

EMPATHY MAP

This activity further develops the capacity of young people to put themselves in other people's shoes and understand the point of view and experience of a young gambler. This also creates an opportunity to discuss some of the factors that might influence a young person's gambling behaviour.¹⁴⁸



TIME:
15-30min



RESOURCES:
Flip-chart,
felt-tip pens



MATERIALS TO PRINT:
Empathy Map , Scenario Cards
from the Consequences of
Gambling activity

METHOD

1

Divide the group into small teams (suggested 2 or 3 teams).

2

Give each team one empathy map.

3

Explain they will receive a scenario of a young gambler and they will have to brainstorm and write down what they think his/her experience is with regard to these 6 categories:

Hearing: what is it (e.g. messages, comments etc.) that this young person could be hearing from family members, friends, social media that influence them?

- Thinking: what are their opinions, thoughts and priorities?
- Seeing: what kind of problems and barriers, and what offers and opportunities does this person see around?
- Saying: what are their attitudes? Is there any difference between what they think and what they say when with family or friends?
- Doing: what is their behaviour like? Is there any difference between what they think and what they do when with family or friends?
- Feeling: what are their aspirations, hopes and worries?

EMPATHY MAP

- 4 Hand out a Scenario Card to each team.
- 5 Ask participants to read it and to put themselves into that person's shoes, writing down their ideas and thoughts. Set a time to do this.
- 6 Each team discusses and brainstorms the experience of the young person in their scenario.

- 7 Whole-group feedback and discussion: what are the similarities amongst those different scenarios? How does this inform their understanding of what influences a young person's gambling behaviour?
- 8 Consider asking the group(s) to imagine what might happen next in those scenarios, leading to a range of possible conclusions, some positive, others less so, for each. Questions for discussion might include: How might the principal character(s) feel at each point? What might help them manage the situation more competently? etc.

Alternative options:

In some cases it may be beneficial to get the young people to generate their own scenarios. You could also lead a discussion on a case study/scenario without using the empathy map.

Top tip:

You can create your own empathy map on a flip chart, as illustrated below, drawing a face in the middle and then divide the area around it in 6 parts. Add the respective headings (Hearing, Thinking, Seeing, Saying, Doing, Feeling). Alternatively, you can print the image on the next page.



GOAL

1. WHO are we empathizing with?

Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?

2. What do they need to DO?

What do they need to do differently?
What job(s) do they want or need to get done?
What decision(s) do they need to make?
How will we know they were successful?

7. What do they THINK and FEEL?

Pains

What are their fears, frustrations and anxieties?

Gains

What are their wants, needs, hopes, and dreams?

What other thoughts and feelings might motivate their behaviour?

6. What do they HEAR?

What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?

3. What do they SEE?

What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?

4. What do they SAY?

What have we heard them say?
What can we imagine them saying?

5. What do they THINK and FEEL?

What do they do today?
What behaviour have we observed?
What can we imagine them doing?