

# Train Your Brain to Face the Pain

## LG: Learning Goal

We are learning to that there are two types of pain – emotional and physical.

## SC: Success Criteria (what skills have been covered/achieved in this lesson)

We can identify the different types of pain and give examples of each.

We can also give an example of when there might be both types of pain going on.

We can roleplay a scenario for the class to show our understanding.

## Directions For Teachers:

1. Read the book to the class. During the reading of the book, get students to note down any words or phrases they are not sure of the meaning eg. 'highly challenging material'.
2. After the book has been read together, ask students to put those phrases up on the whiteboard. Discuss and make up a glossary of terms related to the book eg. open mind, highly challenging material etc.
3. Put the slide up on screen of Page 11  
'But . . . the emotional pain, you can't see it, because it is completely invisible, but it really packs a punch!'  
Talk about the fact that even though no-one has physically hit us, we can feel it physically, as if our heart is hurting/it feels broken, our chest has been punched, or it aches.
4. Get students to brainstorm all of the ways we feel our emotions in our bodies. Have a large A3 sheet of paper with the outline of a body on it OR draw the outline of a student up on a piece of brown paper and blu-tac to the wall and let them draw arrows and write key words eg. headache, shaky hands, upset stomach . . . (could do this with post-it-notes too)
5. What would be an example of a scenario where we might feel both physical and emotional pain?
6. Explain that these physical things happening in our bodies are our amazing brain's way of giving us information. What do we do with this information? Often we choose one of the 3 options mentioned in the book. Which option does each student recognise they use themselves? What can go wrong with that option? What might happen if they used option no. 4? Think of a scenario that might happen or has happened to them. Have some examples for them on power point

eg. when you don't get put into the same seating group as your friends, or you aren't invited to a birthday that you wanted to go to.

7. Using this example write a sentence using one of the first 3 options in the book of negative thinking/brain loop eg. 'This sucks, I want to be with my friends and if I can't I will cause trouble', then write a sentence showing a new loop for their brain with more positive thinking eg. 'I am disappointed to not be put with my friends, but it's a chance to talk to someone different so I will try to make the most of it.'
8. What would be an example of a scenario where we might feel both physical and emotional pain? Go back to the example in the book on Pages 10, 11 and 12 – get a student to read out loud to the class. Write a list on the board of the physical pain and then the emotional pain. Give the students the option to either: A) come up with their own scenario of an example where they depict a person who is in physical and emotional pain, and if time permits, roleplay for the class or: B) using the template given, make a cartoon strip of a scenario depicting emotional or physical pain or both.
9. Talk about the fact that if we slow ourselves down a little and think, then we often come up with good options for ourselves. Show the 'Just Breathe' clip from YouTube.

#### Resources For Teachers:

- YouTube clip 'Just Breathe' - [Can we have actual the link to this?](#)
- Power point and projector
- A3 paper with body outline and pens/roll of brown paper/post-it notes
- Template for cartoon
- Pen per student/group

#### Outcome:

Each student is able to produce their own cartoon which visually communicates what is happening in their own body when they experience emotional pain.

Collate these cartoons into a class booklet

#### Homework:

- Get them to talk to their parents about something!
- Ask their parents to come up with a scenario from work that caused them emotional pain or both physical and emotional pain.
- Talk together about the options that people tend to use to hide, cover or ignore pain.

#### Key Competencies: - [What should go here?](#)

