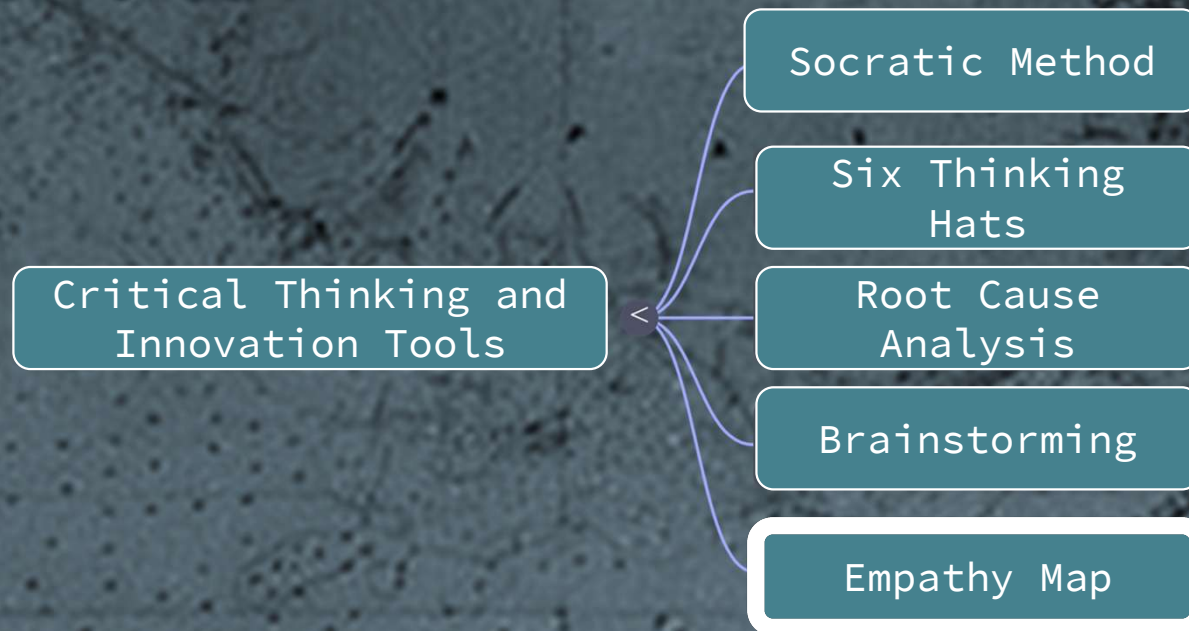


MODULE 5 - EMPATHY MAP

MAP OF OUR THINKING TOOLS

Let's explore a map of these tools. Select each of the tools to get a preview of what you'll learn here. By the way, you can use this list as a menu to navigate through the course.



Audio: This is the last of the tools on our list.

STEPPING IN SOMEONE ELSE'S SHOES

You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it."

Reflect:

Think about a situation where you experienced awkwardness or conflict recently. What happens when you put yourself in a the shoes of the other person?



Atticus teaches Scout what it means to stand in someone else's shoes.



Speaker notes: In *To Kill a Mockingbird* by Harper Lee, Atticus Finch is giving advice to his young daughter, Scout. Scout comes home frustrated after her first day of school due to a series of misunderstandings with her new teacher, Miss Caroline. Atticus uses this moment to teach Scout the core definition of empathy, that true understanding requires stepping outside your own perspective and imagining life through someone else's experiences.

SYMPATHY OR EMPATHY?



Sympathy: Watching someone struggle from afar



Empathy: Connecting with their experience

Turn and Talk



Audio: It's important to distinguish between sympathy and empathy. One acknowledges someone else's situation. The other allows you to connect with their situation to better understand them.

Slide notes: Button opens a reflection activity.

SYMPATHY OR EMPATHY?

Close

60-Second "Turn & Talk"

- **The Scenario:** Your school library is introducing a quiet zone, but students keep getting called out for talking during group projects.
- **Your Task:** Turn to a neighbor. Instead of picking a side, spend 60 seconds answering: *What is a student trying to do in that moment, and why is the current setup frustrating for them?*



Sympathy: Watching someone struggle from afar

Empathy: Connecting with their experience

Turn and Talk



SWAPPING VIEWPOINTS IN KOKORO CONNECT

In the anime *Kokoro Connect*, five high school students are suddenly forced into a phenomenon where they swap bodies and randomly hear each other's inner thoughts. Overnight, the gap between what their friends Say and Do on the outside versus what they Think and Feel on the inside completely vanishes.



[Learn More About
Kokoro Connect](#)



Audio: The scenario we'll review here references characters from the anime *Kokoro Connect*. You'll guide one of the characters, Taichi and help him step back and leverage empathy to better help his classmate Iori.

SWAPPING VIEWPOINTS IN KOKORO CONNECT

Close



Kokoro Connect follows five high school students, Taichi, Iori, Himeko, Yoshifumi, and Yui, who are all members of the Cultural Research Club. Their ordinary school lives unravel when a mysterious entity known as "Heartseed" forces them to undergo supernatural phenomena, starting with randomly swapping bodies with one another.

These body-swapping encounters quickly strip away the polished public facades the teenagers maintain, forcing them to confront their deepest secrets and insecurities.



THE HISTORY PRESENTATION

You are leading a history presentation due in two days. Your project partner, lori, has completely missed her deadline to submit her slides and missed today's lunch check-in. You finally spot her sitting alone at a desk in the classroom after school.

- lori Says: "I'm fine. I'll get to it tonight, okay? You don't need to keep checking on me." (Tone: Defensive, abrupt).
- Does: Avoids eye contact, nervously flips through a notebook, packs her bag to leave quickly.

How do you respond? Choose an action below:

Point out that the deadline was yesterday, remind her that your grade depends on this, and demand to see her outline right now.

Pause, acknowledge her stress, and say: *"It seems like you've got a lot on your plate right now. Is everything okay with the slides, or is there something else going on?"*



Audio: Review the scenario, and follow the instructions.

THE HISTORY PRESENTATION

Outcome: lori snaps, shuts her notebook loudly, and says, "Fine! Do the presentation without me then!"

She walks out of the room.

Empathy Analysis: You reacted strictly to her Does (missing deadline) and Says (defensive comment). By ignoring her internal state, her defensive wall went up.



Notes: System Action: Try Again Button (Routes learner back to Slide 2 to re-evaluate).

THE HISTORY PRESENTATION

Outcome: lori stops packing her bag, sighs, and looks up. "Honestly, my printer broke, my internet went out last night, and I couldn't get the data visualization right. I felt embarrassed to tell you because you had your part done days ago."

The "Kokoro Connect" Inner Reveal (Unlocking the Internal Map):

Thinks: "I'm dragging the team down and everybody thinks I'm lazy."

Feels: Overwhelmed, embarrassed, anxious about failing.



Notes: System Action: Try Again Button (Routes learner back to Slide 2 to re-evaluate).

THE HISTORY PRESENTATION

Now that you've revealed her **Thinks** and **Feels**, how do you solve the root problem? Choose one of the options below to the right:



Tell her not to worry, take over her slides entirely, and finish them yourself tonight.



Work through the data visualization together for 15 minutes right now using the **Empathy Map Template** to adjust workload roles.



Notes: System Action: Try Again Button (Routes learner back to Slide 2 to re-evaluate).

THE HISTORY PRESENTATION

Now that you've revealed her **Thinks** and **Feels**, how do you solve the root problem? Choose one of the options below to the right:



This is not the best choice. You're basically covering for her rather than supporting her success.



This is the best choice. You're making it possible to find success on her own.



Notes: System Action: Try Again Button (Routes learner back to Slide 2 to re-evaluate).

SUMMING IT ALL UP

Outcome (Choosing Option 2): By identifying the true bottleneck (lack of confidence in data visualization + technical failure) rather than assuming lack of care, you assist with the data layout, and lori finishes the rest independently.

Takeaway: Empathy isn't just about being nice, it's a critical thinking tool that reveals hidden roadblocks so you can build effective, real-world solutions.



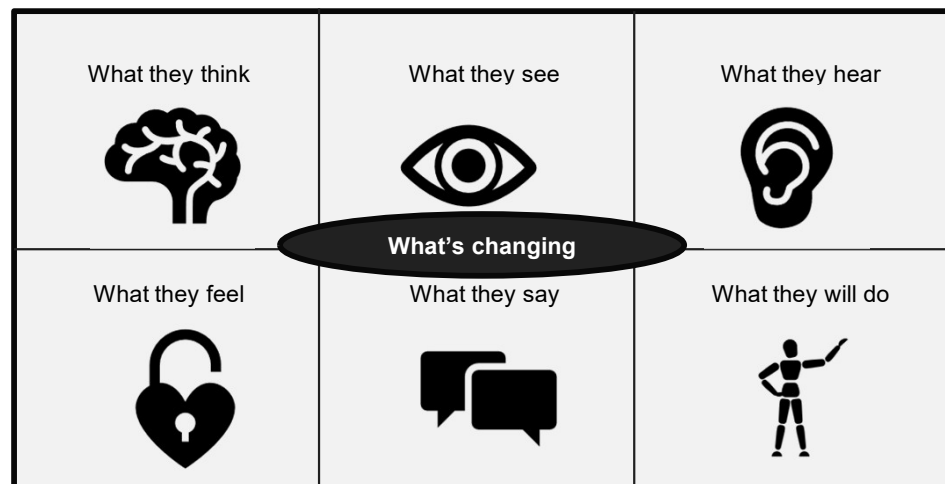
User selects next to move on.

In using empathy, Taichi can think out what he wants to say in response to lori.

There are ways of thinking that can help you in a difficult or challenging situation with others.

An empathy map is a thinking tool used by designers to identify how people might react to a change.

But an empathy map can help you anticipate how someone might react to a proposal or an event. This can help make your reactions and response more effective.

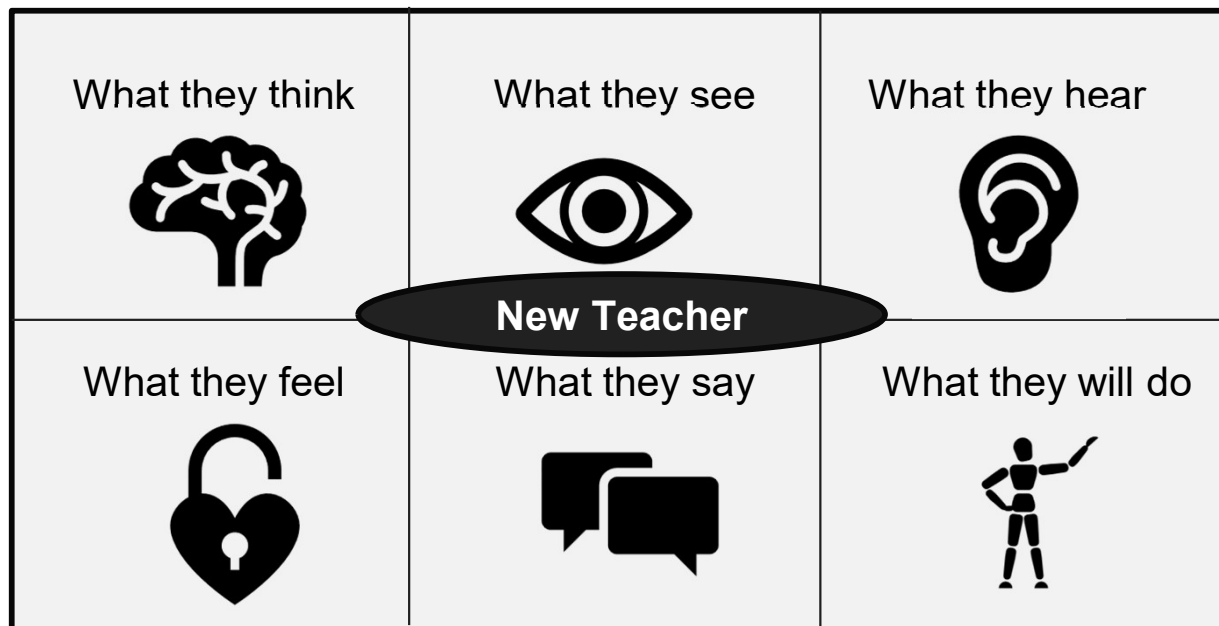


[Learn More About Empathy Maps](#)



EMPATHY MAP

Select each part of the empathy map to learn more. Let's use the example of a new teacher.



What they think

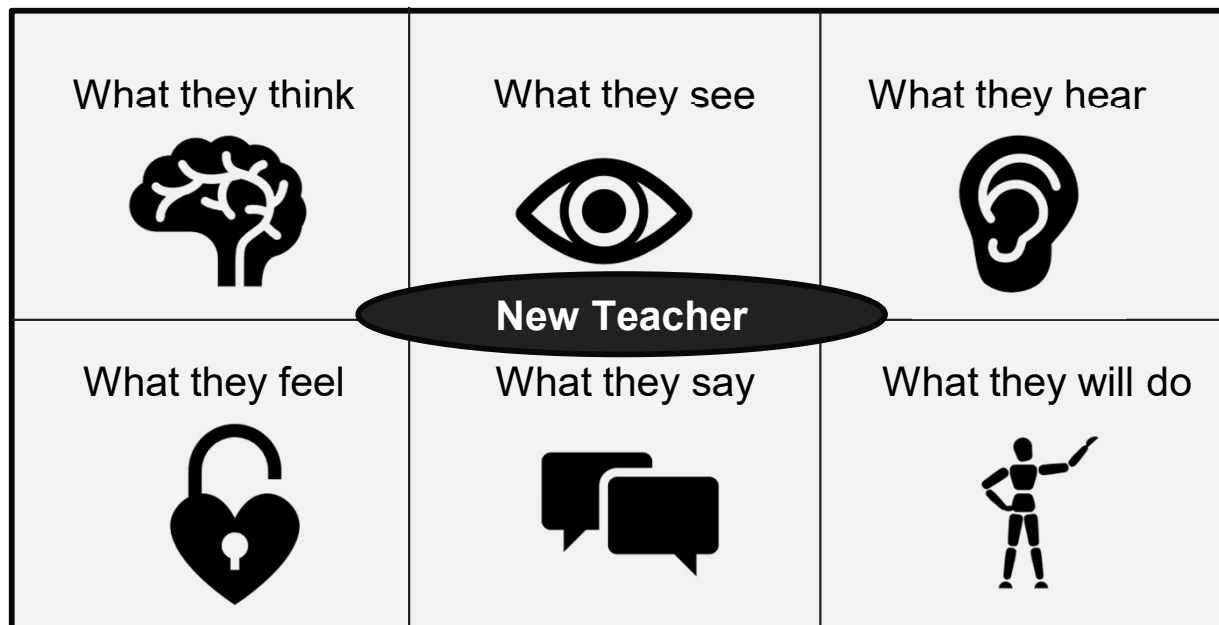
"I just got used to Mr. X"
"I don't want a new teacher"
"I hope they're nice."



Slide note: Learners select each of the six parts of the image map to learn more. The item examples are listed in the slide notes.

BUT WAIT... THERE'S MORE

After you fill out the empathy map. You'll want to figure out the pains and gains, your audience will feel as a result. Flip the cards to see examples.



Pains:

Fears
Frustrations
Obstacles



Gains:

Wants/needs
Measures of success
Obstacles removed



Audio: Understanding the pains and gains is like understanding what's at stake for your audience. Knowing this can help you think about how you might convince them that the change or situation will be okay. Slide notes: The learner flips the pains and gains to see examples from the New Teacher scenario.

PRACTICE USING THE EMPATHY MAP

Now that you know how an empathy map works, You can practice using one.

Let's take the scenario with Taichi and Iori and try to apply this empathy map.

Empathy Map Worksheet

Who is being affected? What is changing?

THINKS What thoughts occupy their mind?	SEES What do they observe in their environment?	HEARS What messages and influences reach them?
 Add persona image		
FEELS What emotions drive their behavior?	SAYS What do they express to others?	DOES What actions and behaviors do they exhibit?

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[Download a fillable empathy map](#)



NOW YOU TRY IT - QUICK PROJECT

Empathy Map Worksheet

Who is being affected? What is changing?

THINKS What thoughts occupy their mind?	SEES What do they observe in their environment?	HEARS What messages and influences reach them?
FEELS What emotions drive their behavior?	SAYS What do they express to others?	DOES What actions and behaviors do they exhibit?

 Add person's image

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Objective: Use an empathy map for a change or proposal you might want to make to parents or friends.

Result: When you're finished filling out the map. Fill out the pains and gains on a separate paper. Consider how you will frame your response to your audience's possible reactions.

[Download an Empathy Map](#)



Notes: Students choose a proposal and fill out the empathy map accordingly.