

Empathy Map

Learner Type- Grade 6 Social Studies Learner. 11–12 years old and transitioning from concrete to more abstract thinking. Prefer structured Safe and collaborative learning environment. Motivated to learn when learning is connected to real life examples.

SAYS

- “I like learning when it’s fun.”
- “Games make it easier to understand.”
- “This is confusing.”
- “Can we work in groups?”
- “Why do we need to learn this?”

FEELS

- Enjoy structured learning activities with clear instructions.
- Feels frustrated when they have to work without help.
- Feel confident when working in a group or with peers.
- Excited by interactive activities. Frustrated by abstract concepts
- Confident with technology.

THINKS

- “I understand some topics, but others are hard.”
- “I don’t want to look dumb in front of my friends.”
- “If this connects to real life, it makes more sense.”
- “I learn better when I can see or do something.”

SEES

- Classmates at different skill levels
- Digital tools, games, and multimedia content.
- Teacher guidance and peer collaboration.
- Tasks that sometimes feel too easy or too hard

DO / HEAR

- Follow classroom instructions with a time line.
- Work better in a group and with technology.
- Peer discussions and opinions.
- Encouragement when doing well.
- Comparisons among classmates

KNOW

- They know that with a structured environment they can learn better.
- Technology and group activities and group activities help them learn.

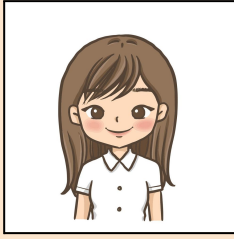
PAINS

- Learning gaps in foundational concepts
- Safe environment
- Difficulty with abstract thinking
- Fear of making mistakes publicly
- Balancing school with home responsibilities

GAINS

- Confidence when concepts are clear
- Engagement through gamified learning
- Success with guided practice
- Motivated from peer collaboration

Learner's Persona



Maya lin (pseudo name)

Grade 6 Social Studies Learner, 11–12 years old.

Background

Maya is an 11-year-old middle school student who enjoys school when lessons are interactive and collaborative. She is comfortable using technology and enjoys digital storytelling and educational games.

Academic Profile

- Strong in understanding cultural topics and discussions
- Struggles with classifying scientific or abstract concepts (e.g., renewable vs. non-renewable resources)
- Benefits from visual aids and structured guidance
- Performs better with formative feedback and clear examples

Motivations

- Enjoys working with peers
- Likes earning rewards or completing challenges
- Feels motivated when lessons connect to real-world examples
- Appreciates choice in assignments

Frustrations

- Becomes disengaged with lecture-heavy instruction
- Feels discouraged when concepts are unclear
- Hesitates to ask questions in large group settings

Learning Preferences

- Visual and tactile learner
- Thrives in project-based and gamified environments
- Benefits from differentiated tasks and flexible pacing