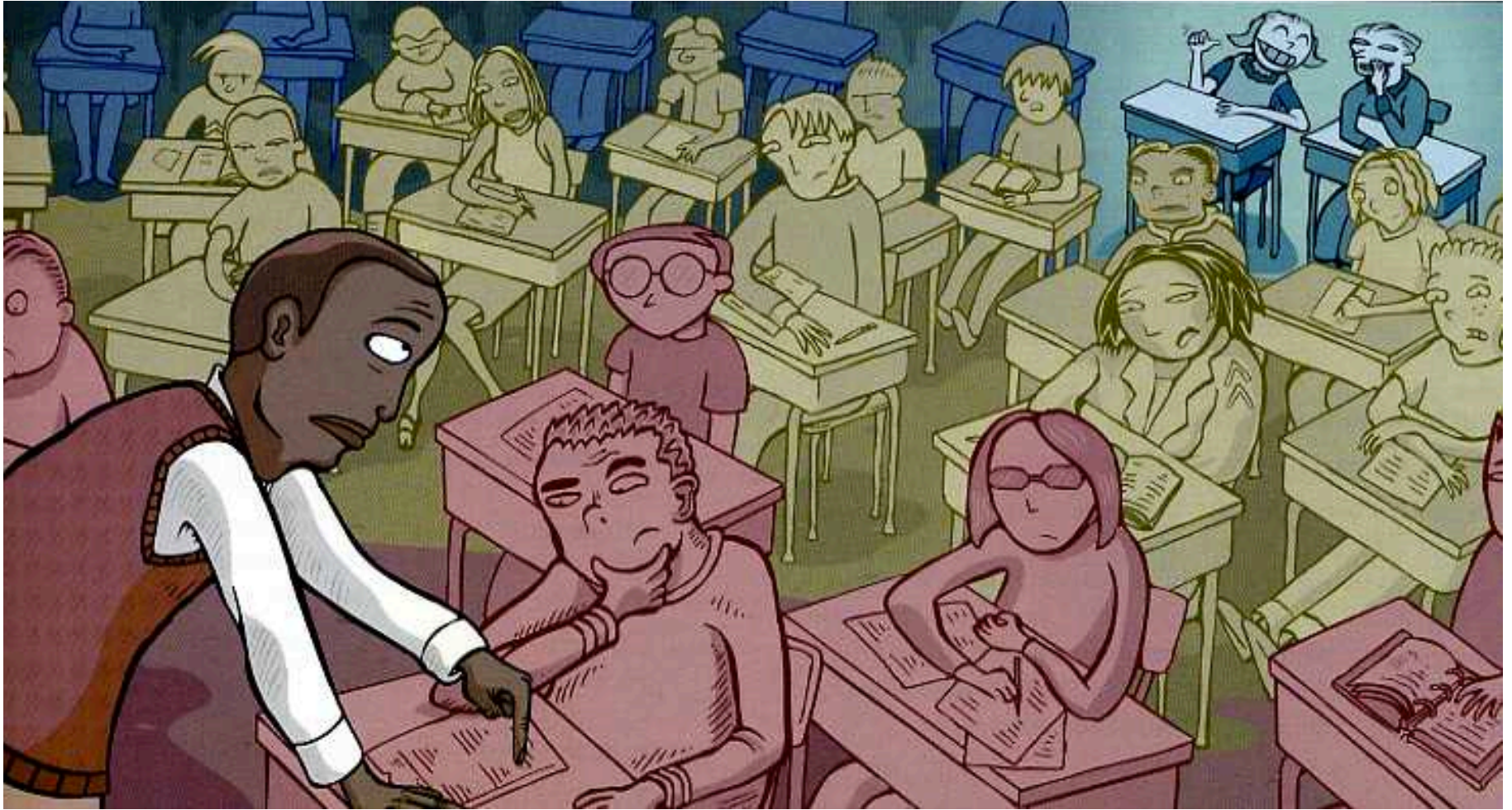


Tools for Teaching by Fred Jones



Part Two: Building a Classroom Management System
Chapter 3: Working the Crowd
Chapter 4: Arranging the Room

Working the Crowd



Zones of proximity

- **The red zone**
- **The yellow zone**
- **The green zone**



Working the Crowd

- Mobility: Moving around the room keeps students in the “red zone” more often. You “disrupt the disruption.”
- “Either you work the crowd, or the crowd works you.”

Working the Crowd

- Deal with students' misbehavior in private as much as possible. Don't make it a public spectacle. (You can do this more easily if you're moving around the room.)
- Eye contact gives you a way to “work the crowd” from a distance.

What are the obstacles to “working the crowd”?

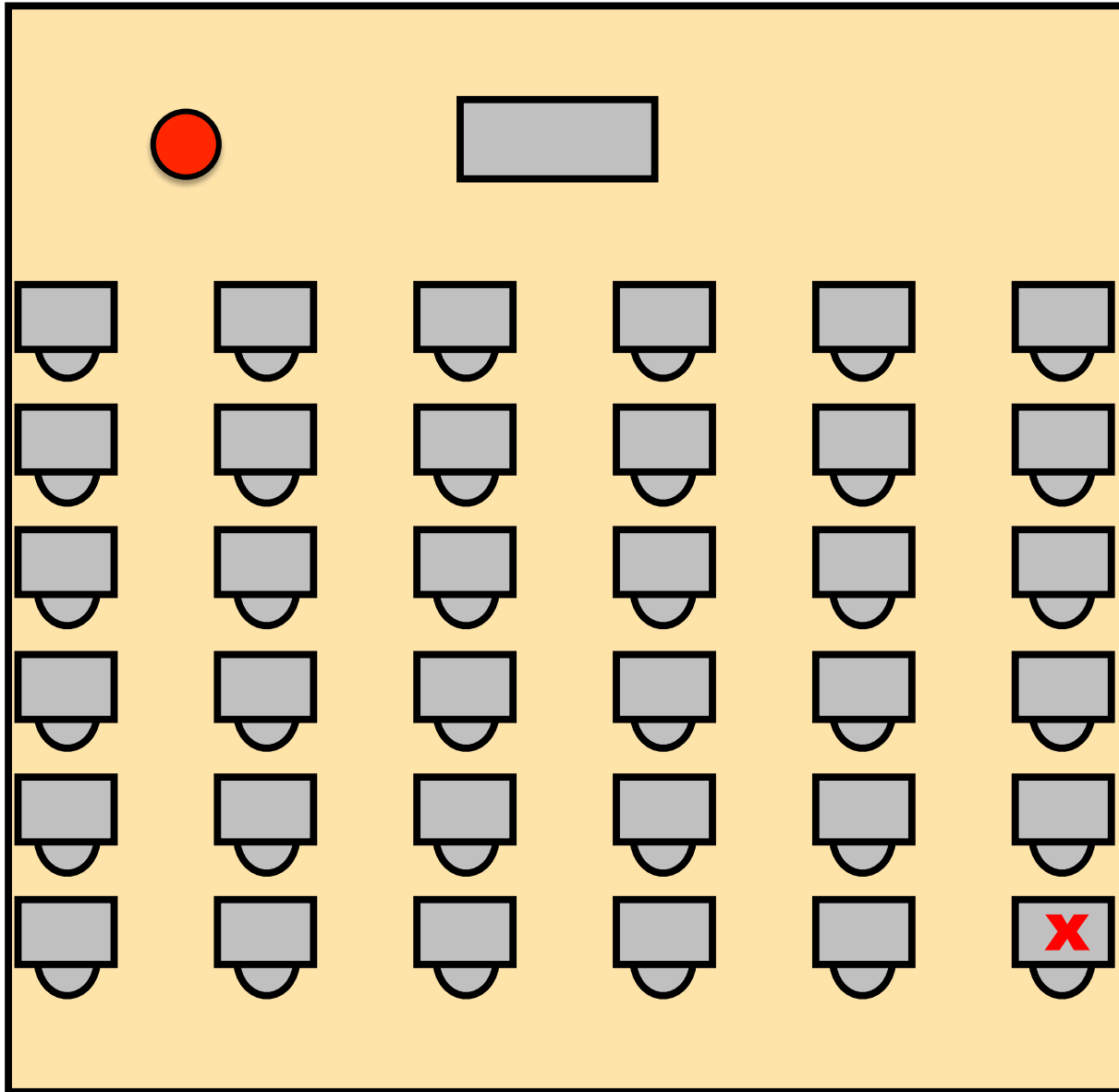
- Habit—ours and our teachers’, going back over many generations.
- The arrangement of the room—the teacher’s desk, students’ desks, other equipment.

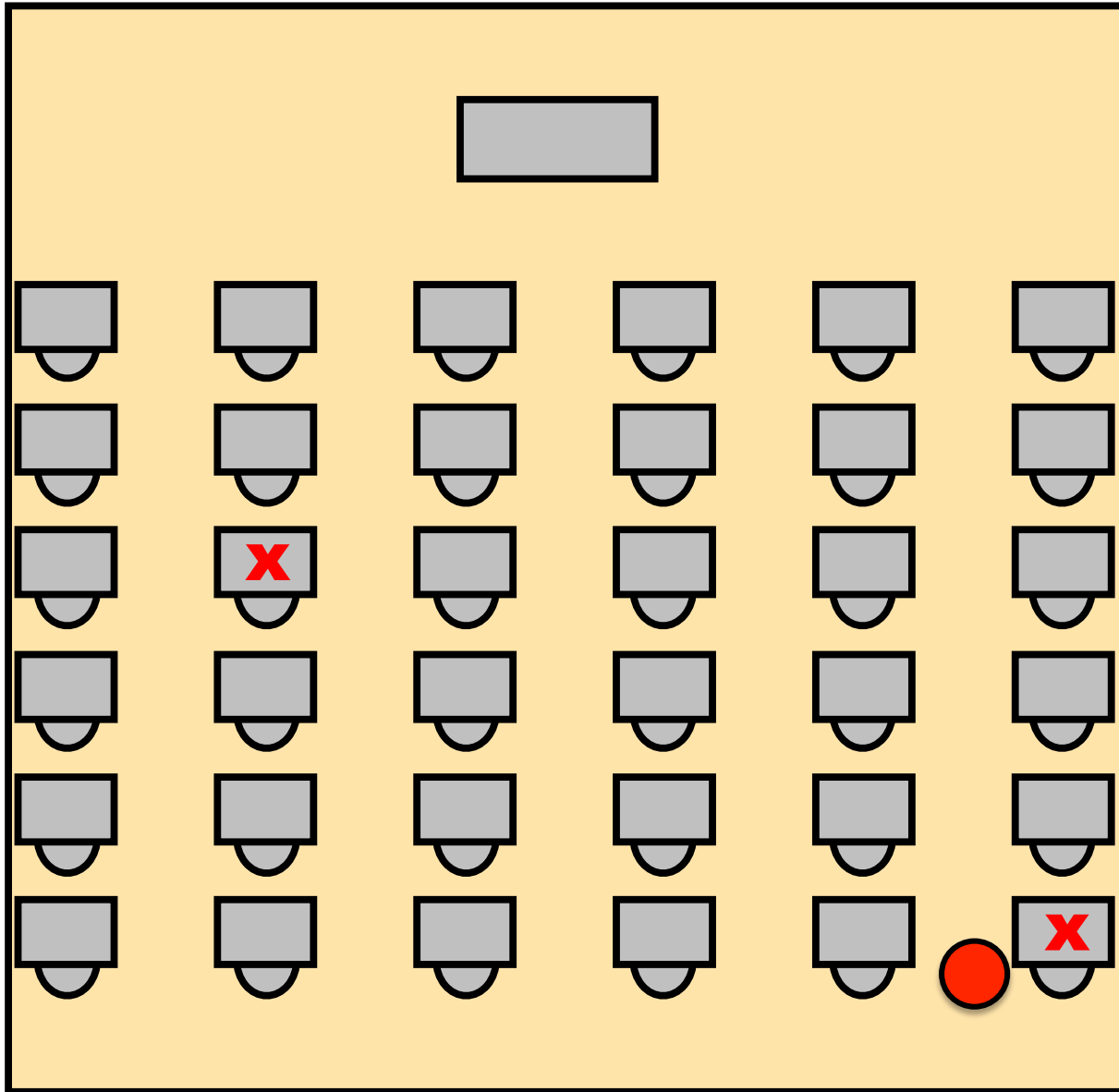
Whose classroom is it?

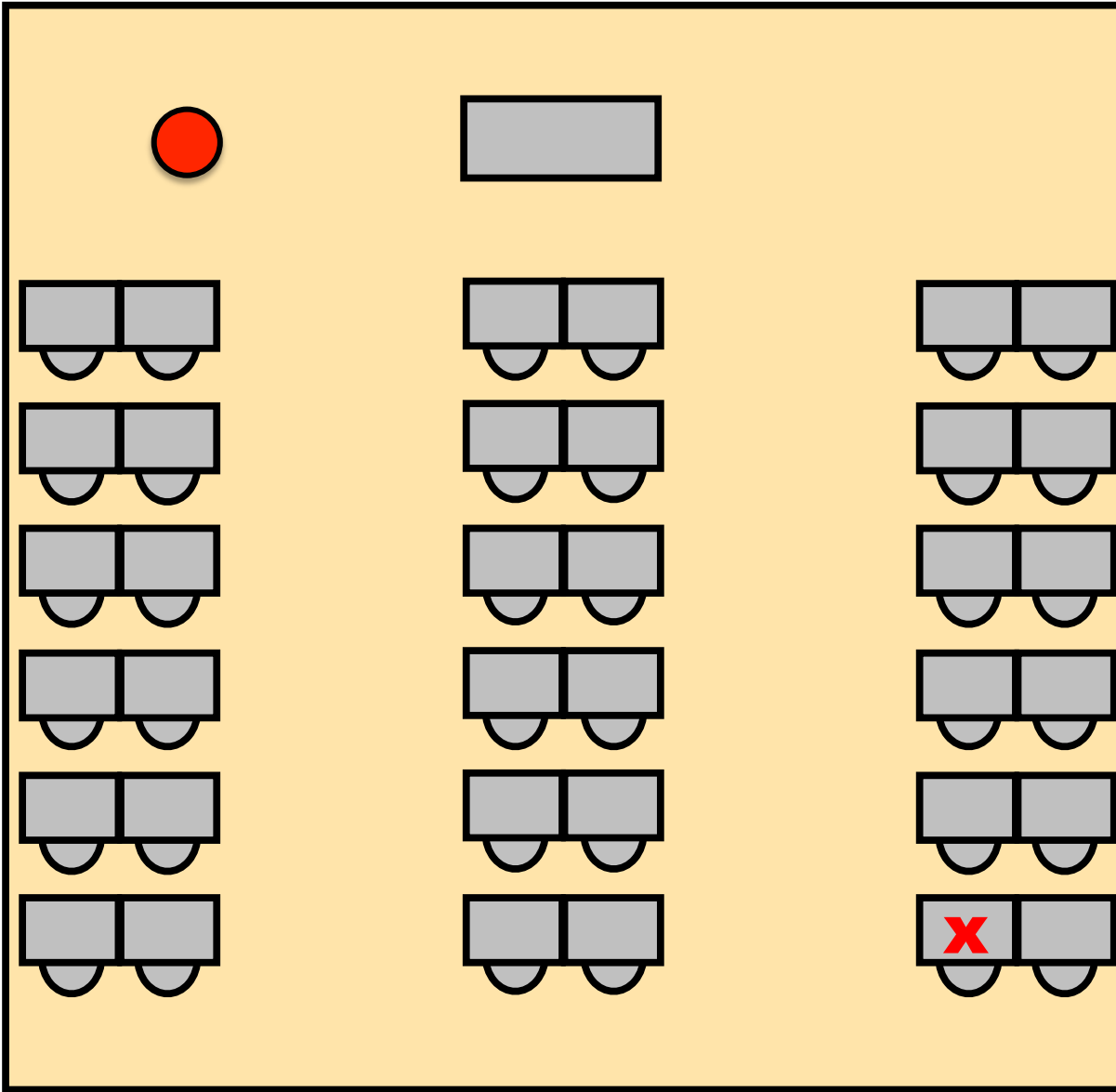
- In American junior high schools, the teachers usually stay in the same rooms and the students move from room to room. In Japanese junior high schools, the students stay in one room and the teachers move around. How does this difference affect the classroom?

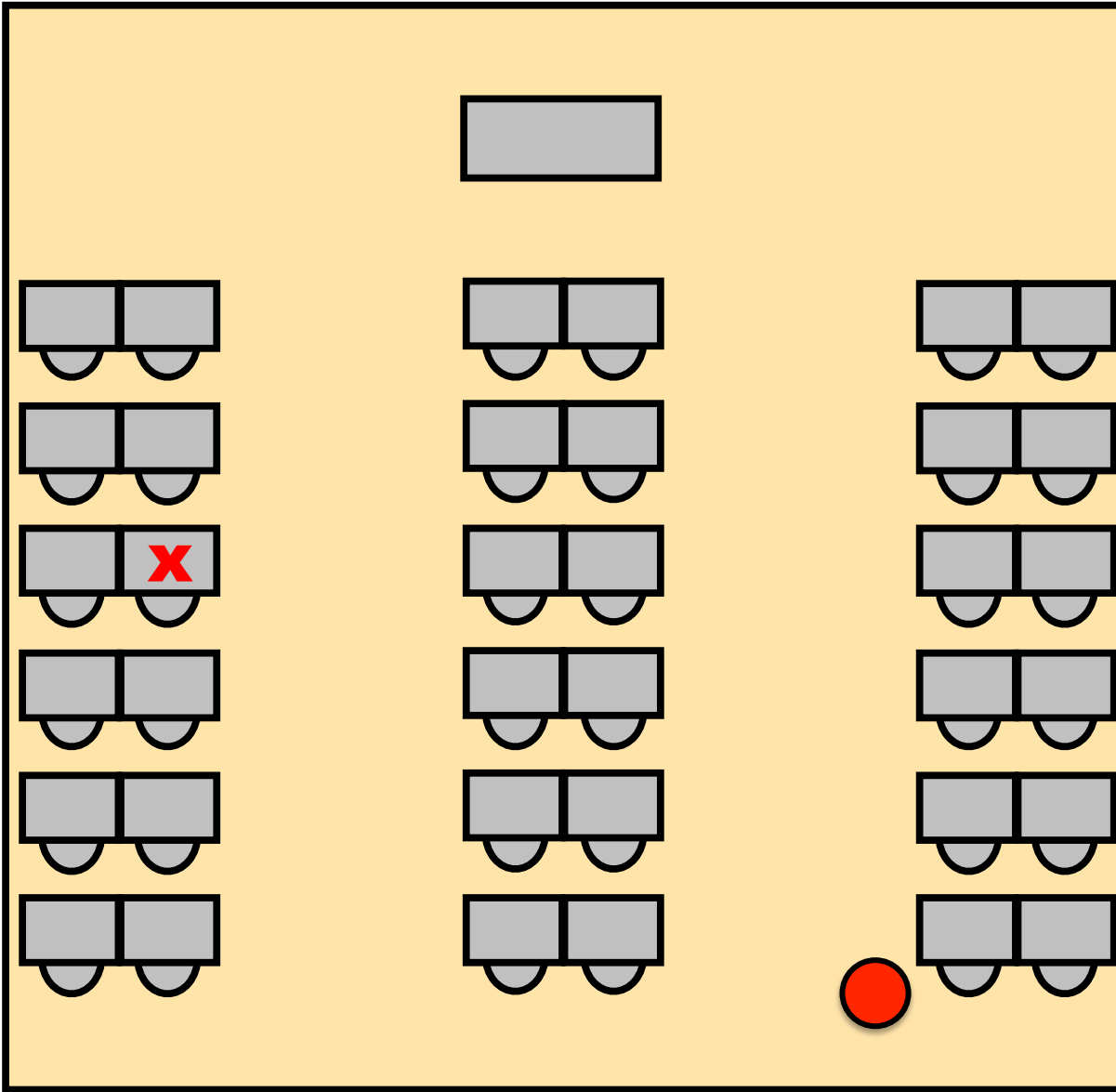
Rearrange the furniture

- Arrange the students' desks so there's more room to walk around.
- If other teachers share your classroom, talk to them to ask their cooperation. It could help them, too.
- If it's not possible to move desks permanently, train students to move their desks according to your plan when your class begins and move them back when it ends.

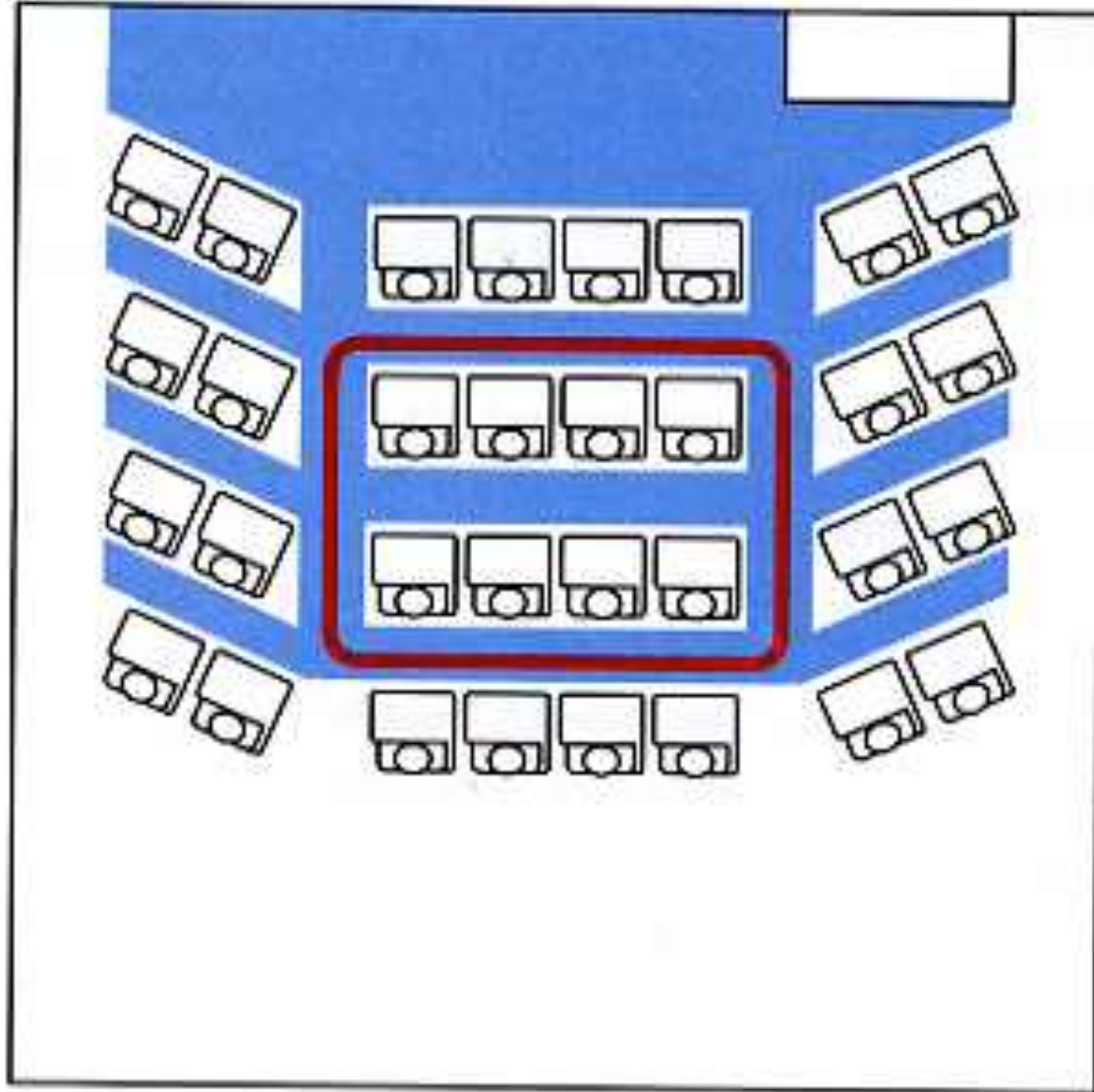








An interior loop



Your classroom arrangement

- Who determines how the furniture is arranged in your classrooms?
- Who would you need to convince if you wanted to move things around?
- What reasons could you use to persuade those people?