LINING UP & HALLWAY PROCEDURE

Lining up is one of the most important procedures to master with elementary students because it happens so many times each day. Start by determining what kind of line you want. Will students be able to line up in any order or will you determine the order? If you determine the order will it be by height, by number, alphabetical? Will there be one line or two lines, one for boys and one for girls? Will you have line leaders and/or line monitors as a job in your classroom? What will their responsibilities be? Will you dismiss everyone to line up at once or by table or group? Will you use a timer or a song to limit the time they get to line up?

One of the best ways to teach and reinforce the line you want is to use an image or picture of a perfect line for the kids to match. This image can be clip art, a photo you take of your actual students, a drawing, a diagram, or a photo from the Internet. But just having an image will help create total clarity about what you want and how you want it. And you can use it, instead of your voice, as the reinforcement when students need a reminder.

Directly below is a sample lesson plan for getting ready for recess. It includes teaching lining up, how to walk in hallways, and getting snacks. After that are two additional sample lessons on just lining up using images and rubrics.

Sample Lesson Plan #1: Readiness for Recess: Lining Up, Hallway, Snack

Introduction to Lining Up:
Boys and girls we need to line up for recess soon. But there is a right way and a wrong way to line up. And there is a right way and a wrong way to walk in the halls. We need to learn and practice the right way before we go.

(Teacher shows LARGE image or photo of a perfect line with arrows pointing to different parts of the photo, but with labels covered. Image can be from clip art or can be an actual photo of students or a photo of teachers modeling the perfect line) Boys and girls, this is a picture of a perfect line. This is how I want to see you when you line up. Do you see the arrows? These arrows are pointing to the things you need to do to make a perfect line at the door.
Raise a silent hand if you think you know what this arrow is pointing to (choose one) and what you think it means for you to do. (Call on a volunteer and reveal the answer). Boys and girls, turn to a partner and take 18 seconds to talk about what you think the other four arrows are pointing to and what they are telling you to do. (Students talk to partners. After 18 seconds, teacher calls on random students to say what the other arrows might mean and then reveals the answers.)

**Practice & Assessment for Lining Up**

Let’s practice. When I say “Line up,” everyone walk quickly and quietly to the door and line up so that you look like the photo. There is a large copy of the photo posted above the door in case you forget what to do. Are there any questions? Ok, Line Up! (If students do a great job, commend them and then move on to walking in hallway. If it was chaotic, messy, took too much time, etc., have them return to desks or carpet, review the procedure again, de-brief what went well and what needs to improve, and try again).

**Introduction to Hallway Procedure**

Boys and girls, we need to stay in our perfect line as we walk in the hallway. We are going to practice here in the classroom. Once we can do it in here, we can go outside for snack and recess. When I say “March!” we are going to walk in our perfect line around the classroom. I will be the leader. You follow me. If I hear talking or see pushing or messing around, we will stop, I will show you the photo of a perfect line (Have an 8x10 or larger copy on a clipboard that you can take with you), you can adjust and get back to perfect, and we will continue. Are there any questions?

**Practice & Assessment for Hallway Procedure**

Ok let’s try it. Follow me. Stay in a silent straight line. Ready and “March!” (Walk around the classroom. If kids get silly or loud before you get back to the door, stop, turn around to face them, point to the photo of the perfect line that you are holding, say “Boys and girls, match this,” and when they do, turn around and keep walking. If you have to turn around more than once as you do the lap of the classroom, try again starting at the door. If on the second try you have to turn around more than once, take them to the carpet, break them into three groups, and have each group one at a time model the correct behavior of lining up at the door and walking silently in line around the room, while the rest of the class watches and evaluates. If there is a particular kid or two who is struggling, put them at the front of the line and hold their hands as you try again as a whole class).

Now we are almost ready for recess! But there is one more thing. We need our snacks! So I will call your tables one at a time. When your table is called, go to your cubby and get your snack out of your lunch box, and then get in a perfect line. When everyone is lined up and ready in a perfect line, we will walk silently to the lunch tables and sit down to eat. Now you tell me what we will do. When I call your table, you will get your …? (kids say “snack!”). And then you will …? (kids say “line up!”). When we get outside, we will walk silently to the…? (kids say “lunch tables”). And when we get to the lunch tables, we will do what? (kids says “eat.”) That’s right. We will sit down and eat. And then we will play. Remember, if our line stops being perfect when we get into the hallway, I will stop and show you the picture so you can fix your line. And if we do a really good job, there might be a prize when we get back to the classroom. Are we ready? Ok, March!
Sample Lesson Plan #2: Lining Up

Teacher: Angie L  
Grade: Second  
Lesson: Lining Up

Lesson Plan: Lining Up Procedure

**Introduce:** Ask the students why they think it is important to have a clear procedure for lining up. We will discuss the importance of being quick and efficient. If possible, get a video of another class modeling a “bad” example of lining up. Then discuss what went wrong and why we should not line up that way.

**Model:** Show visual aid of students lined up quietly (below). Discuss what is seen in the picture (hands by our sides, mouths quiet, and eyes forward). Talk with the students about how it’s not just the way we stand in line but the entire process of getting from where we are to being ready to leave the room. Model the following process:

1. How to push your chair back **quietly** (when directed to do so)
2. How to get up and push chair back in **quietly**
3. How to walk **quietly** to the line-up area
4. The proper way to stand and wait (Refer to visual aid that is now hanging right over the door where we line up so the students can see it)
**Practice:** The students will practice with half of the class participating and the other half watching to see how they do. The students who watched will share how they think it went. Are there things that went well? Are there things that were not following procedure? If there are things that need improvement, the same group will try again and the process will be repeated. The second group to practice will either go one of two ways. If the first group was perfect, I will arrange, privately, with some students to purposely not follow procedure. This will ensure that we have some discussion about what needs improvement. It is important to see and discuss examples of what NOT to do! If the first group had a few mistakes, I will simply follow the exact same procedure as I did with the first group and let them reverse roles. After those few times of practice, the whole class will practice as we would do during any given day. After several opportunities to practice in this lesson, the practice will continue throughout the next couple of weeks. The procedure will be reviewed by me and the students. I will not issue consequences right away. The students will be granted a learning curve.

**Check for Understanding:** The check for understanding occurs often. The first check for understanding comes during the practice when the students are evaluating each other. I will also ask students to list the steps in the procedure using fingers. I will give a short fill in the blank quiz on the 4 steps and on what a perfect line should look and sound like. I will continue to check for understanding each time we have the opportunity to practice by asking the students what the expectation is as well as by watching to see how they do.

**Incentives:** If the whole class follows the procedure correctly, the first time, marbles will be put in the class marble jar. Sometimes students are asked to line up by table group. If the whole class does not follow the procedure correctly the first time, but a table group(s) does, that table group will receive points. If the class is having difficulty but a few individual students line up correctly, they will receive individual raffle tickets for our weekly raffle drawing. As we are walking in line, if the class gets compliments from any other adult in the school I will add marbles to the marble jar as well. Lining up doesn’t end when we walk out of the room.

**Consequences:** The main consequence for eventual non-compliance will be starting over. If the whole group, or a majority of the group, is having difficulty following the procedure, we will sit down and start over. If this has to be done more than one time, time from recess will be spent practicing the procedure. The same consequence will follow for individual students. The same consequences go for once we have left the room. If the line gets out of control, we go back and start over.
Sample Lesson Plan #3: Lining Up

Teacher: Bonnie M  
Grade: 5th  
Mini Lesson: Lining Up

Introduction of Procedure:  
1. Begin by briefly reminding the students that their classroom is a “Classroom of Excellence” in everything that they do, designed for student success!  
2. Ask students to think what comes to mind when they hear the word “stampede”?  
3. Display photos of stampedes (cows, humans, etc.)  

4. Give the definition of “stampede” as they look at the pictures.  
5. **Stampede** – an impulsive or hurried act of a mass group of people or animals with no clear direction or purpose  
6. Ask students to think if a “stampede of students” (when lining up) would be part of a “Classroom of Excellence” designed for student success. Ask students why? **No direction or purpose, unsafe, takes more time, someone could get hurt, unfair, scary, doesn’t allow you to get to where you are going efficiently, etc.**  
7. Tell students that you’ll model and then have the students practice the “Lineup for Lining Up”, *(you might need to tell them that a lineup is a list, in this case a list of the expectations for lining up)*, the way to line up, (and stay in line) that promotes a “Classroom of Excellence”.

Modeling of Procedure for Students:

1. Take an empty seat in the classroom.
2. Explain to students that they will line up when their name, number or table group is called.
3. Model standing up without talking, pushing in your chair, lining up (at a designated place, i.e., tape on the floor or specific place in room), facing forward (indicate direction)
4. Have a student model, in the same manner behind you. Explain what the distance in between students should be when lining up (use tape on floor if necessary to indicate space between people in line, or state that students are to stay two steps behind the student in front). Remind students that they are to keep their hands and feet to themselves, not touching others or other things. Make sure to remind students that when lining up they are to do so without talking.
5. Show the “Lineup for Lining Up” visual.
6. Read aloud the steps. 1) Stand up quietly when called, 2) Push in your chair, 3) Take all necessary items, 4) Line up without touching others, 5) Voices off, 6) Face front, two steps behind person in front of you.

7. Continue modeling lining up with a few student volunteers. (About 4 students) Use the visual “The Perfect Line” to check model with expectations.

8. Have students state what the students are doing correctly (or not correctly) as they model lining up. Review “Line Up for Lining Up” visual as they discuss what the students are doing as they line up. Discuss what the line looks and sounds like. Remind students that this is also the way they are to stay in line when walking as a class from place to place. Have the small group of students model walking in the line.

9. Ask students to imagine on a scale from 1-4, if “1” is a stampede and “4” is a perfect line, like in the photo, what would a 2 and 3 look like.
Practice of procedure (accountability-free environment):

1. Begin by having all students seated.
2. Discuss way(s) that students will be called to line up—by name, number, physical characteristic - i.e., wearing blue, tennis shoes, school colors, etc., table group, grouped by destination, boy/girl, position - i.e., line leader, caboose, passenger cars).
3. Discuss where the line will start and end physically in the classroom (or others places in the school if necessary).
4. Explain to students that they will practice lining up and I will take pictures to use as a model of what lining up in the classroom looks like for future use.
5. Call up one student, or the line leader. Continue to call up students as decided upon.
6. Take pictures. Have students model what a perfect “4” looks like, take pictures when students are perfect. Then have the students line up in “1 through 3” line positions and take pictures.
   “1” - stampede
   “2” – MANY students (7 or more) are talking, touching each other, touching the walls, not facing forward, and walking back to desk for forgotten items (book, lunch box, etc.).
   “3” – MOST students are physically lined up correctly, but a FEW (2-3) students are talking in line OR a few students are touching other students or something in the classroom, OR MOST students are not talking in line but they are not lined up correctly.
   “4” – ALL students in a perfect line in a “Classroom of Excellence.”

Consequences & Incentives
Reward students throughout a designated practice period (day, week) by tallying points for a “4” line and giving rewards for a certain number of perfect lines per day/week. Rewards might include:

- Take a picture of the “most perfect” line possible of the students for the rubric (try to get everyone in, students not participating correctly do not need to be in picture) Replace the picture with most current picture of the perfect line.
- Take the students for a break to the playground.
- Give an in-class physical activity break for 5 minutes (such as “GoNoodle.com” or a stretching time).
- Make a “musical lineup” for the classroom of favorite songs they’d like to have played during class free time, 5 minutes of quiet/whisper talking to their neighbors.

After the practice phase, continue to remind students of where their line falls on the Lining Up Rubric each time they line up. Encourage students to strive for a “4” line. Consistently compliment class when they achieve a “4” line. Encourage the class when they receive a “3”. Remind them of when they have received a “4” in the past, and how you know they can do it again, when receiving anything less than a “4”. Explain why their line is less than a 4 if necessary.
Revisit whole class incentives throughout year on occasion, to reinforce correct lining up behavior.

Consequences for individual non-compliers, (after a week of practice) will include:

1. Organize line up order of students based on their compliance or non-compliance in following correct line up procedures. For example, strategically position students lining up with students who are less likely to talk or touch each other placed next to each other. Students who are non-compliers may be given the role of line leader so they are closer to the teacher and also given a role. (They do not have to be told that their position as line leader is for non-compliance.)

2. Have a separate line for non-compliers. This line will be in the back of the line, or to the side of the classroom line. This line would arrive at the class destination last, particularly in arriving at recess or at the lunch room. Explain to students that this type of line is for students who choose not to follow classroom expectations.

3. Time would be deducted during recess, or during recess students would be given the option of practicing walking in a correct line for a designated time.

Rubric for Lining Up

1. Correctly lined up
2. Late to line up
3. Not listening
4. Not following rules