programs and movies and engaging in extracurricular activities. Take care not to trivialize diversity or reinforce

stereotypes by making it something you just look at from a distance rather than it being about real people and central aspects of their identity.

Teach your children about injustice and work together to do something about it. We see injustice everyday—from a remark or joke to discrimination to large scale policies that advantage some and put others at a disadvantage for equal opportunity. Children are often 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. As they grow and develop, that exploration needs to be recognized by the adults in their lives because in order to end bias, we need to be aware of it. Watch for biases in your home and community and point them out and share with your child what you are doing to challenge inequities. When children themselves expose incidents of bias and discrimination, don’t shrug it off in an attempt to make them feel better. Acknowledge the injustice and give them the tools to take action.

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
- Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice, www.adl.org/books-matter
- Bullying and Cyberbullying: Resources for Families and Caregivers, www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies
- Discussing Hate and Violence With Children: For Adult Family Members and Caregivers www.adl.org/education-outreach/curriculum-resources/c/discussing-hate-and-violence.html
- Glossary of Education Terms, www.adl.org/sites/default/files/documents/glossary-of-education-terms.pdf
- 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
- The Question Corner, www.adl.org/education-outreach/early-childhood/c/the-question-corner.html