

A black and white portrait of Tyre Nichols. He is wearing a dark baseball cap with a logo on the front and a dark hoodie. He has a short beard and is looking slightly to the left of the camera with a neutral expression. The background is a blurred, high-angle view of a mountain range under a bright sky. The overall tone is somber and respectful.

TYRE NICHOLS
1993 - 2023



Agenda and Learning

Processing Tyre Nichols' Beating and Death

How are we feeling?

What are we doing?

Creating the Culture We Want: Interrupting Exclusive/Oppressive Behavior

Interruption Protocol/ Framework for Microaggression/Bias (Adult-Student)

Interruption Protocol/ Framework for Microaggression/ Bias (Adult-Adult)

What are we doing?

Announcement in U.S. assembly

Black student affinity group lunch meeting

Targeted reach out to Black students

- If you are listed in the table to the side, please hang back after the end of the meeting to chat for 5 minutes. Thank you.

Natalie Abel

Amy Sanchez

Ian Corey-Boulet

Karla Harris

Steve Fassino

Wen Yu Ho

Jeff Bandel

Alex Langer


Emma Ferguson

Sam Foote

Michelle Lorne

Alicia Hale



A collage of various hands in different colors and orientations, symbolizing diversity and unity. The hands are arranged in a circular pattern, with some pointing towards the center and others pointing outwards. The colors range from light beige to dark brown, and the orientations vary, creating a sense of movement and connection.

Creating the culture that we want:
interrupting exclusive or oppressive behavior

What you permit, you promote.
What you allow, you encourage.

Before bias/microaggressions happen (NOW!)

Recognize: Recognize and reflect on your identity, your perspectives, and your biases. Understand your own triggers.

Educate: Learn (more) about the different systems of oppression marginalized groups face. Learn about microaggressions and the difference between intent and impact.

Create: Develop a class culture, with class agreements, that invites discussion and dialogue and makes clear that bias and prejudice are not ok.

Sources: UW Center for Teaching and Learning, Dr. Camille Puglar, Wake Forest University, Dr. Zori Paul, Marquette University

INTERVENTION FOR BIAS/ MICROAGGRESSION

ADULT TO STUDENT

Practice

Your advisory is talking about college and college applications. One student says to another, “oh, but of course it will be easier for John to get into schools. He’s so lucky there’s still affirmative action!” John is a Black student at EPS. What do you do?

A group of boys is talking and laughing together before your class starts. You hear one student say a 9th grade girl’s name and then say, “bro, she’s so hot.” His friend responds, “she’s a 0, Joe. C’m on.” What do you do?

Intervention Protocol: Adult to adult

Source: Rosetta Lee

Being A DEAR

- **Affirm the person or relationship**
 - **Describe the behavior without judgment**
 - **Explain the emotion/impact and your filters**
 - **Assume positive intent**
 - **Request or suggest different behavior**
- *** Key Points: timing, I statements, actions not adjectives, inside feelings not outside feelings*****