

Being Aware of Other People



the goal

A crowd is made of individuals. The students need to be able to notice other people individually even when they have formed into a crowd and try to communicate and relate to people as individuals. They also need to be able to perceive what others want and are trying to do. Being aware of other people goes beyond recognizing their physical presence and deals with recognizing them as people with real objectives and real needs.

the objective



This exercise will help the student learn to look at a crowd and see the individuals within the crowd and look at how his or her interaction will affect the people individually.

exercise

1 Tell the students the following story:

Joe is heading to the mall to spend an afternoon hanging out with friends. When he gets to the mall he heads straight to the food court. As Joe walks the large hallways of the mall he comes up behind several people, mostly older ladies, who are slowly walking side by side and blocking the entire hall. Joe follows them for a minute then gets impatient and pushes his way through the crowd, getting ahead of them.

2 Ask the students to answer the following questions (if the students ask for clarification, reread the story but provide no further information):

- Why was Joe in a hurry?
- How many people were in the group that was blocking Joe?
- How many men were in the group? Women?
- Did Joe know any of the people in the group?
- What was the likely reaction of the people in the group when Joe pushed his way through?

- 3 After the students state their inability to answer the questions because a lack of knowledge, tell them that Joe has the same problem.
- 4 Explain that what Joe did was think only of himself and where he needed to be. When he came on the group he saw them as an obstacle, not as individual people. Joe treated the group as an impediment rather than as people, and pushed his way through the group.
- 5 Ask the students to think of reasons the group was walking slowly and side-by-side. For example, many in the group were older women and they could have been locking arms for support.
- 6 Explain that there could have been a very legitimate reason they were walking slowly and taking up the entire hall or it could be that they were just visiting and not realizing what they were doing.
- 7 Ask the students to think of a way Joe could have handled the situation that would have allowed him to pass, or at least find out if there was a reason why he could not pass.
- 8 Help the students determine that Joe should have approached one of the ladies, and said, "Excuse me", and passed with her cooperation.
- 9 Ask the students what the group of ladies likely think about Joe, since he bullied his way through. Now ask what they would have thought of Joe, had he said, "Excuse me," and passed the group respectfully, acknowledging their right to be there.
- 10 Explain that it is sometimes easy to see a group of people and think of them as a whole, rather than as individual people.
- 11 Ask the students to identify the places where he or she is around large groups of people. For example:
 - the mall
 - the cafeteria
 - school hallways
 - sports activities
 - movies
 - church
 - traffic

12 Point out that the students are constantly around groups of people, so they must learn to act and react appropriately with these groups.

13 Explain that the best way of either getting along with or co-existing with a large group is to recognize the people within the group, rather than looking at the group as a whole.

14 Ask the students to pick one of the group scenarios listed. Ask them to close their eyes, visualize this scenario, and then answer the following questions:

- How many people are around you?
- How many people are on your left side?
- How many people are within five feet of you?
- Who are the three people closest to you?
- What does the person directly next to you look like?

15 Point out that the students answered questions that began by looking at the sheer number of people. As the questions progressed, they began to focus more and more on smaller groups and then on an individual.

16 Talk with the student about how a crowd is just a gathering of individuals and each individual is looking at all the other people, including the student, as a crowd.

17 Ask the students how other students would behave differently if they went to lunch with only one or two other students. How would lunch be different? How would these people act differently?

18 Now talk with the students to help them realize that a crowd is just one or two individuals that happen to be near one or two other individuals, that happen to be around one or two other individuals, etc.

19 Talk about how the students will get along much better with crowds when they begin treating the individuals in the crowd as people, rather than treating the crowd as an entity.



summary

Crowds can be intimidating, frustrating, and trying. The students need to learn how to see past the crowd and see the individuals in the crowd, so that they can gain a better perspective on how to behave within and towards the crowd. They also need to understand that they are part of the crowd to someone else.



outcomes

and hints



When telling Joe's story, do not embellish or give any further information. Use Joe to point out that Joe did not take the time to treat the people in the group as people.

As the students think of the places where they are around a crowd of people, ask them to identify those places where they have the most difficulty dealing with the crowd.

Use several examples of breaking the crowd down into specific individuals and help the students begin to notice the individuality of the people within the crowd.

talking

points

- Talk about how many people do not deal well with a large group of people. In fact, many people are fearful of crowds.
- Talk about how the best way of handling a crowd is to mentally break it down into individuals, and then deal with individuals as necessary.
- Talk about how crowds are inevitable, so he or she would greatly benefit from learning to deal with a crowd.



probing

questions



- Why do some people feel overwhelmed by crowds of people? Does this ever happen to you?
- Has anyone ever pushed his or her way through a crowd you were in and run either into or over you? How did it make you feel? Did you like this person? Did you know this person?
- When you look at a large gathering of people, do you see a large group or do you see a bunch of individuals? Why?



Skills Lesson Recap



the goal

A crowd is made up of individuals. You need to be able to notice other people individually and try to communicate and relate to people as individuals. You also need to be able to perceive what other people want and what they are trying to do. Being aware of other people goes beyond recognizing their physical presence and deals with recognizing them as people with real objectives and real needs.

exercise key points

- Your instructor gave you a scenario that involved a young man, apparently in a hurry trying to get somewhere and using poor manners while working his way through the crowd. You then answered questions regarding the setting in which this took place in.
- You described how you think the young man could have reacted differently than he did.
- You described what kind of an impression the young man made by only thinking of himself and acting with poor manners around a group of people. You then described what you think the impression would have been had the young man been more respectful to those around him.
- You were led through an exercise where you analyzed a crowd in your mind and broke the crowd down by describing each individual. You discussed how important it is to treat individuals within a crowd as people rather than treating the crowd as an entity.

consequence of not

Failing to use proper manners while interacting in a crowd will eventually cause those around you to become uncomfortable with your presence and will begin to avoid you.

using this skill



benefits

of using this skill

By keeping in mind that a crowd is just a collection of individuals gathered together rather than a nameless faceless entity you will maintain a healthier perspective in regards to how you should act and communicate around crowds.

Being Aware of Other People - part 1

Consider the following story and answer the questions:

Joe is heading to the mall to spend an afternoon hanging out with friends. When he gets to the mall he heads straight to the food court. As Joe walks the large hallways of the mall he comes up behind several people, mostly older ladies, who are slowly walking side by side and blocking the entire hall. Joe follows them for a minute then gets impatient and pushes his way through the crowd, getting ahead of them.

Why was Joe in a hurry?

How many people were in the group that was blocking Joe? _____

How many men were in the group? _____ Women? _____

Did Joe know any of the people in the group? _____

What was the likely reaction of the people in the group when Joe pushed his way through?

Can you think of any reasons why the group was walking slowly and side-by-side?

Can you think of a way Joe could have handled the situation that would have allowed him to pass, or at least find out if there was a reason why he could not pass?

What does the group of ladies think of Joe as he bullies his way past them?

What would they think if Joe said, "Excuse me," and passed them respectfully?

Student: _____ Facilitator: _____ Date: _____

Being Aware of Other - part 2

Identify the places in your life where you are around large groups of people:

Pick one of the places above and visualize being there. Once you have a clear picture in your mind, answer the following questions:

How many people are around you? _____

How many people are on your left side? _____

How many people are within five feet of you? _____

Who are the three people closest to you? _____

What does the person directly next to you look like?

How do you think other students would behave differently if they went to lunch with only one or two students?

How would lunch be different?

How would these people act differently?

Student: _____ Facilitator: _____ Date: _____