A Guidebook for Respect

For our Respect unit project, we are going to design a 6th Grade Guidebook for Respect. We will compile the guidebook as a whole class but will have different roles and bring different elements to the book. We will ultimately present this book to parents at our first parent/teacher conference session so they can see how we implement respect in our grade.

Respect Sub-Concept(s)
Self-care, Kindness

Project Timeframe
1-2 weeks, broken up as needed by class schedule

Required Materials
❏ Binder for the final compiled guidebook
❏ Pages for each team (as many as necessary, though the sections should be succinct)
❏ Art supplies for drawing visual representations of the guidelines
❏ Magazines for cut-outs (and scissors, glue, tape, etc.)
❏ Students could type/edit their guidelines if teachers have access to computers and/or want to make this a keyboarding lesson as well. The visual arts could be designed via computer as well.

Standards Map
This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the Standards Map for more information.

Introduction

The guidebook will have three sections:

1. Respect for Ourselves
2. Respect for Others
3. Respect for Our Stuff

Each section needs a team to write and design the guidelines of respect for that section. Each section should have at least five guidelines that are written out, and each guideline should have one or two specific examples for how we, as 6th graders, can follow the guideline. So, if one of the self-respect rules is to be to school on time every morning, the example for how we can do this could be to set an alarm 15 minutes earlier than you normally get up to allow extra time to get ready and leave for school on time. Each section also needs visual representations; this could be cut-outs from a magazine, original drawings, or other art that represents the guidelines in the section.

The goal is to have a visually appealing and clearly organized easy-to-follow guidebook that shows everyone who reads it what we believe about respect for self, others, and stuff in 6th grade.

PART 1 (Week 1):

Assign students to one of the three teams and ask each team to assign team roles. The roles should include facilitator/note-taker, writers, editors, and creative designers. The facilitator will lead each team meeting and take meeting notes. Every team member will be responsible for brainstorming the guidelines for their section (the writers can track the ideas and turn them into the 5 (or more) succinct guidelines. The editors read the guidelines and make necessary edits and determine the order of the guidelines. The creative designers determine how to best visually represent each guideline and begin creating their representations. The editors then compile the section (if the art is on separate pages from the guidelines) so that everything works together.

Part 2 (Week 2):

Teams finish their sections this week and present to the whole class. At the end, the teacher takes each section and puts them into a binder for display. If there is extra time, students can work on cover art for the binder. Each student, at a minimum, should sign the title page or cover.

You can modify this project to make it a digital artifact (or create a digital artifact in addition to a hard copy) and email to parents/families and/or post on the 6th grade web page or on the school's website.

For additional team roles or challenge, you could have students publish some of their guidelines and discuss the experience of studying respect in a local newspaper. Students can reach out to the paper, pitch their idea, write the article, and deliver it for editing and press themselves (or part of a field trip). If a local paper isn't an option but there is a school newspaper or newsletter, this could be a good option, too.