

ACTION CONTINUUM*

ACTIONS AGAINST INCLUSION & SOCIAL JUSTICE

**Actively
Participating**

**Denying and
Ignoring**

**Recognizing,
No Action**

**Educating
Self**

**Educating
Others**

ACTIONS FOR DIVERSITY & SOCIAL JUSTICE

**Supporting,
Encouraging**

**Initiating,
Preventing**



Actively Participating: Telling derogatory jokes, putting down people from subordinated groups, intentionally avoiding subordinated group members, discriminating against subordinated group members, verbally or physically harassing subordinated group members.

Denying: Enabling discrimination and injustice by denying that subordinated group members are oppressed. Does not actively discriminate or oppress, but by denying that oppression exists, colludes with oppression.

Recognizing, No Action: Is aware of oppression actions by self or others and their harmful effects, but takes no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

Recognizing, Action: Is aware of oppression and injustices, recognizes oppressive actions of self and others and takes action to stop them.

Educating Self: Taking actions to learn more about oppression and privilege, and the life experiences affected by unjust social relations by reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose injustices, attending social action and change events.

Educating Others: Moving beyond only educating self to questions and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action.

Supporting, Encouraging: Supporting others who speak out against injustices or who are working to be more inclusive of subordinated group members by backing up others who speak out, forming an allies group, joining a coalition group.

Initiating, Preventing: Working to change individual and institutional actions and policies that discriminate against subordinated group members, planning educational programs or other events, working for passage of legislation that protects excluded groups from discrimination, being explicit about making sure members of historically marginalized groups are full participants in organization or groups.

* Adapted from: Wijeyesinghe, C. L., Griffin, P., and Love, B (1997). Racism curriculum design. In M. Adams, L. Bell, & P. Griffin (Eds), *Teaching for diversity and social justice: A sourcebook* (pp. 82-107). New York: Routledge.