

BEHAVIOR · GRADES K–3

Carpet & Lining Up

What it looks like

On the carpet, we...

■ Sit cross-legged Bottoms down, legs crossed, hands in our lap. Not lying down. Not on knees.	■ Look at the speaker Whoever is speaking — teacher, child, visitor — our eyes are on them.
■ Listen with our whole body Mouth quiet. Ears open. Hands still.	■ Hands up to speak We don't shout out. We put our hand up and wait to be picked.
■ Think before answering It's OK to need time. 'I need to think' is a good answer.	■ Show kindness We don't laugh at other people's answers. We help each other learn.

When we line up, we...

■ Walk to the line Calmly. Not running. Not pushing. Chairs are pushed in first.	■ Stand one behind the other Not in pairs. Not in clumps. Single file, facing forward.
■ Voice off We're moving through school. Other classes are working. We respect that.	■ Hands and feet to ourselves No leaning. No nudging. No silly hands.
■ Eyes forward Not turning around. Not chatting to friends behind. Forward, calm, ready.	■ Wait at the door We don't go through until the teacher says. Even if the door is open.



How to use these posters

PRINT both at A3. Laminate. Mount the carpet poster ABOVE the carpet area (children look up at it from where they sit). Mount the lining-up poster NEAR THE DOOR (where it gets used). For the first two weeks, refer to them constantly. 'Look at our carpet poster. Are we showing all six things?' Children check themselves. After two weeks, you can stop pointing at them, but they're still there as a silent visual reset when needed.

Adapting the language

These wording choices are deliberate: • 'WE...' not 'YOU MUST.' Communal, not authoritarian. • Specific behaviours, not abstract qualities. 'Sit cross-legged' beats 'sit nicely.' • Reasonable. No 'silent angels' or 'magic carpets.' Real expectations for real children. Feel free to adjust to fit your class culture, but try to keep specificity. 'Be respectful' tells children nothing they can act on.

