



This toolkit is designed to help students understand the impact of Tyre Nichols' life and murder on his family, friends, and the world. It can elevate students' social-awareness and ability to take strategic action when human rights are violated.

## ARTICLES



[The Death of Tyre Nichols: A Place for Teenagers to Respond](#) | *The New York Times*

### EXTENSION ACTIVITY

After reading, have students discuss their responses to the questions at the end of the article.

- Discussion Protocol: [Text-Based Seminar](#)



[Tyre Nichols news is painful. Here's how to be informed and avoid racial stress](#) | *Mashable*

### EXTENSION ACTIVITY

After reading, students reflect on how they or their friends and family have consumed news related to the murder of Tyre Nichols. Encourage students to set next steps that can help them reduce their stress.

- Discussion Protocol: [4 As](#)



[Tyre Nichols loved skateboarding. That's how his friends say they'll remember him](#) | *NPR*

### EXTENSION ACTIVITY

After reading, have students discuss the individual that Tyre Nichols was based on what his parents shared.

- Discussion Protocol: [Final Word](#)



## PODCAST



The Daily | *The New York Times*

### EXTENSION ACTIVITY

After listening, have students identify 3 key points they would like to highlight during the discussion.

- Discussion Protocol: Final Word (modify for audio versus text)

## VIDEOS



Friends Remember Tyre | *Washington Post*

### EXTENSION ACTIVITY

After watching the video, students make connections to their lives and friendships that they value.

- Discussion Protocol: Block Party (modify for video, skip step 4)



Tamika Mallory: Justice for Tyre Nichols Emergency Action March

### EXTENSION ACTIVITY

After watching the video, have students identify 3 key points they would like to discuss further.

- Discussion Protocol: 4 As (modify for video)

*(continued)*



## VIDEOS (continued)



[NBA Countdown on the death of Tyre Nichols](#) | *ESPN*

### EXTENSION ACTIVITY

After watching the video have students identify 2 key points and discuss why sports commentators should or shouldn't discuss social justice issues on their platforms.

- Discussion Protocol: [Block Party](#) (modify for video, skip step 4)

## WEBSITES TO SUPPORT TEACHERS



[Learning for Justice](#)

[Talking to Kids about Tragedies in the News](#) | *Share My Lesson*

(Requires free sign-up)

### EXTENSION ACTIVITY

Utilize these resources as a guide when planning learning activities for students.

*(continued)*



## DISCUSSION PROTOCOLS + PROCESSING PROMPTS

The protocols below can be modified to meet the needs of your class and help facilitate student discussions.

Final Word

4 As

Text-Based Seminar

Block Party

Jigsaw

*This protocol can be used as the extension activity if students choose the resource they focus on.*

These prompts can support you in processing tragedies via social media, the internet and on the news

- ▶ **Journaling Prompt:** How have the images you've seen online impacted you?
- ▶ **Journaling Prompt:** How can we remember the full or whole life of the person involved in the video including Tyre Nichols and George Floyd?
- ▶ **Take walks** and discuss your feelings with a trusted friend.
- ▶ **Detach from your phone** and digital life for a sustained period of time.
- ▶ Give space and time for your feelings of sadness, rage or confusion – **Write about your feelings** and explore them.
- ▶ Transform your energy and pain into change by **joining an activism group**, or by starting change in your school and community.