

## Lesson: **Pain: Name it AND tame it!**

For Years 5 & 6 to be used with 'Brain Tricks'

### Learning Goal:

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

We are learning to name what we are feeling.

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

We understand that there are two types of pain

We can identify both physical and emotional pain and give an example of each.

We also understand that there can be both types of pain going on at once.

We can use feelings words to name what is going on for us.

### Short activities to try before reading 'Brain Tricks':

#### 1. **YOUR brain does tricks!!!**

Read aloud the first 8 pages of the book up until the phrase **You get the idea!**

Either as a class or in groups, come up with as many **tricks** their brains can do – set a time limit of 2 minutes. Students can put their hands up and teacher can list on the board, or a student from each group writes onto a sheet of paper. For instance, they know 10 different breeds of dog, or they know their 8 x times tables, or some facts related to topics they are interested in (make sure the examples are not all academic so they understand it's wider than school smarts). Students could write down their own brain tricks into an exercise book or on a piece of paper entitled: **My brain does tricks.**

2. **Did you know? (mini-glossary):** Teacher to write up on the board 5 or 6 words from the book that they think the students may not all know. Set a timer for 3-5 minutes and students see how many they can find the meaning of in that time. Have a quick share of what the meanings are to prepare the class for reading.

3. **Important:** Show the class the short Brain Tricks video clip (45 seconds)

[https://www.youtube.com/watch?v=2Y\\_Y1K3H2I0](https://www.youtube.com/watch?v=2Y_Y1K3H2I0)

Directions: (what the teacher should do)

Read the book to the class in 2 parts.

Part 1: Read up until page 15 - Sometimes we feel one kind of pain. Sometimes we feel both.

1. Use the **Scenario template**. Can photocopy and laminate this sheet and follow the instructions on the sheet.
2. Once they have their scenarios sorted, ask them to take the scenarios identified as emotional pain and name the emotions they might feel for each one and write them down on a piece of paper. Have a sheet of feelings words for each group to help them get started. **Tell them there are no right or wrong words here, as everyone will feel differently about a given scenario.** Also mention that lots of different feeling words are great, the more the better.
3. Get the whole class back together. Using a physical continuum, take one of the scenarios on the template or come up with your own, and have a sign at one end of the room which says **not much**, the other end **really**, and in the middle **a bit**. Explain that these are going to be a measure of **how upsetting** they would find each scenario. Doesn't matter what feeling they would have, at this point you are focusing on the **level of feeling**.
4. Read each scenario one by one and get students to stand at a point in the room which reflects how upset they would find that scenario. Count up the hands for each one and record on the board. Do this 3 or 4 times depending on time constraints.
5. Discuss how we all react to things very differently. For instance, one person could be very upset about their cat going missing – maybe because it hasn't ever gone missing before, or that they are very attached to their cat, as opposed to someone whose cat has gone walkabout lots of times or they don't really spend much time with their cat and so don't worry about where they are. This doesn't mean that either of them are wrong for what they feel. It's just different for each person. It can depend on what sort of things have happened during our day, whether we are extra tired, or worried about something else. **Feelings build on top of one another.** Sometimes we make comments like 'They shouldn't be upset about that' or 'Don't be upset'. But how we feel is how we feel. Yes, we can look at things differently but it's not wrong to feel what we feel.

## Part 2: Read the rest of the book to the end.

1. Go back to the page where it has the boxing gloves and the sentence: **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.
2. **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. Get students to draw arrows and write key words eg. headache, shaky hands, upset stomach, . . . (could do this with post-it-notes too). Can do this in small groups or as a class.
3. Explain that these physical things happening in our bodies are our amazing brain's way of giving us **information** about what is happening with our emotions. And it also shows us how much our brain and the rest of our body are connected.
4. So what do we do with this information? Often we choose one of the 3 options mentioned in the book. Go through them again. Teacher could write the title of each option up on the wall next to the body outlined, ie. **Option 1 - IGNORE, Option 2 – DISTRACT, Option 3 – BLAME someone, Option 4 – TRAIN your brain to . . .**  
Which option does each student recognise they use themselves?  
What can go wrong with that option?  
What might happen if they used Option 4?  
Use the following scenario and together come up with a sentence saying how you feel, using as many different feelings words from the list (see link provided under Teacher Resources). Then using the prompts in the book of **I guess . . . maybe . . . I could**, come up with a statement that the class agrees would be helping them to make the best of the situation.

Scenario: When you don't get put into the same group as your friends to do a project, and you don't know anyone in your group.

Closing: Talk about the fact that if we slow ourselves down a little and think then we often come up with good options for ourselves. Some of those good options are on the last page of the book. The one at the top of the list is very quick and easy, and also very powerful - slow down and breathe. Play the **Just Breathe** clip from YouTube.

## Teacher Resources & Preparation:

YouTube clip Just Breathe: <https://www.youtube.com/watch?v=RVA2N6tX2cg>

**Note:** Teacher may like to also make a sensory bottle/glitter jar as seen in the Just Breathe clip for a visual aid:

<https://preschoolinspirations.com/how-to-make-a-perfect-sensory-bottle/>

(This may also be a great idea to have on hand for students with sensory issues).

A3 paper with body outline and pens/roll of brown paper/post-its per student or group.

Feelings words – photocopy and laminate for each group – see this site for feelings templates: <https://www.sampletemplates.com/business-templates/feeling-chart.html>

Class **Scenario template** from website: [www.cheekydragon.com/freestuff](http://www.cheekydragon.com/freestuff)

## Key Competencies:

Thinking: **Developing a clear understanding of the two different types of pain, being able to name what they are feeling.**

Participating and Contributing: **Working together to learn about emotional and physical pain.**

Using language, symbols and texts: **Glossary of terms, increasing emotional vocabulary.**