

PRESENTED BY  NHS of BC

TALKING ABOUT PAIN

Lesson Package

ELSA Literacy - Level 5



Funded through BC TEAL Charitable Foundation

Created in collaboration with Langara College Department of Nursing - 2012



For further information about ISSofBC, please visit our website: www.issbc.org

For further information about Langara College School of Nursing, please visit the website:
<http://www.langara.bc.ca/departments/nursing/index.html>

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Printed February 2013

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To download these materials, please go to www.issbc.org/janis-esl/talking_about_pain.html.

Videos can also be viewed on the ISSofBC ELSA YouTube Channel.

ACKNOWLEDGEMENTS

The foundation of the Talking About Pain lessons was created in January 2012 by students Simran Sahota and Gurjit Dhaliwal from the Langara College School of Nursing, assisted by ISSofBC ELSA Lead Instructional Coordinator Lisa Herrera and Langara College School of Nursing Nurse Educator / Supervisor Barbara Leigh. The original lessons were piloted by Simran Sohota and ELSA Instructor Erin Swayze in ELSA Literacy to Level 3 classes at ISSofBC Vancouver in February 2012. The Talking About Pain Lesson Package refines and expands the initial lessons and materials.

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ISSofBC would like to gratefully acknowledge the support of the **BC TEAL Charitable Foundation** through its Aids and Health Education Fund Award.



In addition to the lesson plan reviewers, the Project Coordinators would like to acknowledge the teachers and students in the ELSA program at ISSofBC Vancouver for welcoming the Langara Nursing students into their classes and participating in these lessons.

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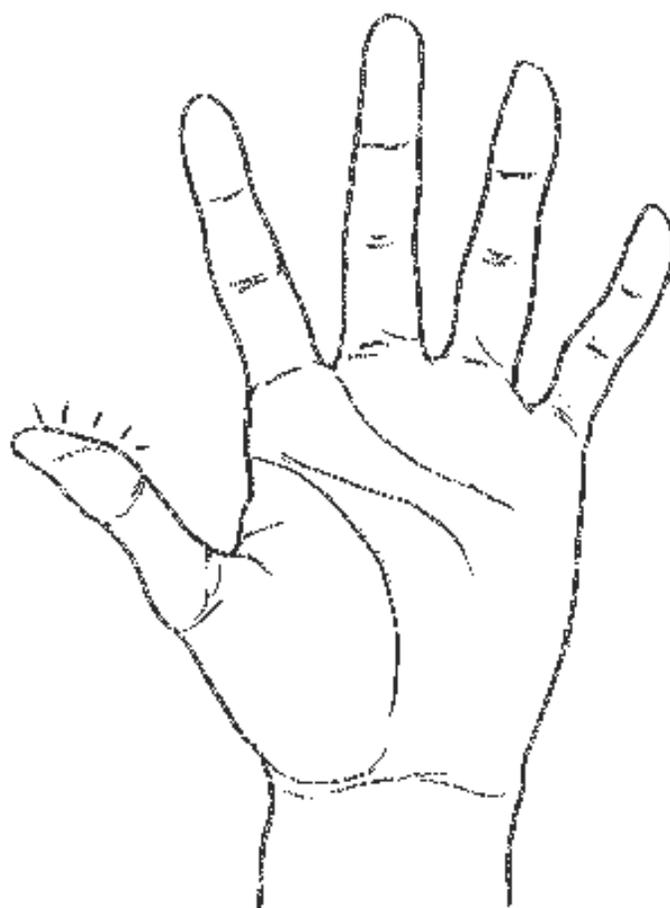
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Lesson Package
ELSA Literacy / Level 1



Talking About Pain Lesson Plan

ELSA Level: Literacy / Level 1

Time: 2.5 - 3 hours

Learning Outcomes:

- Ss will be able to state the location of pain on their body.
- Ss will be able to use the pain scale to describe the level of their pain.

Note: This topic may trigger negative memories for some Ss.

Suggested Approach:

Warm-up:

Material:

- Body parts pictures - large
- Vocabulary match worksheet

Steps:

- Pre-teach or elicit the names of the body parts orally using large visuals. Do oral repetition.
- Body part TPR: T says the name of a body part and Ss point to it on themselves. Do oral repetition. Ss stand up in a circle, point to the body part and say the name.

Example: "Hand. This is my hand."

Optional: Do chaining

Example: Student A: "This is my hand." Student B: "This is my hand and this is my leg." Student C: "This is my hand and this is my leg and this is my arm." Etc.

- Spelling: write spaces for the missing letters in words on the board.

Example: _ an_ (hand)

Point to the first and last missing letters and elicit these by sound. Have Ss stand up and match the Body Part Pictures to the words on the board.

- In pairs, Ss match words and pictures on Vocabulary Match Worksheet. Then, check answers as a class. Use OHP.

Activity 1: Talking About Pain Video

Material:

- Video: “Talking About Pain”- Literacy / Level 1
- Video Script (optional)
- Visuals: nurse, doctor, hospital, clinic, Dr.’s office – large

Steps:

- Pre-teach / elicit concept of “pain” using gestures / mime.
 - Pre-teach “a little pain”, “a lot of pain” and “some pain” using gestures/mime. Write these words on the board.
 - Pre-teach rating your pain on a scale of one to ten: Draw a basic scale on the board like the large pain scale but blank. Write the numbers 1 - 10 on the scale. Elicit 1 - 3 = “a little”, 4 - 7 = “some pain” and 8 - 10 = “a lot of pain”. Write these words on the scale.
 - Ask Ss: Where do you talk about pain? And who with?
Example: hospital, nurse, doctor
Have a picture of a nurse / Dr.’s office / clinic ready to show Ss in case they need visual cue.
 - Watch “Talking About Pain” Video once.
 - Watch each scenario again, pausing after each and eliciting answers.
 - Where does she/he have pain?
 - How much pain does she/he have?
- Note: For Literacy level you may wish to use the following simpler structure: “She has pain? Yes? No? Where? How much pain?”**
- Point to the vocabulary on the board to prompt Ss.: “a little, a lot , some”

Activity 2: Describing Pain

Material:

- Pain Scale - presentation size
- Pain Scale - large
- Pain Pictures A - large
- Pain Pictures B - large and small
- Glue sticks – for groups

Steps:

- Put up presentation-size Pain Scale and large Pain Pictures A. Teacher places each of the Pain Pictures A on the scale as a model. (Cut on the finger = a little pain, a bump on the head = some pain, a broken arm = a lot of pain)
- Ask:
 - “Where does s/he have pain?” → “She has pain in her arm.”
 - “How much pain does s/he have?” → “She has a lot of pain.”

Etc.

Note:

For Literacy level you may wish to point to the body part and say: “She has pain in her ...” (i.e. Pause to elicit the body part.) Then, point to the words on the board (a little, a lot and some) and say, “She has ... (pause to elicit the degree of pain) ...of pain.”

- Ss do oral repetition.
- In small groups, Ss glue Pain Pictures B (small) onto the Large Pain Scale.
- Check answers: Groups report answers by standing up and putting the Pain Pictures B (large) on the presentation-size pain scale at the front. As they do this, have Ss say, for example, “a little pain / 3”, “a lot of pain / 9” or “some pain / 4”.

Note: Since pain is subjective, T may point out that each group has different answers but they are equally “correct.”

Activity 3: Dialogue practice

Material:

- Tap Sheet

Steps:

- Teacher models Q and A using Tap Sheet.

“Where do you have pain? → I have pain in my _____.”

Example: I have pain in my hand.

“How much pain do you have? → I have _____ pain.”

Example: I have a little pain.

- Ss practice with the Tap Sheet in groups.

Activity 4: Role Plays

Material:

- Wallet-size Pain Scale
- Visuals (large): nurse, doctor, hospital, clinic, office

Steps:

- Give one wallet-size Pain Scale card to all Ss to keep. Elicit from Ss where they might use it. (Doctor’s office, clinic, pharmacy etc.) Refer to large visuals as needed.

- Ss volunteer to role-play at the front of the class with the wallet-size Pain Scale as a prop. Student A = the patient, and has a pain picture (any) and Student B = the nurse, and has the pain scale.

- Other Ss watch and listen for the following: “Where does s/he have pain? How much pain does s/he have?”

Note: For Literacy level you may wish to use the following simpler structure: “She has pain? Yes? No? Where? How much pain?”

- T elicits answers.

Extension Activities

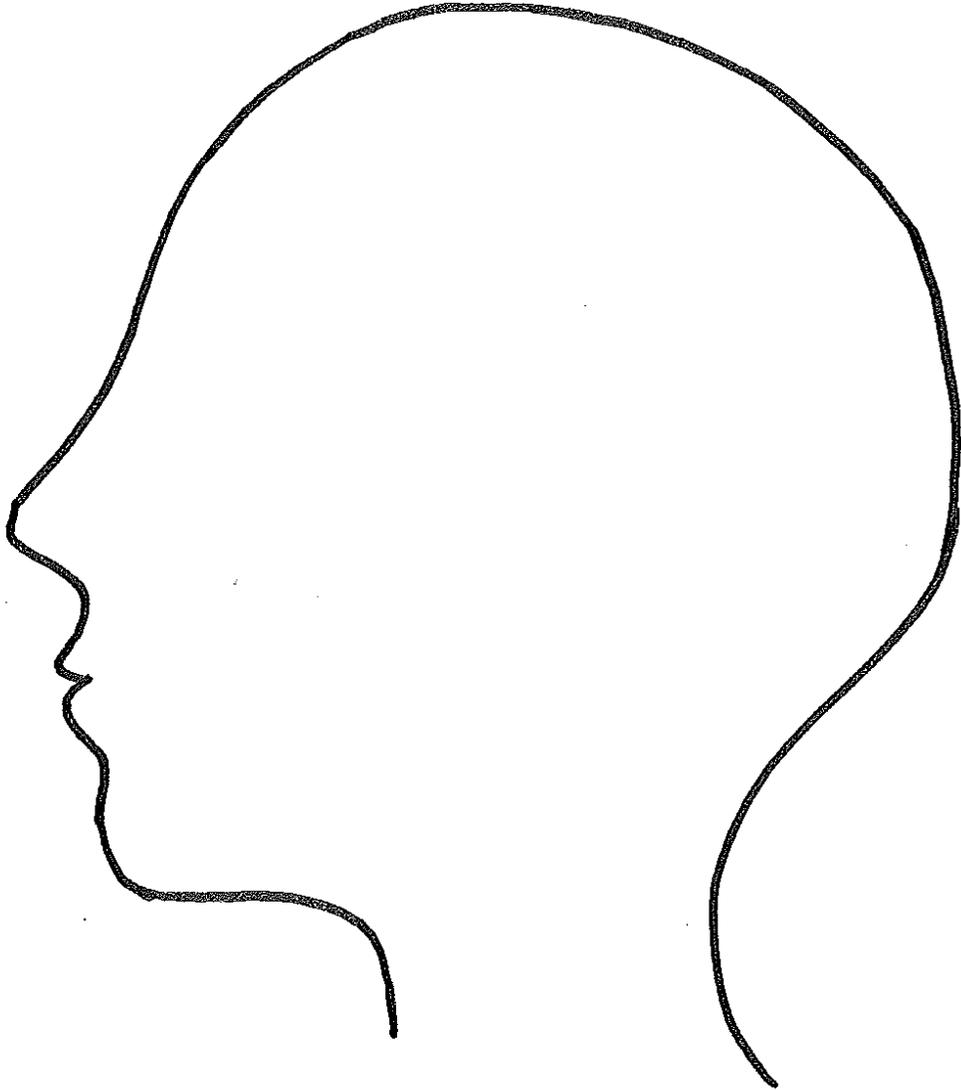
1. Strip story dialogue.

Ss use the Pain Pictures (small) and arrange strips of the role-play dialogue in the correct order. Ss then glue the dialogue strips on big paper or copy them.

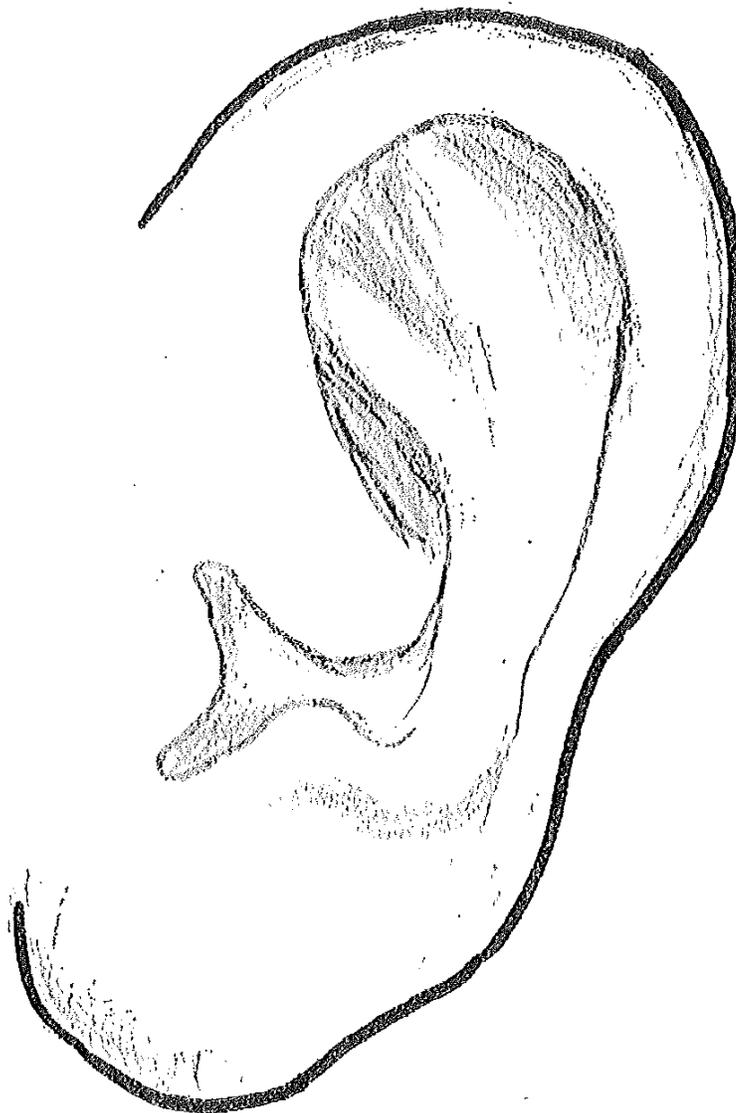
2. Body Part TPR.

Ss stand in a circle and point to a body part in turn. “I have pain in my _____.” Ss listen and say a different body part.

Body Parts Pictures (*large*)



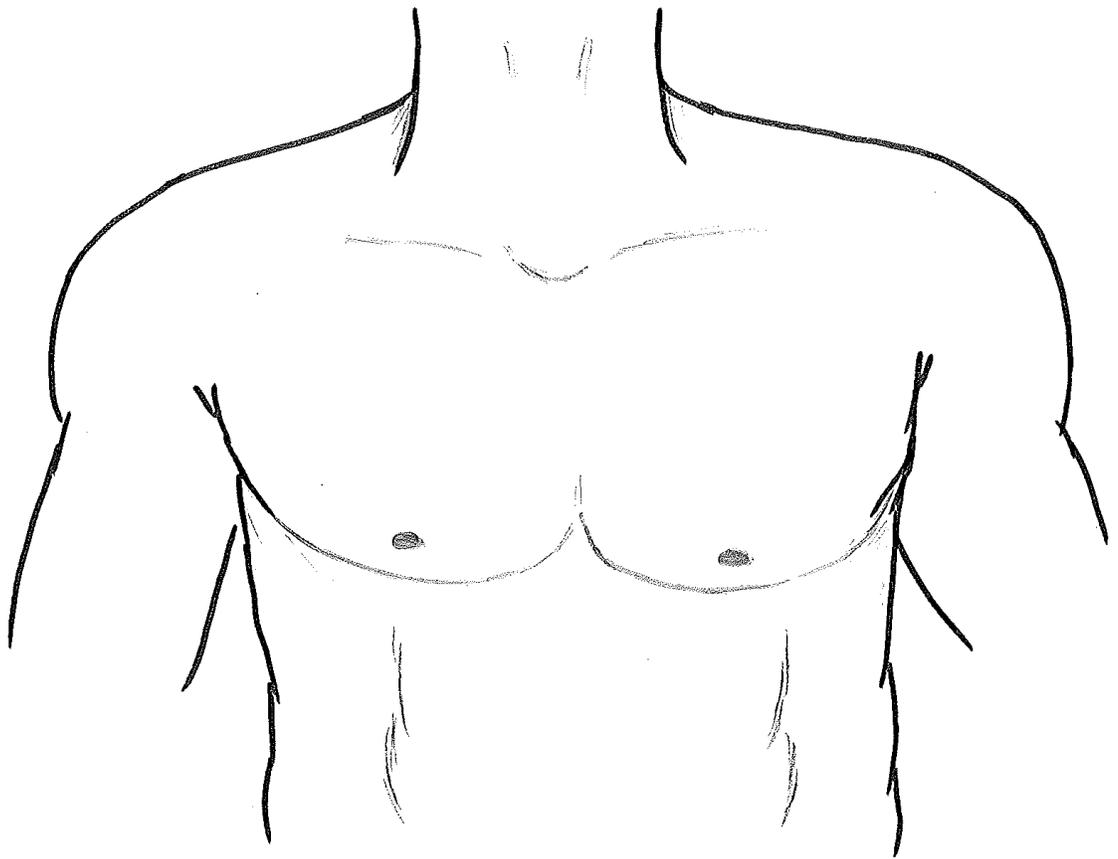
Body Parts Pictures (*large*)



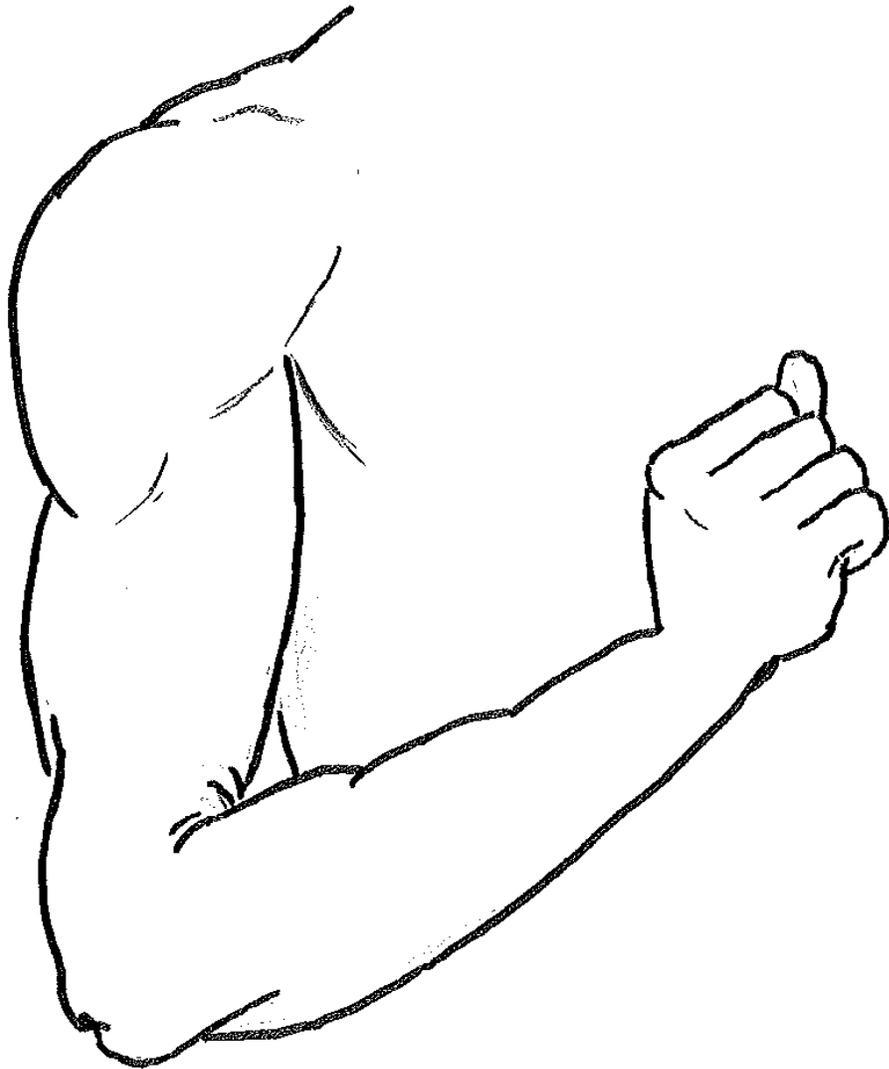
Body Parts Pictures (*large*)



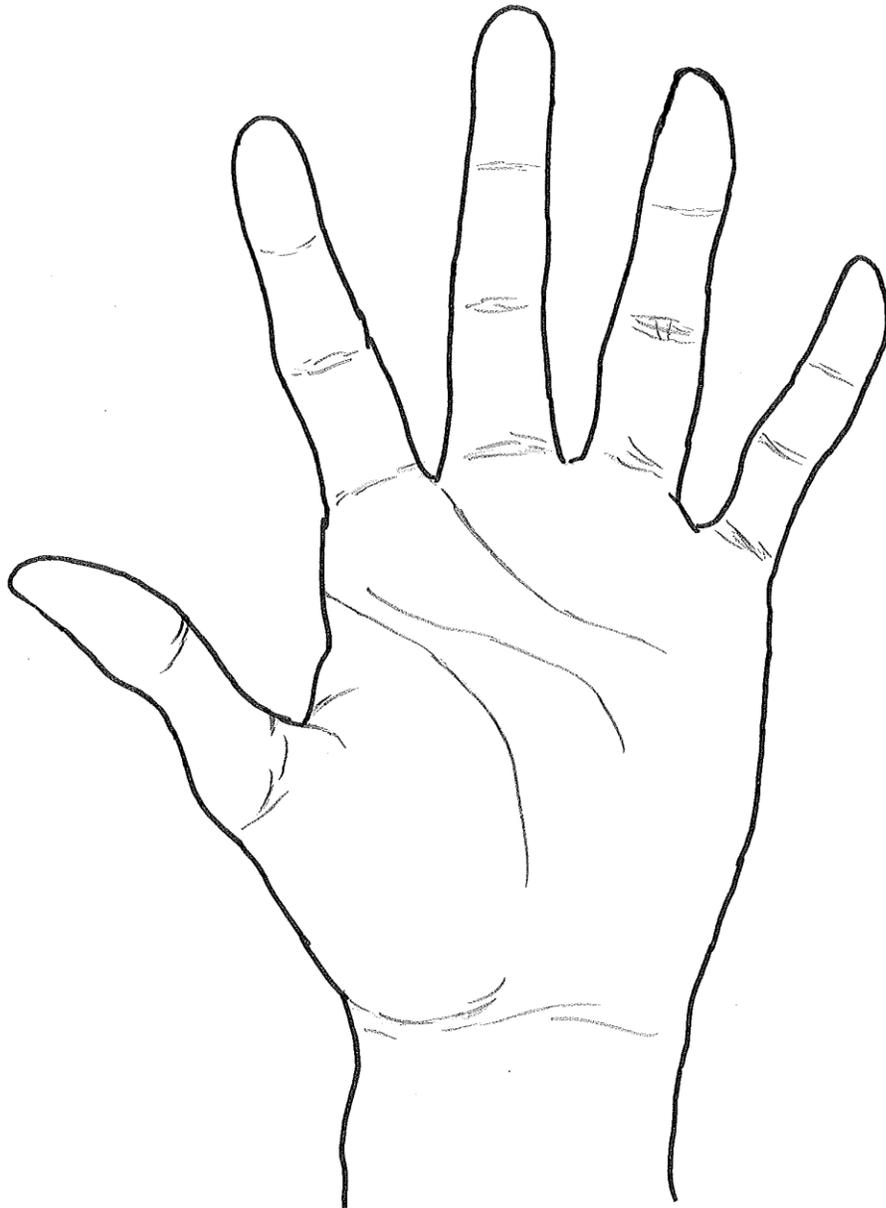
Body Parts Pictures (*large*)



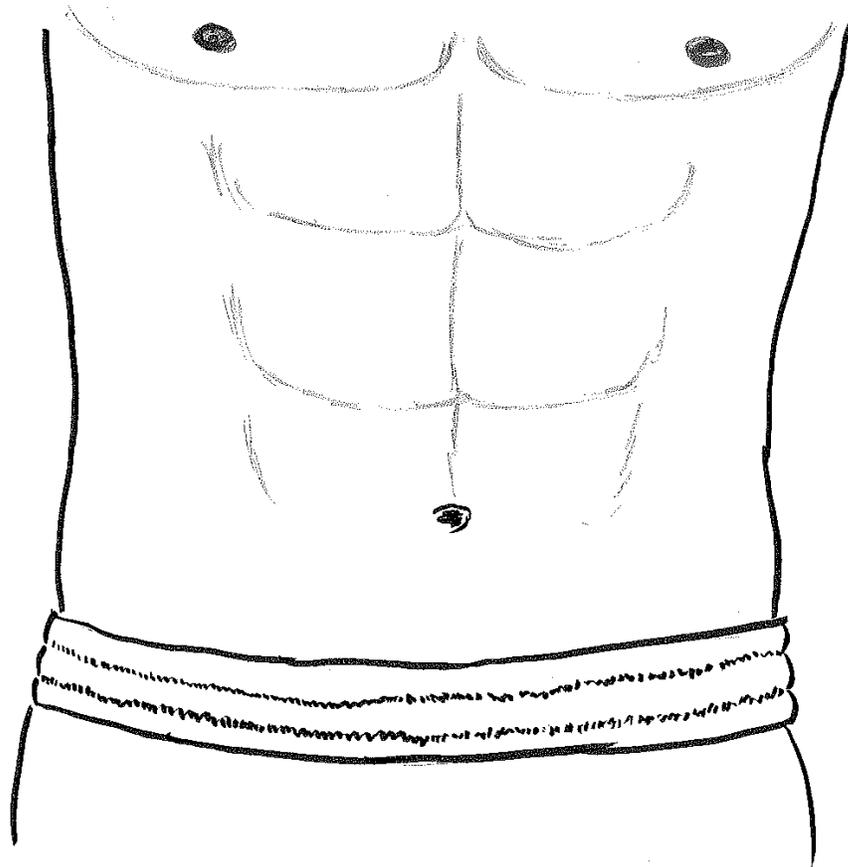
Body Parts Pictures (*large*)



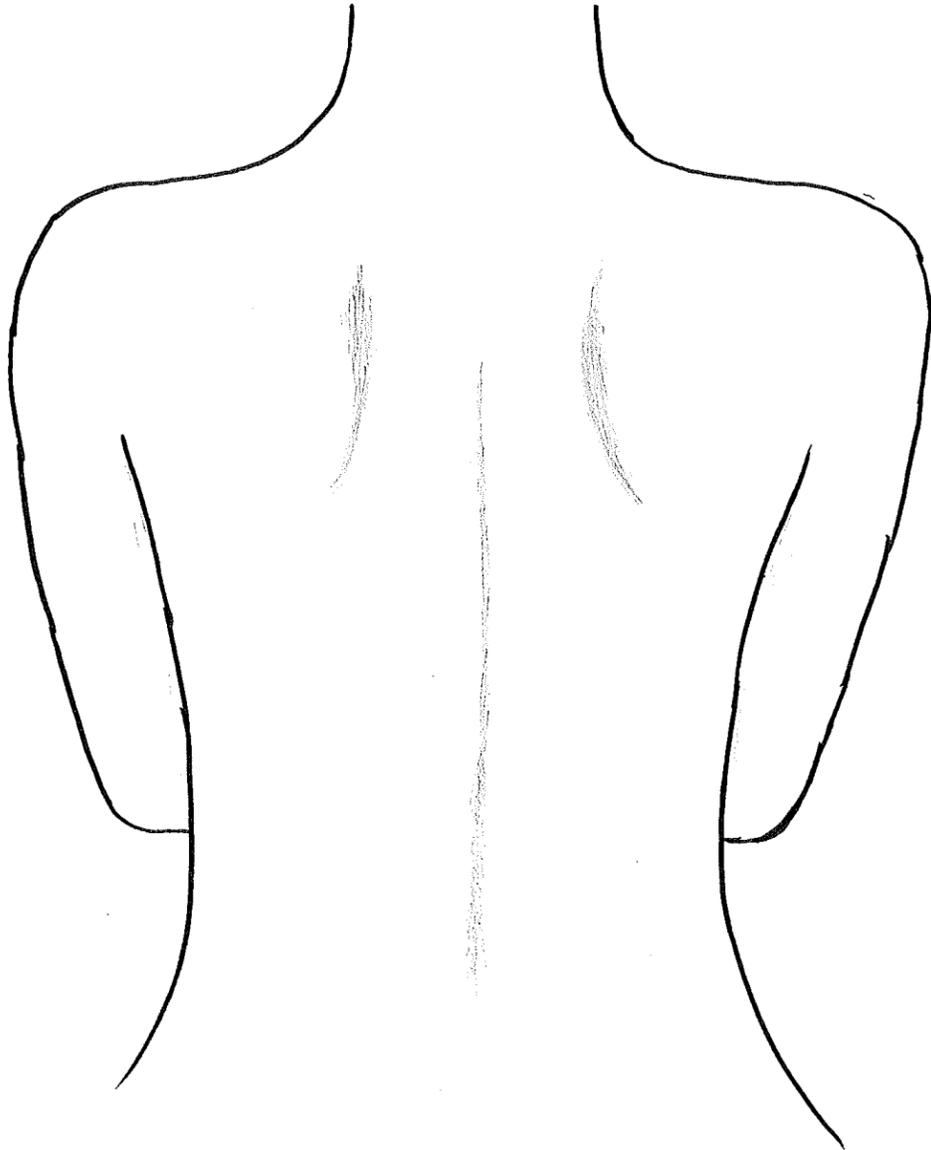
Body Parts Pictures (*large*)



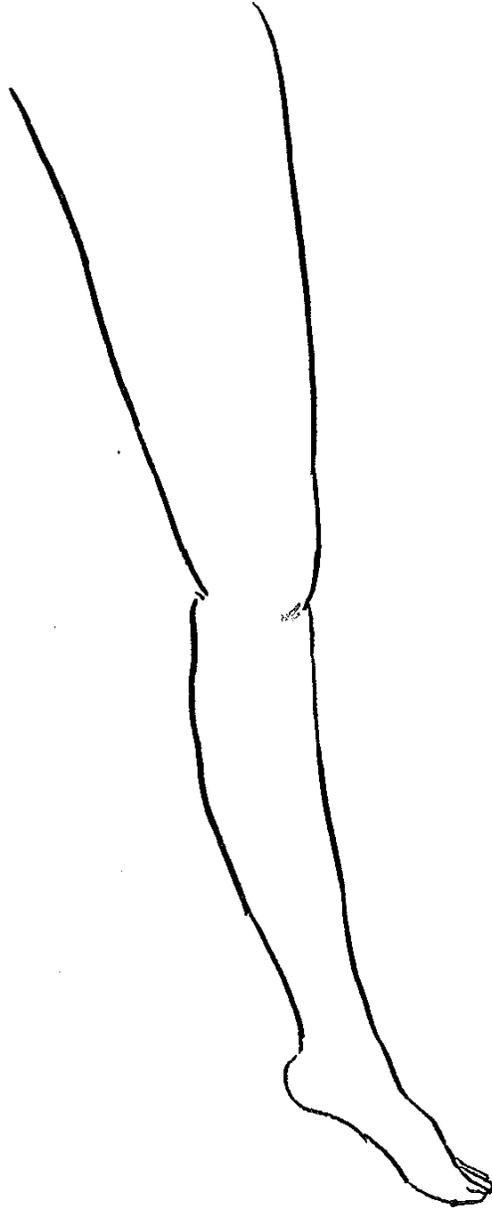
Body Parts Pictures (*large*)



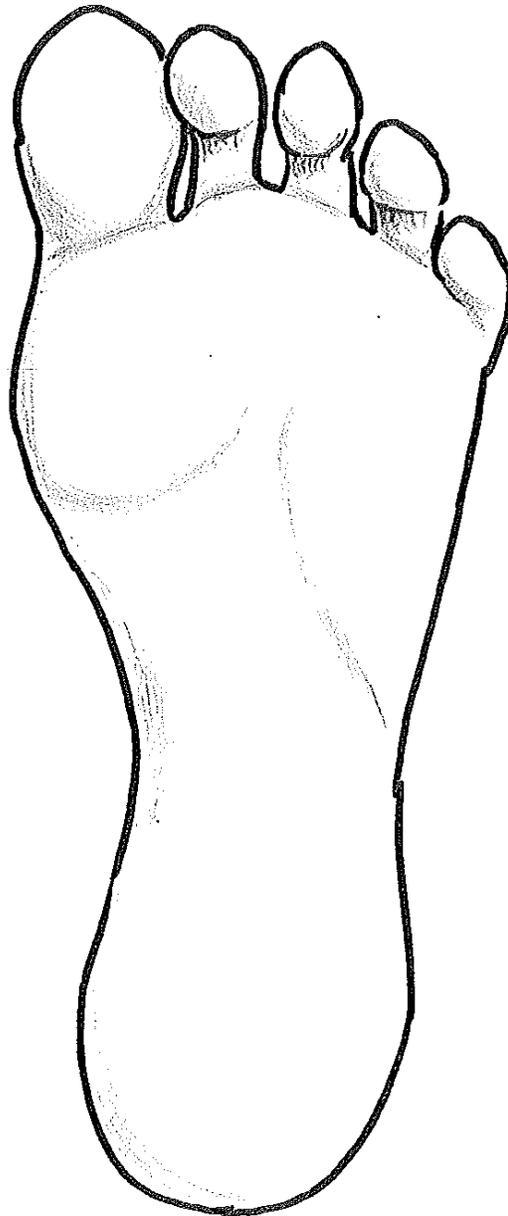
Body Parts Pictures (*large*)



Body Parts Pictures (*large*)



Body Parts Pictures (*large*)



Vocabulary Match Worksheet

Name: _____

Match the picture with the correct word.

Head

Ear

Tooth

Arm

Hand

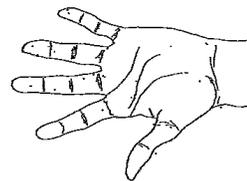
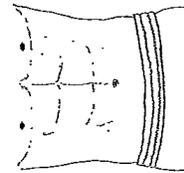
Chest

Stomach

Leg

Foot

Back



Video Script

ELSA Literacy / Level 1

Scenario #1

Setting: A medical office

Donna is shuffling papers at her desk. Shirene, wearing scrubs, is working at another desk filling in forms.

Donna: Ow!

Shirene gets up.

Shirene: Hey, what's wrong?

Donna: I cut my finger. ***(Holding her finger)***

Shirene: Where do you have pain?

Donna: Here.

Shirene: How much pain do you have? A little or a lot?

Donna: A little pain.

Fade out

Scenario #2

Setting: A medical office

Donna bends over to put a folder in the bottom drawer of the filing cabinet. She accidentally hits her head on the open top drawer when she sits up. Shirene, wearing scrubs, is working at another desk filling in forms.

Donna: Ow! ***(Holding her head)***

Shirene looks over.

Donna: Ow!

Shirene: Are you okay?

Donna: No.

Shirene gets up and walks over to Donna.

Shirene: Where do you have pain?

Donna: Ow! In my head. I have pain in my head.

Shirene: How much pain do you have? A little? A lot? Some?

Donna: I have some pain.

Shirene closes open top drawer.

Shirene: Here. Sit and relax.

Fade out.

Scenario #3

Setting: A medical office

Donna is sitting at her desk. She stands up and accidentally bangs her knee on the leg of the desk. Shirene, wearing scrubs, is working at another desk filling in forms.

Donna: Ow! Ow!

Shirene looks over.

Shirene: Are you okay?

Shirene gets up and walks over to Donna.

Donna: Ow! No! Ow!

Shirene: Where do you have pain?

Donna: In my knee. Ow. ***(Holding her knee)***

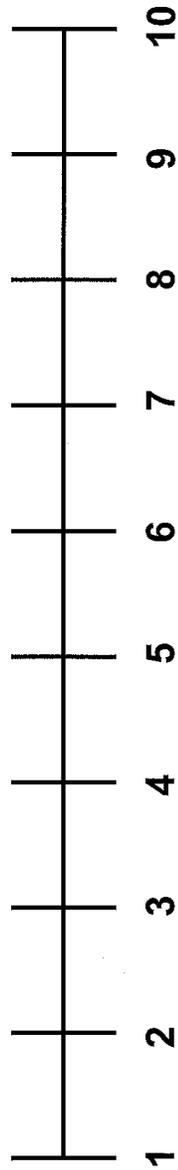
Shirene: How much pain do you have?

Donna: I have **a lot** of pain. Ow.

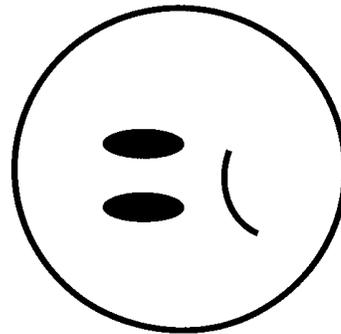
Fade out.

Pain Scale (*presentation size / large*)

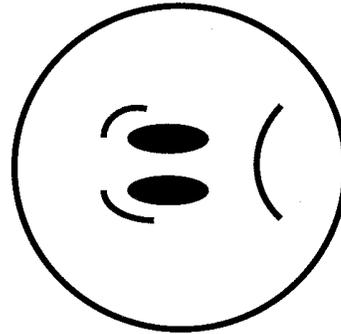
Pain Scale



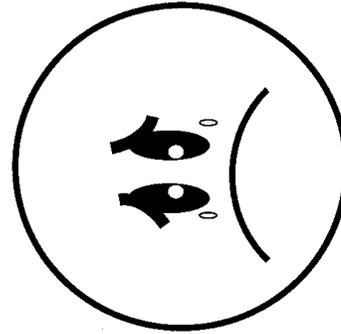
a little



some



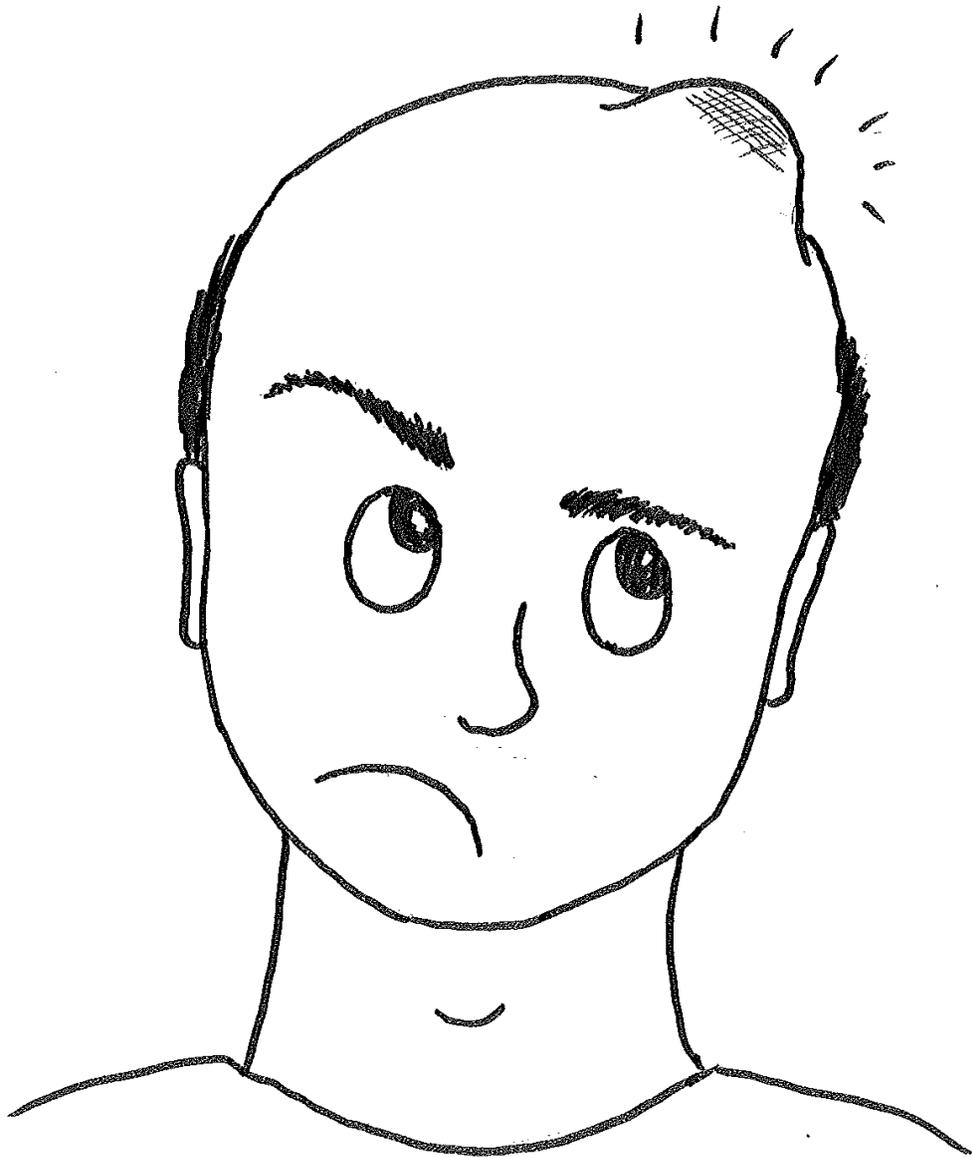
a lot of



Pain Pictures A (*large*)



Pain Pictures A (large)



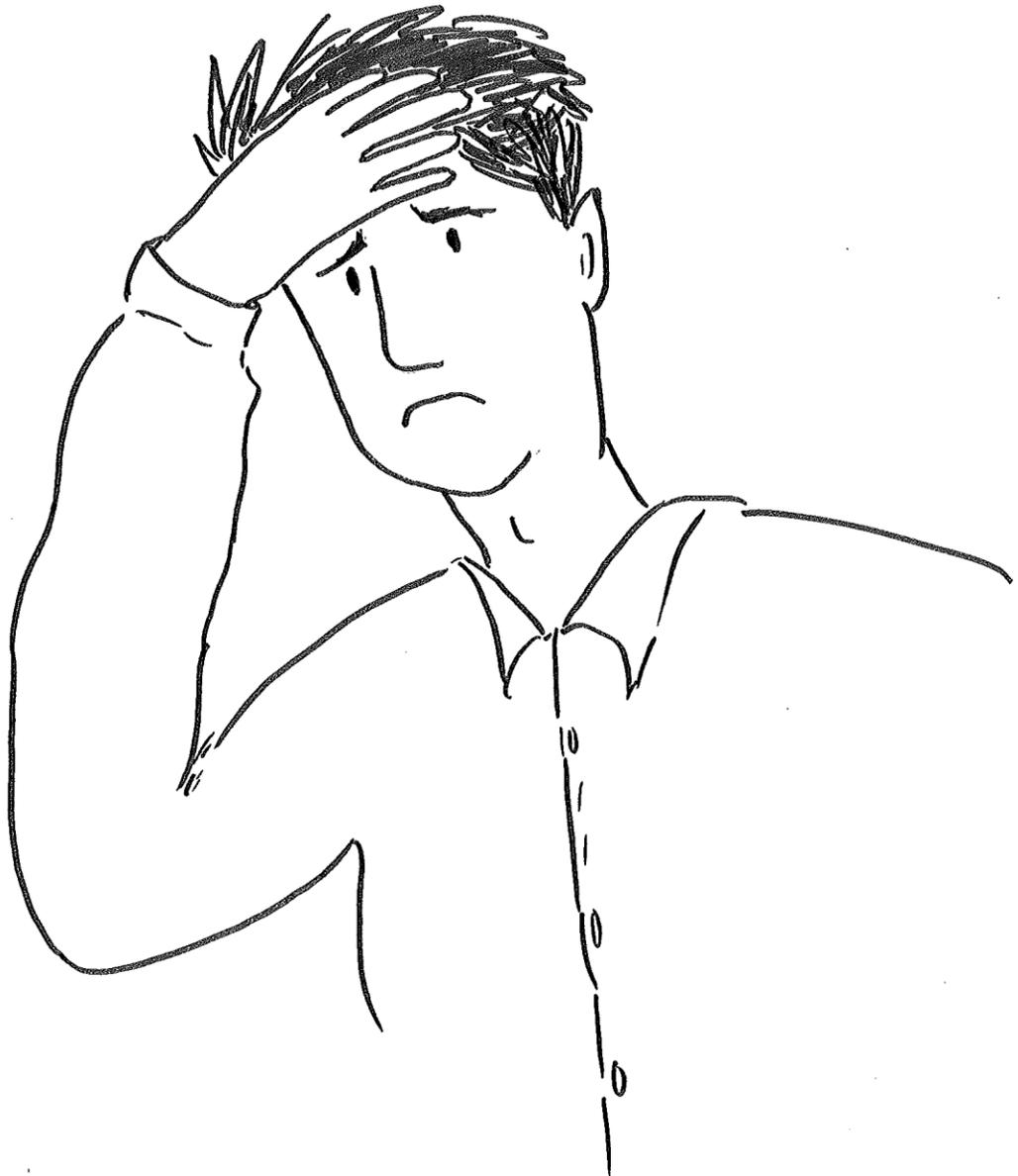
Pain Pictures A (large)



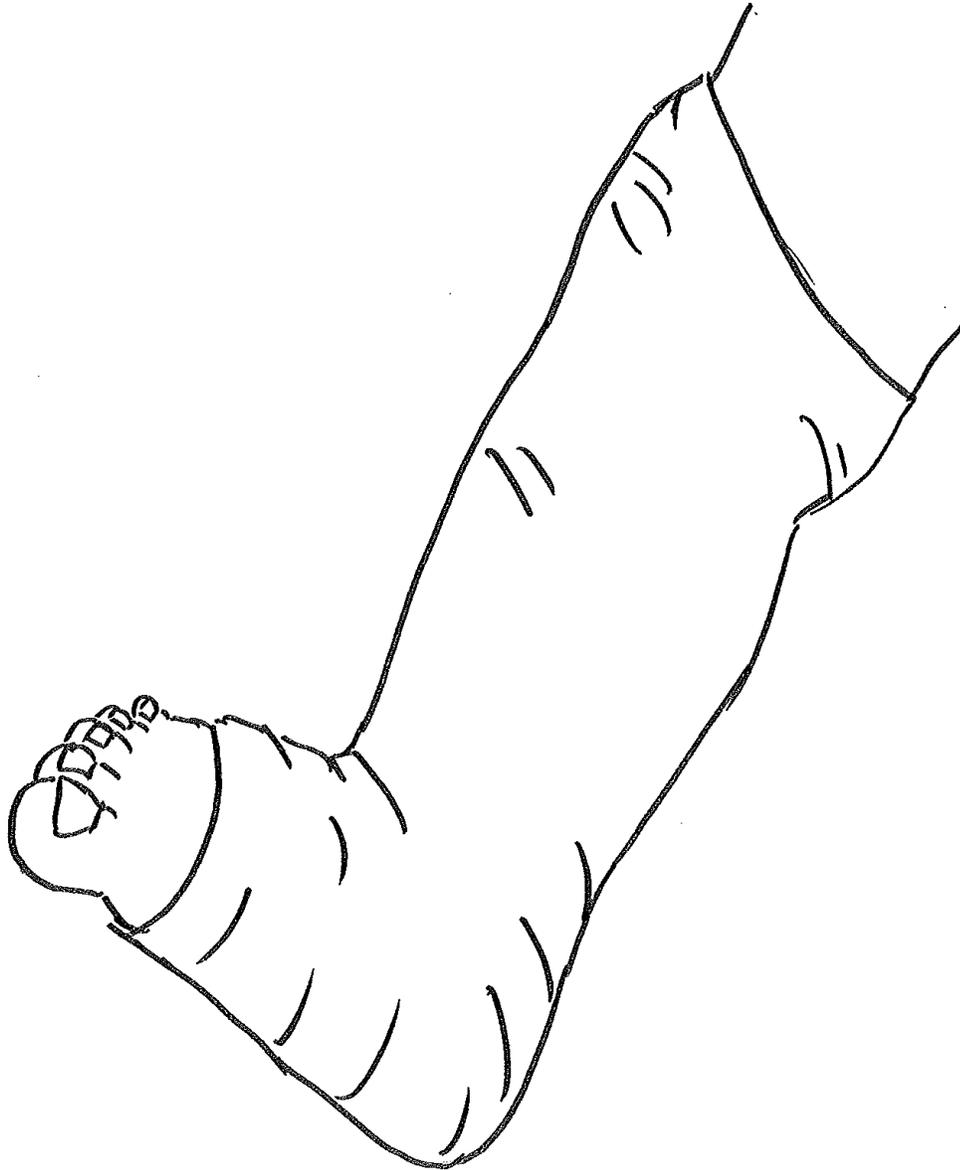
Pain Pictures B (*large*)



Pain Pictures B (*large*)



Pain Pictures B (*large*)



Pain Pictures B (*large*)



Pain Pictures B (large)



Pain Pictures B (large)



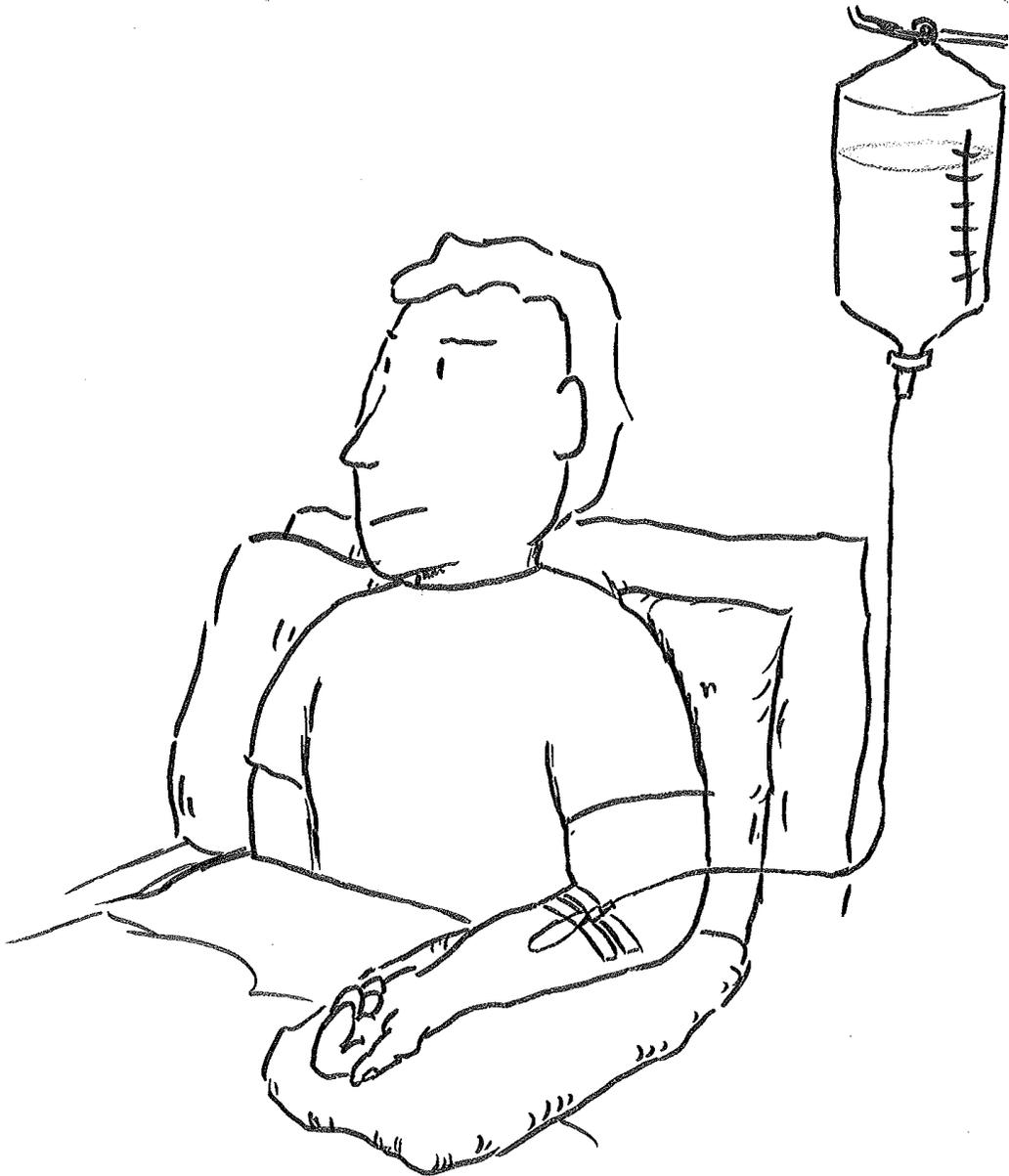
Pain Pictures B (*large*)



Pain Pictures B (large)



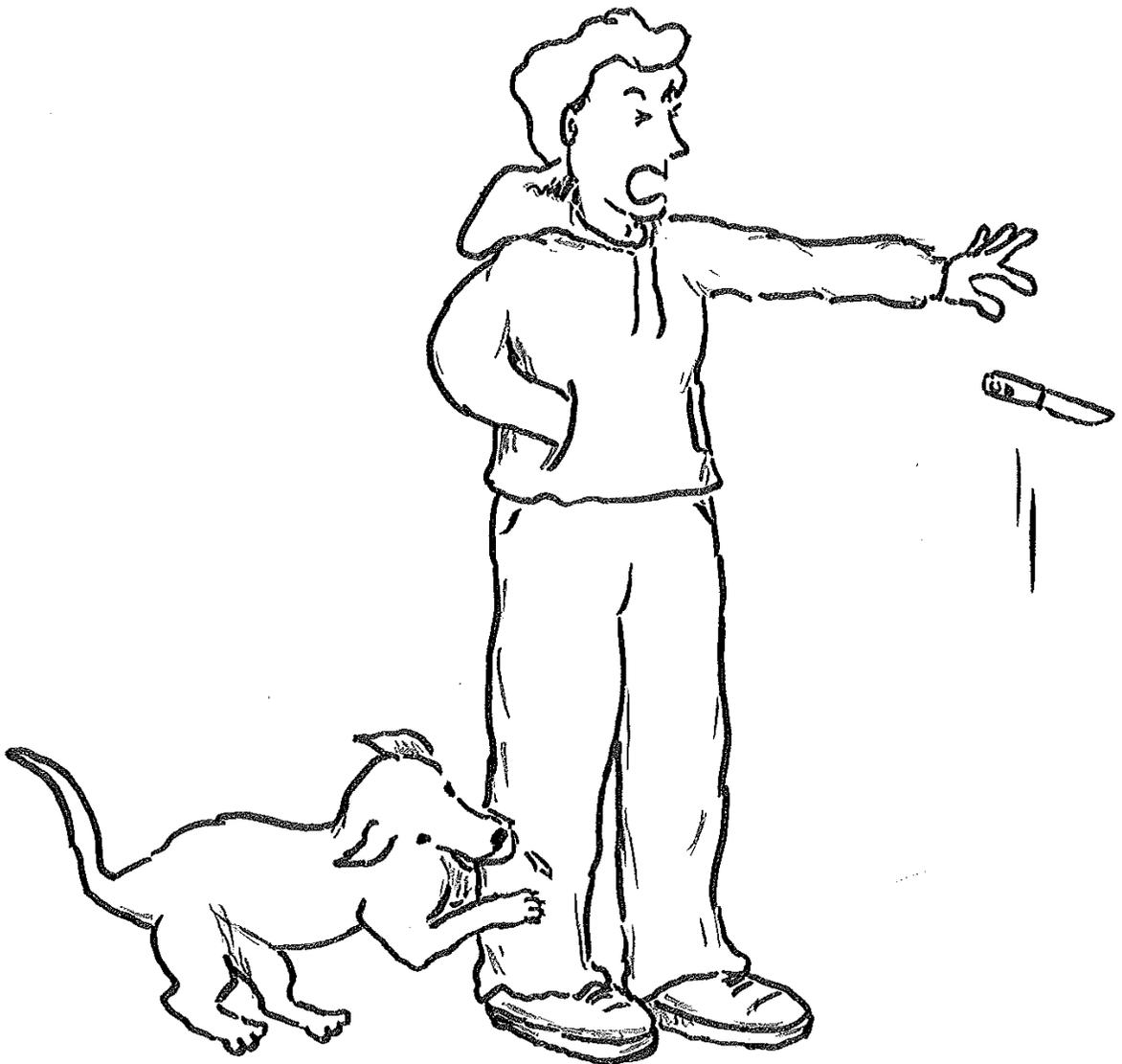
Pain Pictures B (large)



Pain Pictures B (large)



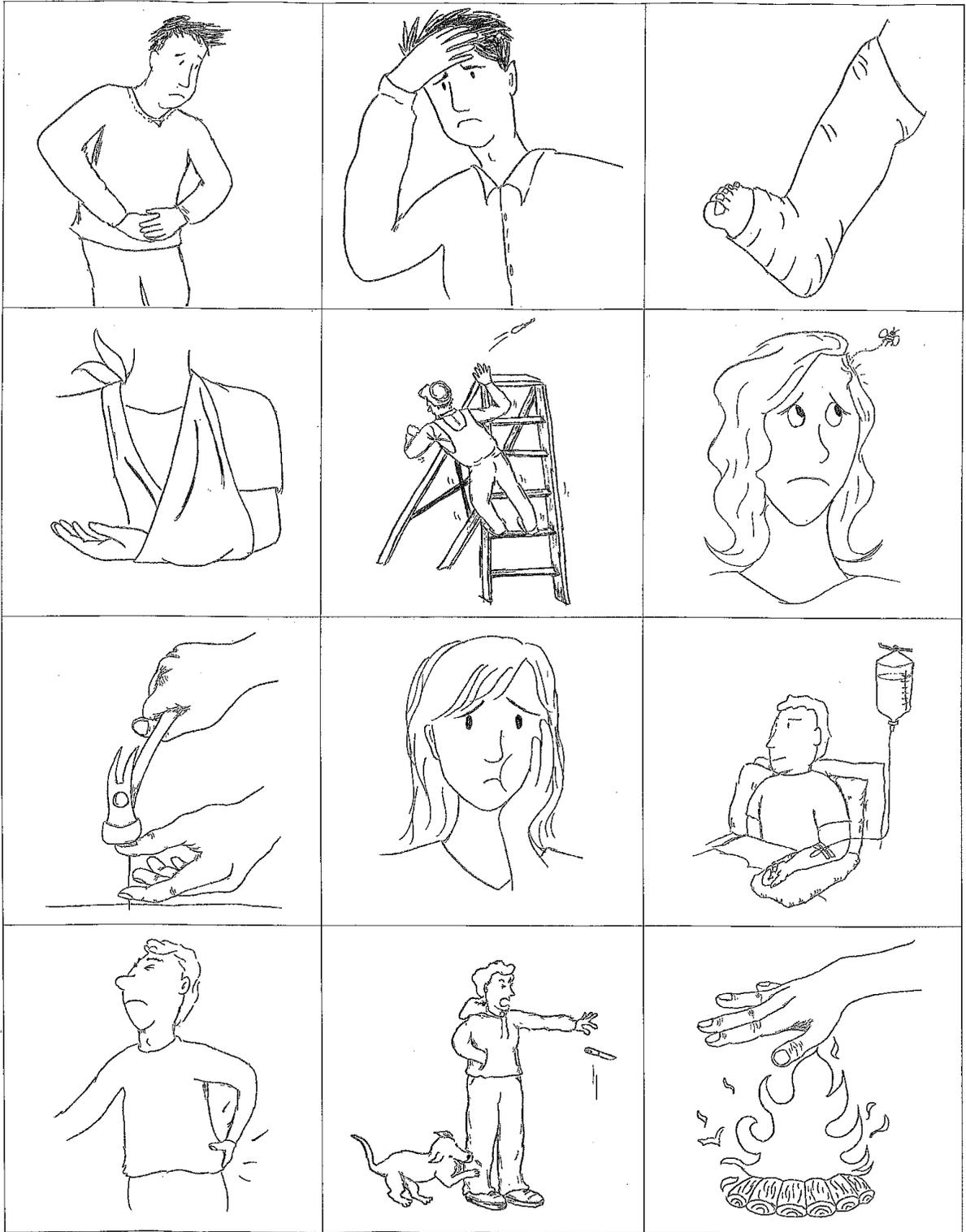
Pain Pictures B (large)



Pain Pictures B (large)



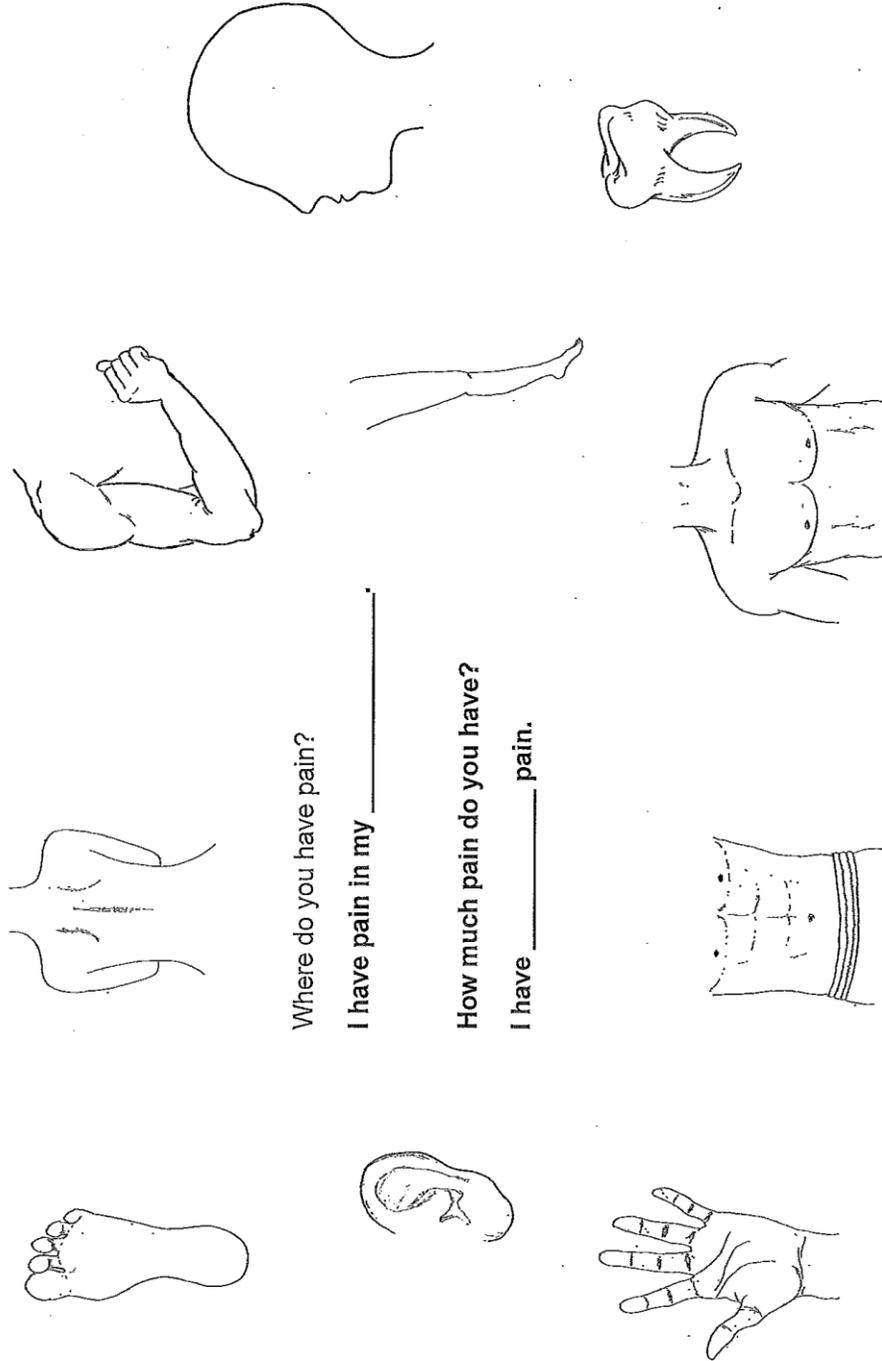
Pain Pictures B (small)



Tap Sheet

Name: _____

Tap Sheet



Where do you have pain?

I have pain in my _____.

How much pain do you have?

I have _____ pain.

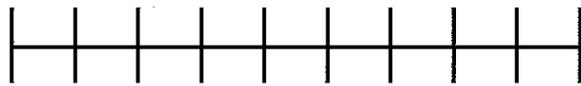
Pain Scale (*wallet size*)

Where do you have pain?

I have pain in my _____.

How much pain do you have?

I have _____ pain.



1 2 3 4 5 6 7 8 9 10

a little

some

a lot of

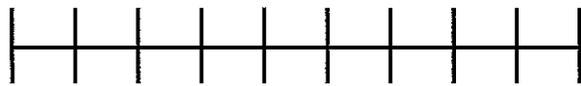


Where do you have pain?

I have pain in my _____.

How much pain do you have?

I have _____ pain.



1 2 3 4 5 6 7 8 9 10

a little

some

a lot of



Lesson Package
ELSA Level 2



Talking About Pain Lesson Plan

ELSA Level: 2

Time: 2.5 - 3 hours

Learning Outcomes:

- Ss will be able to state the location of pain on their body.
- Ss will be able to use the pain scale to describe the level of their pain.
- Ss will be able to state if their pain comes and goes or stays.

Note: This topic may trigger negative memories for some Ss.

Suggested Approach:

Warm-up:

Material:

- Body Parts Pictures - large
- Vocabulary Worksheet

Steps:

- Pre-teach or elicit the body part names orally using large visuals.
- Body part TPR: Teacher says the name of a body part and Ss point to it on themselves. Do oral repetition. Ss stand up and point to the body part.

Example: "This is my hand." or "Show me your hand."

Option: Do chaining.

Example: Student A: "This is my hand." Student B: "This is my hand and this is my leg." Student C: "This is my hand and this is my leg and this is my arm." Etc.

- Spelling relay: 3 or more groups at the board take turns spelling the words as teacher or volunteer calls them out.
- Ss write the body part vocabulary words on the Vocabulary Worksheet. (In Groups or individually)

Activity 1: Talking About Pain Video

Material:

- Video: Talking About Pain - Level 2
- Video Script (optional)

Steps:

- Pre-teach / elicit concept of “pain” using gestures / mime.
- Pre-teach “a little pain”, “a lot of pain” and “some pain” using gestures / mime. Write these words on the board.
- Pre-teach rating your pain on a scale of one to ten. Elicit 1 - 3 = “a little”, 4 - 7 = “some pain” and 8 - 10 = “a lot of pain”. Write the numbers under the words on the board.
- Watch “Talking About Pain” Video once. Then, write on the board:
 - Where does she have pain?
 - How much pain does she have?
 - How does she rate her pain?
 - When did her pain start?
 - Does her pain stay for a long time or does it come and go?
- Watch each scenario again, pausing after each, asking the above questions and eliciting answers. Point to the vocabulary on the board to prompt Ss.
- Refer to Video Script as needed.

Activity 2: Describing Pain

Material:

- Pain Scale - presentation size
- Pain Scale - large
- Pain Pictures A - large
- Pain Pictures B - large and small

Steps:

- Put up presentation-size Pain Scale and large Pain Pictures A. Teacher places each of the Pain Pictures A on the scale as a model. (Cut on the finger = a little pain, a bump on the head = some pain, a broken arm = a lot of pain)
- Point at each of the pictures and ask again: “How much pain does she have? How does she rate the pain?”
- In groups, Ss put Pain Pictures B (small) onto the large Pain Scale.
- Check answers: Groups report answers by standing up and putting the Pain Pictures B (large) on the presentation-size Pain Scale at the front. As they do this, have Ss say, for example, “a little pain / 3”, “a lot of pain / 9” or “some pain / 4”.

Note: *Since pain is subjective, T may point out that each group has different answers but they are equally “correct.”*

Activity 3: Dialogue practice

Material:

- Speaking Activity Worksheet
- Pain Pictures B - small
- Pain Scale - large

Steps:

- Ss do dialogue practice with a partner using the material. Ss practice asking full questions and making full sentence answers.

Where do you have pain? →

I have pain in my _____.

Example: *I have pain in my leg.*

How much pain do you have? →

I have _____ pain.”

Example: *I have a little pain.*

What would you rate your pain out of 10? →

I would rate my pain ___ out of ____.

Example: *I would rate my pain 3 out of 10.*

When did your pain start? →

My pain started _____ ago.

Example: *My pain started about an hour ago.*

Does your pain stay for a long time or does it come and go? →

My pain _____.

Example: My pain comes and goes.

Note: Since pain is subjective, T may point out that each group has different answers but they are equally “correct”.

Activity 4: Role Plays

Material:

- Pain Scale - wallet size

Steps:

- Give one wallet-size Pain Scale card to each S to keep. Elicit from Ss where they might use it. (Doctor’s office, clinic, pharmacy etc.)
- Ss volunteer to do role-play at the front of the class with the wallet-size Pain Scale as a prop.
- Other Ss watch and listen for the following: “Where is the pain? How much pain does he/she have? What does he / she rate the pain? When did the pain start? Does it come and go or stay for a long time?”
- T elicits answers.

Extension Activities

1. Explain what happened

Example: I fell off a ladder / got stung by a bee / broke my leg, etc.

Material:

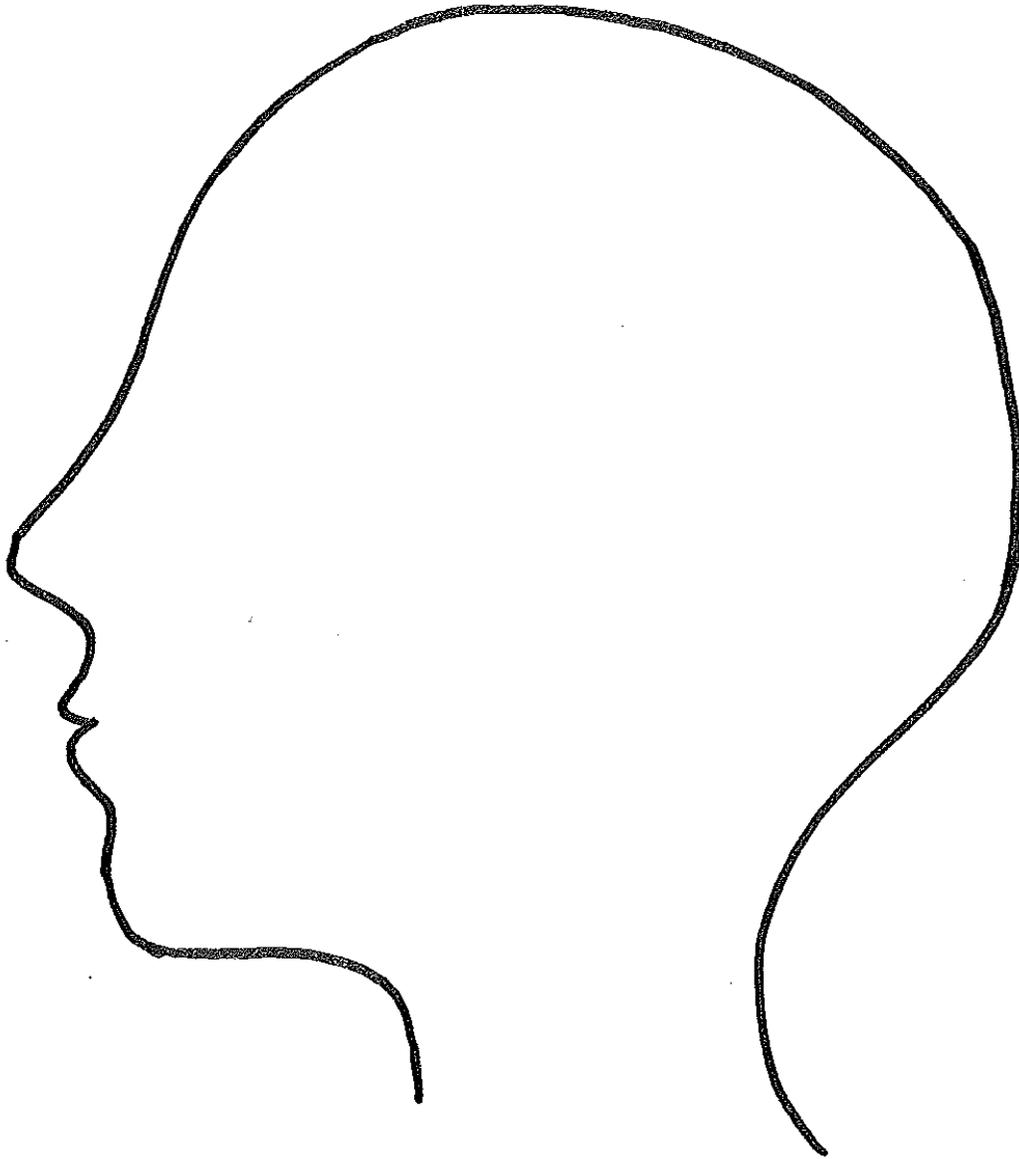
- Pain Pictures B

Steps:

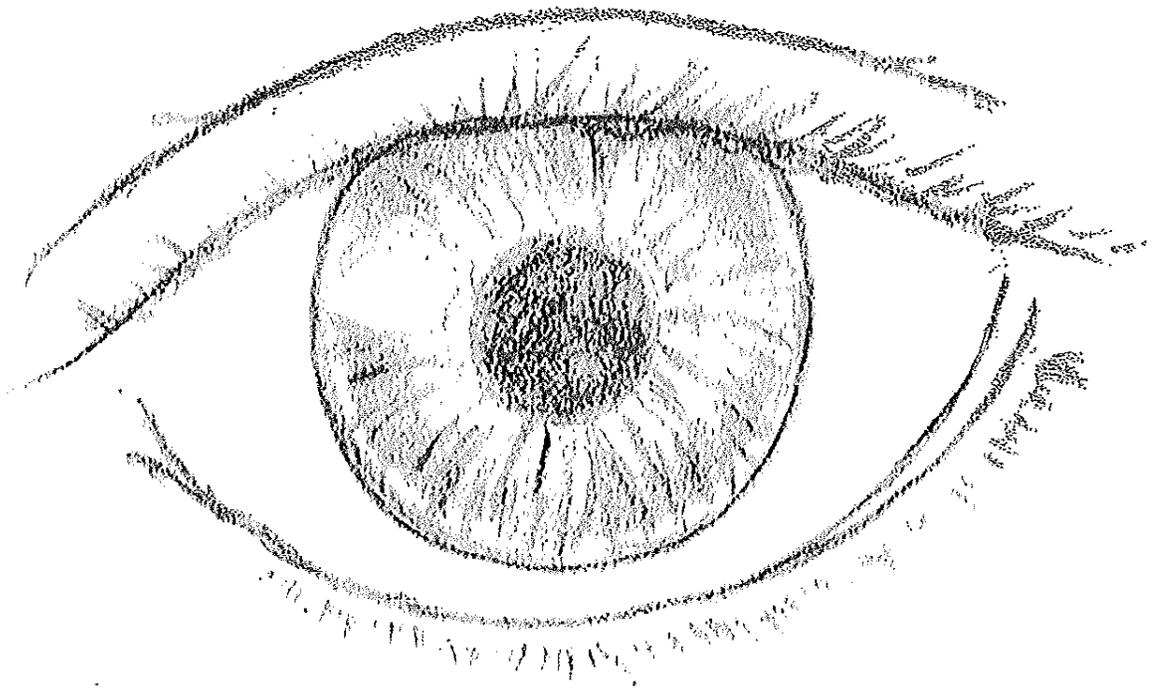
- T elicits language orally for each picture.
- Ss match the pictures with descriptions. (T needs to create descriptions)

- T models Q and A using this language. **Example: “What happened?” “I fell off a ladder.”** Then Ss practice in pairs / groups using small Pain Pictures B.
- Review and extend the dialogue practiced in Activity 3 by incorporating this.

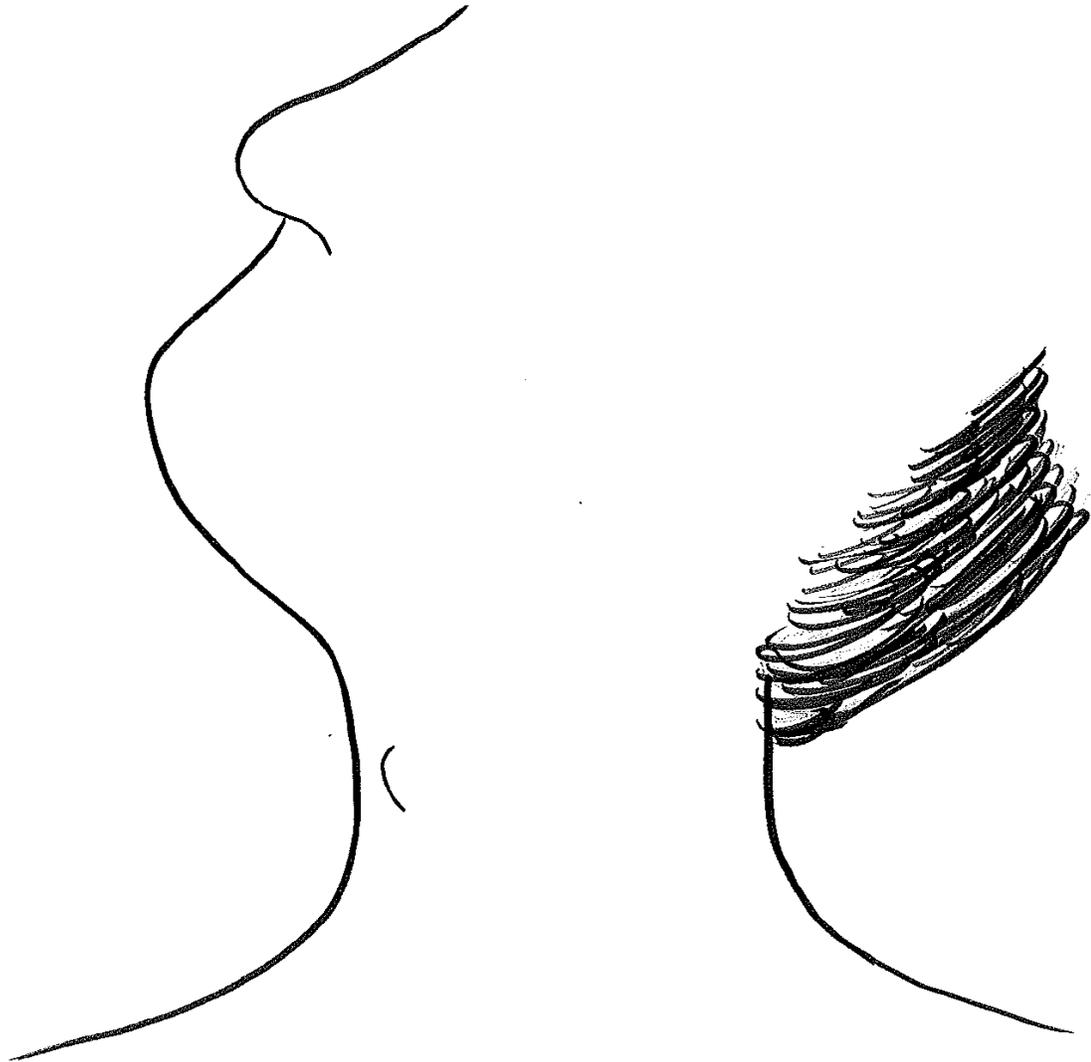
Body Parts Pictures (*large*)



Body Parts Pictures (*large*)



Body Parts Pictures (*large*)



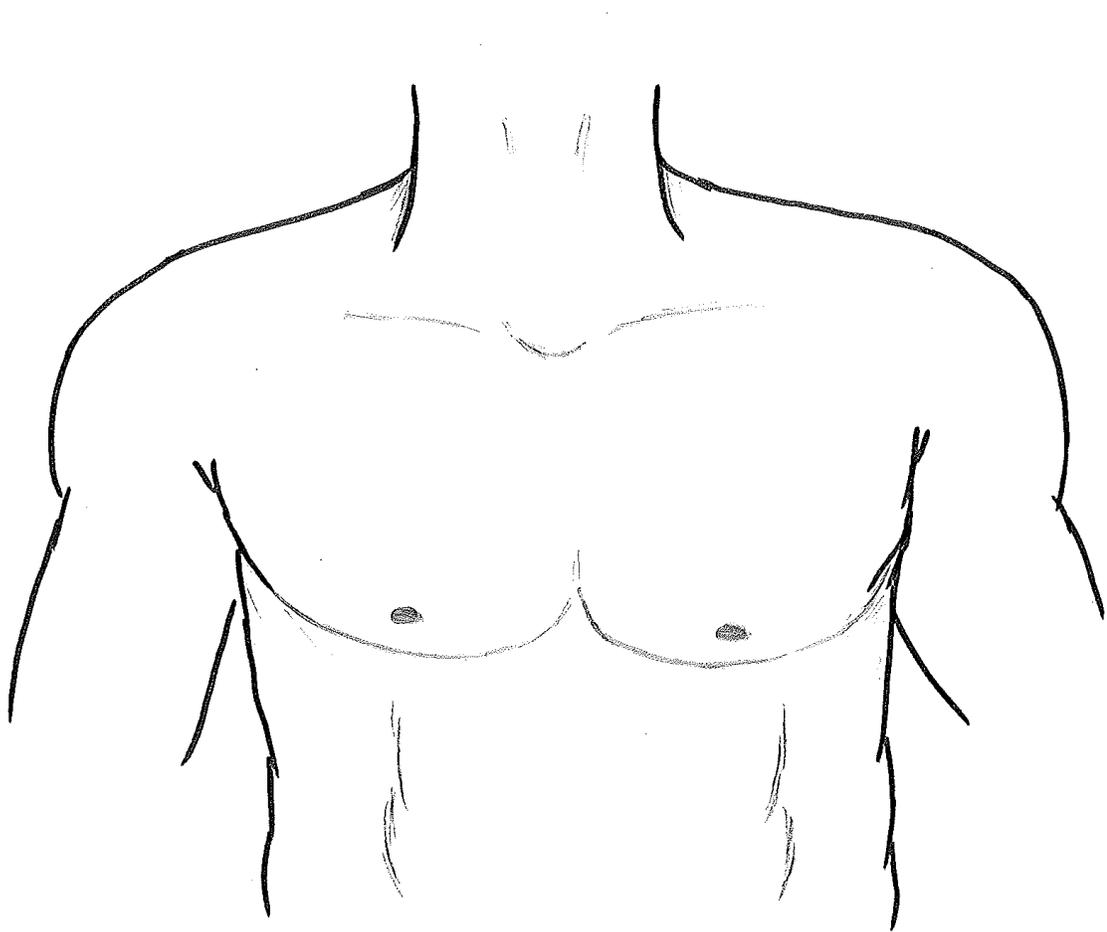
Body Parts Pictures (*large*)



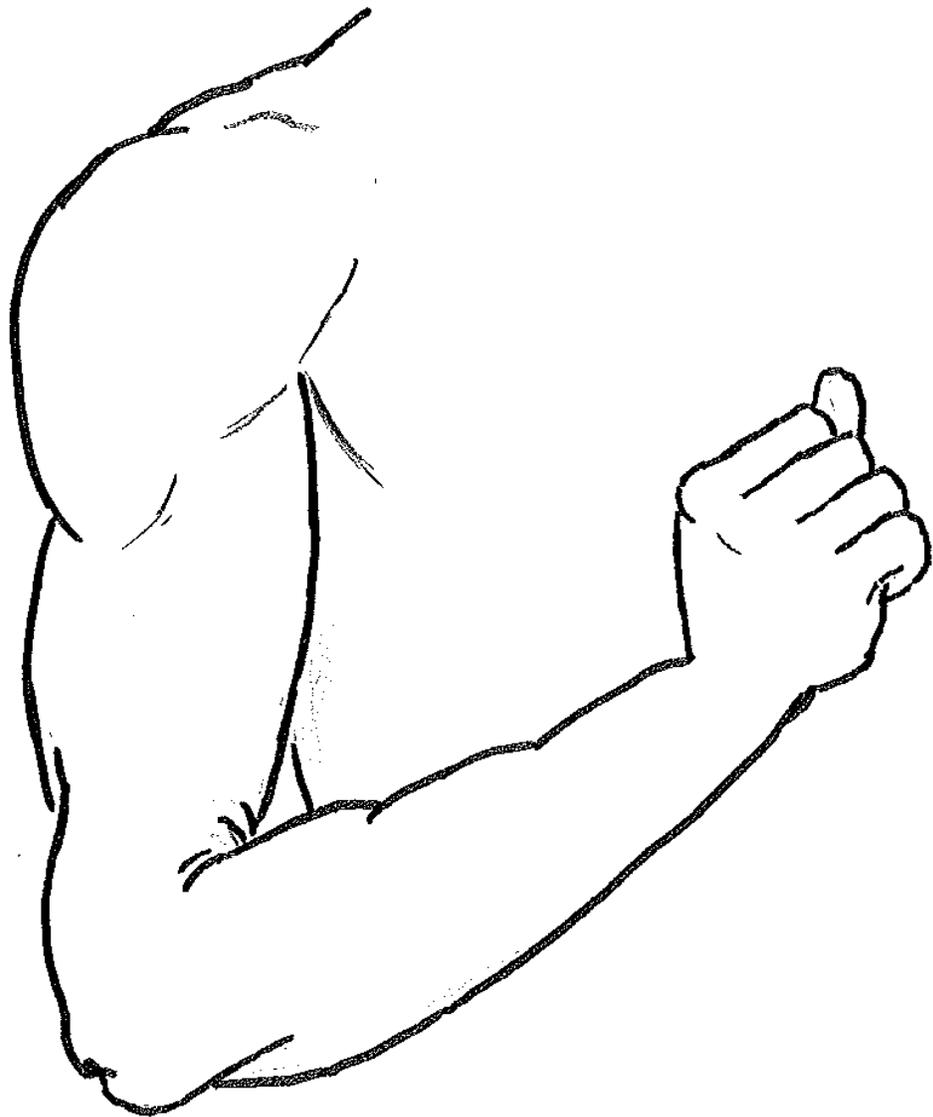
Body Parts Pictures (*large*)



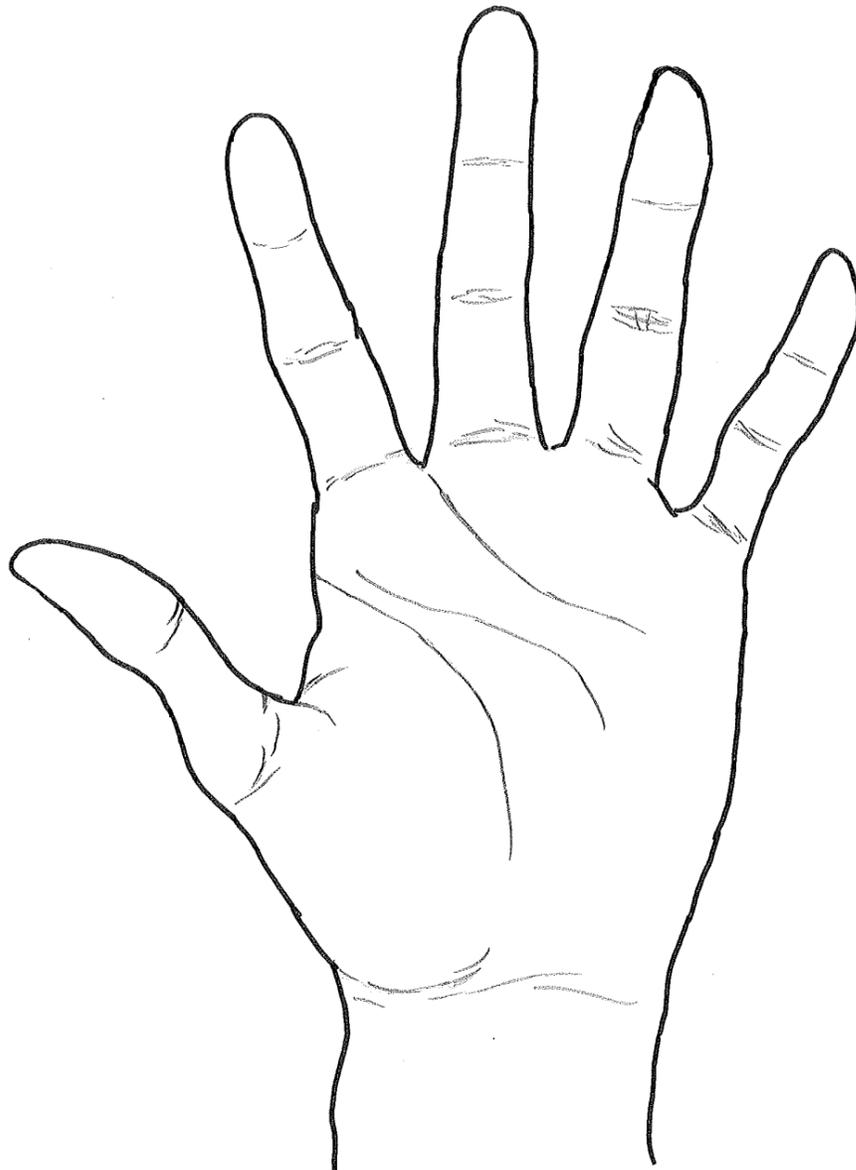
Body Parts Pictures (*large*)



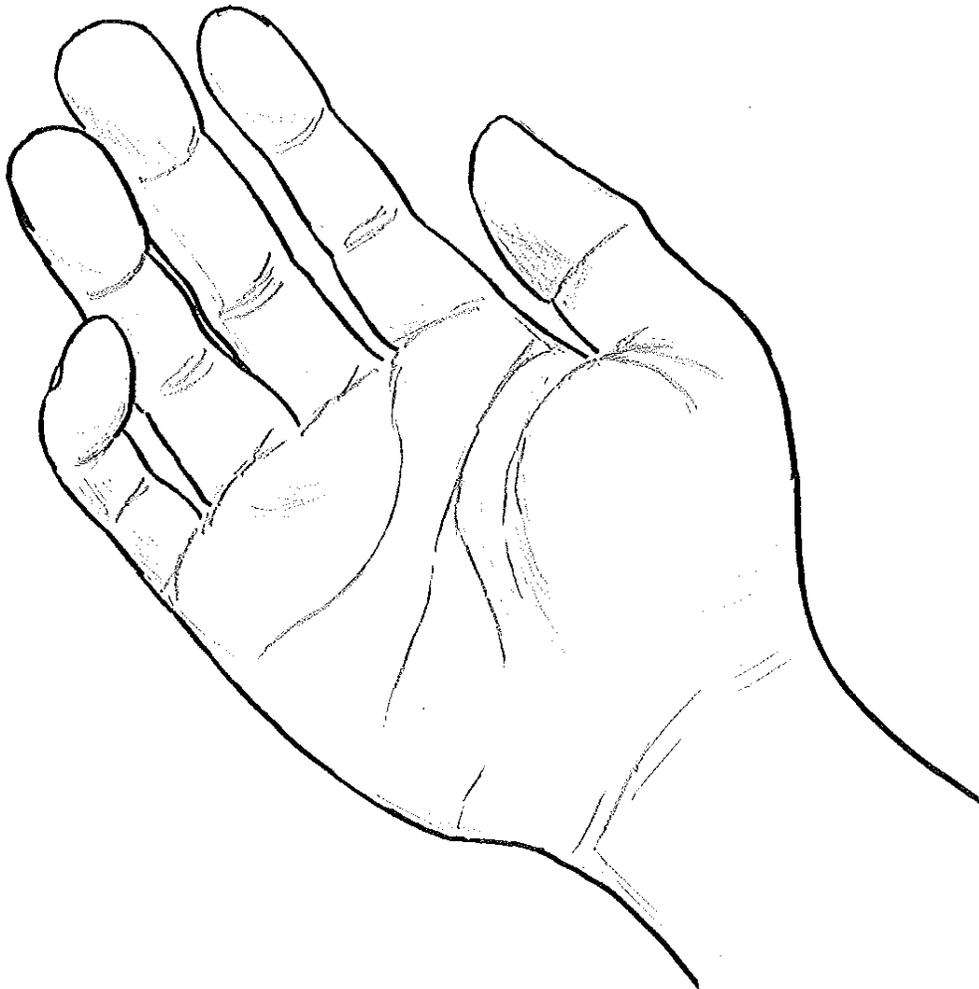
Body Parts Pictures (*large*)



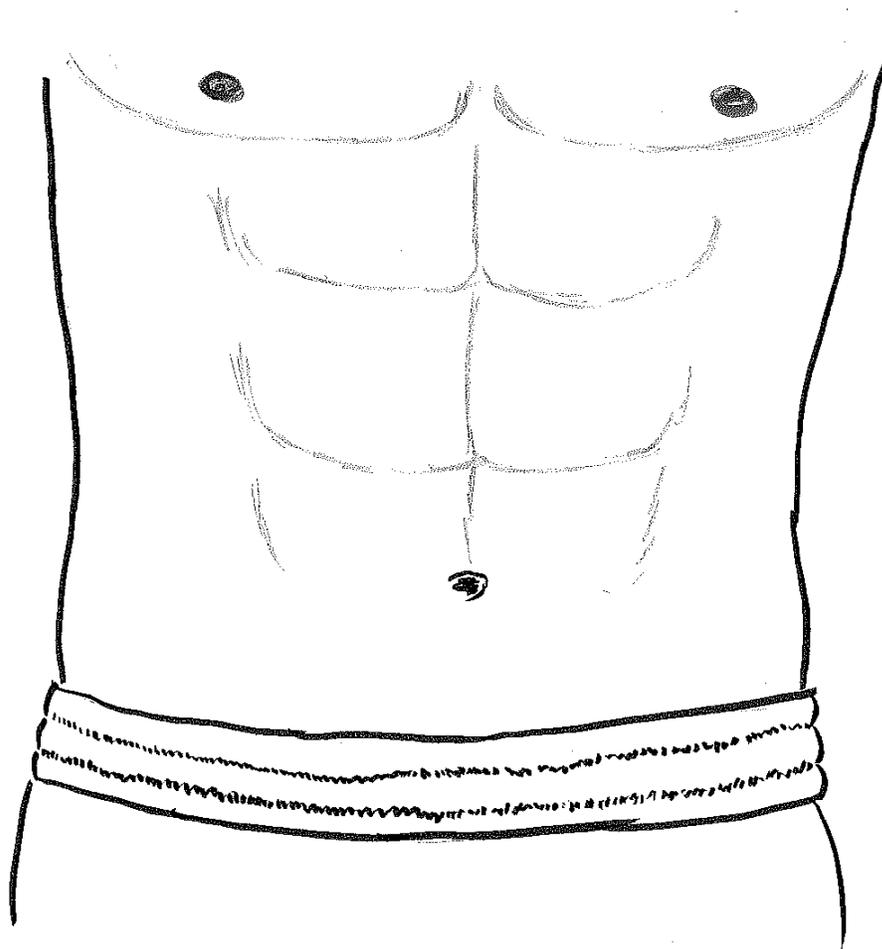
Body Parts Pictures (*large*)



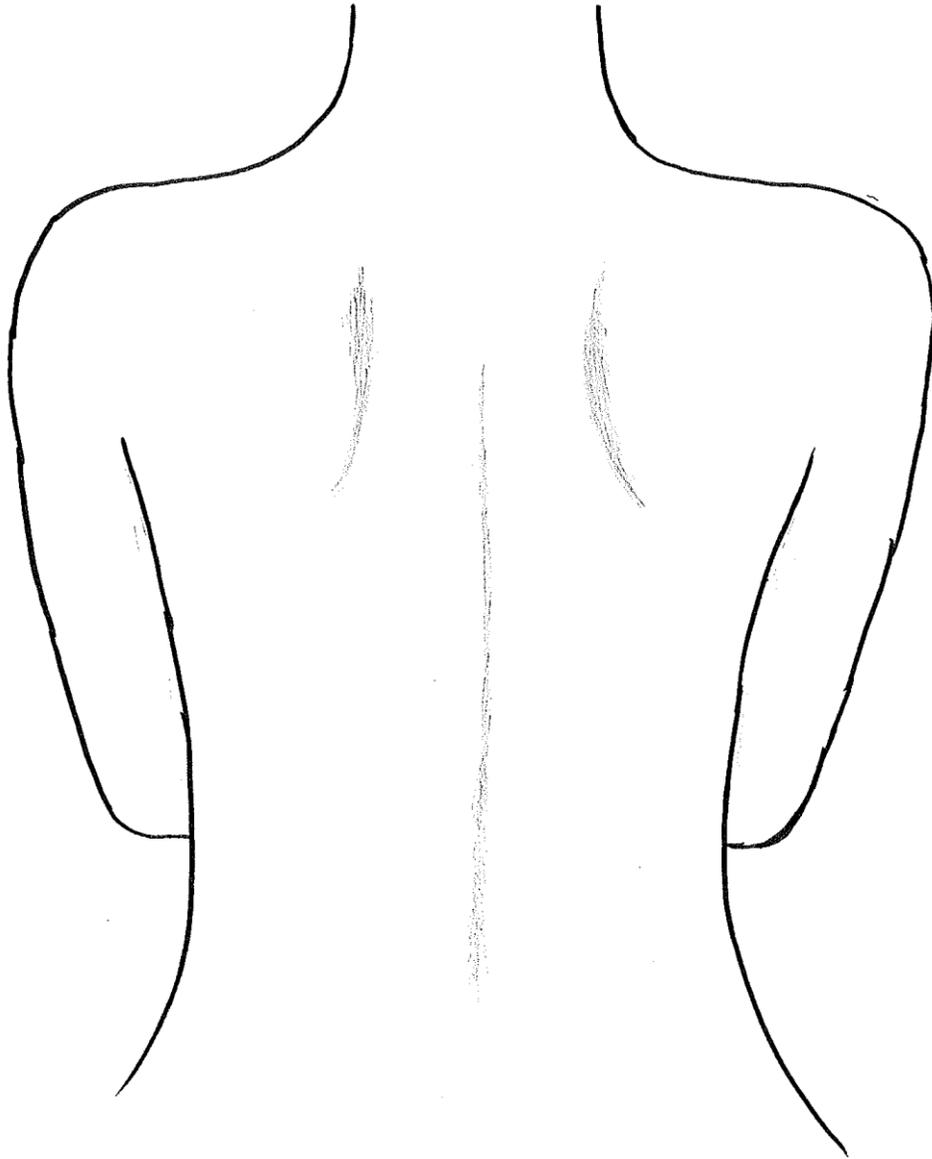
Body Parts Pictures (*large*)



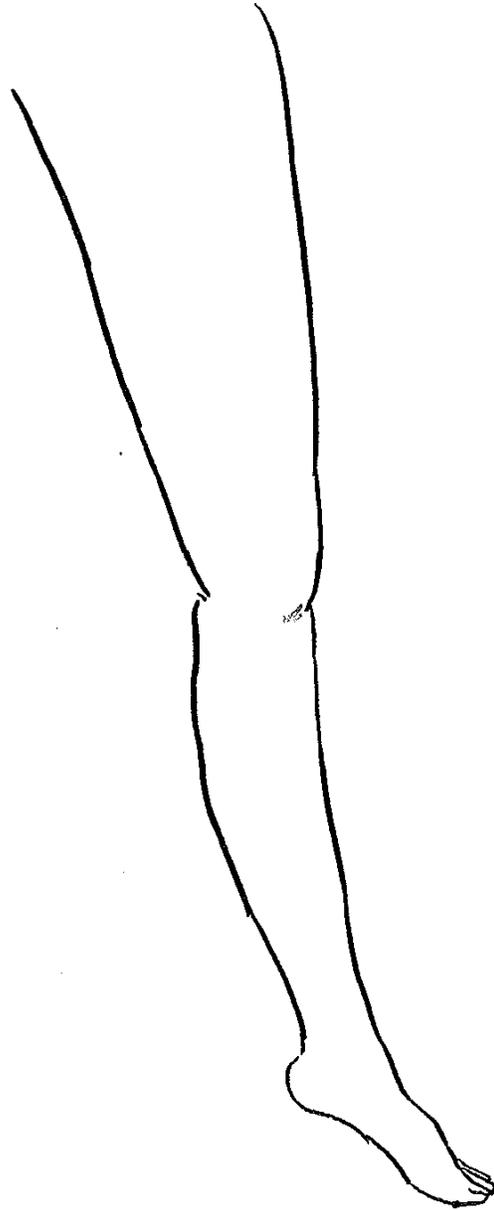
Body Parts Pictures (large)



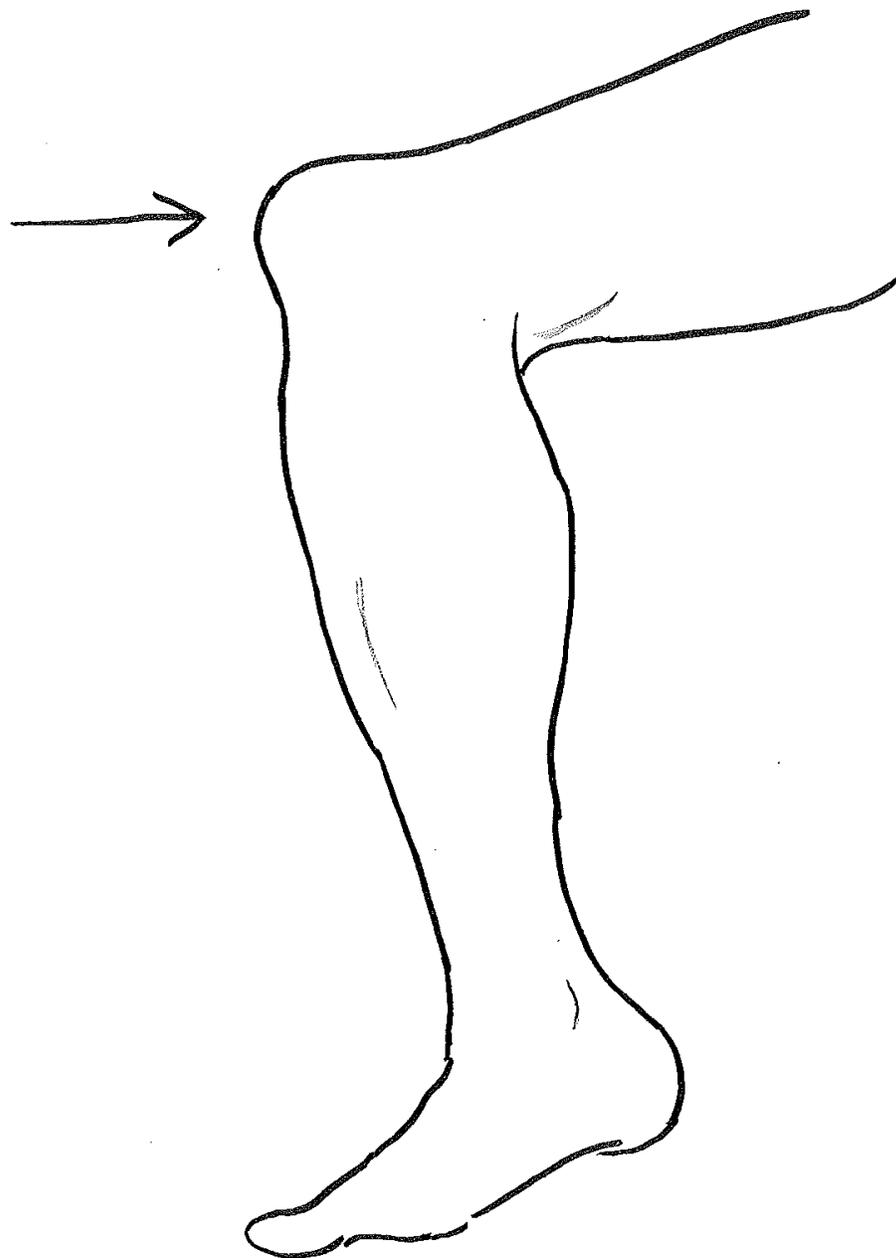
Body Parts Pictures (*large*)



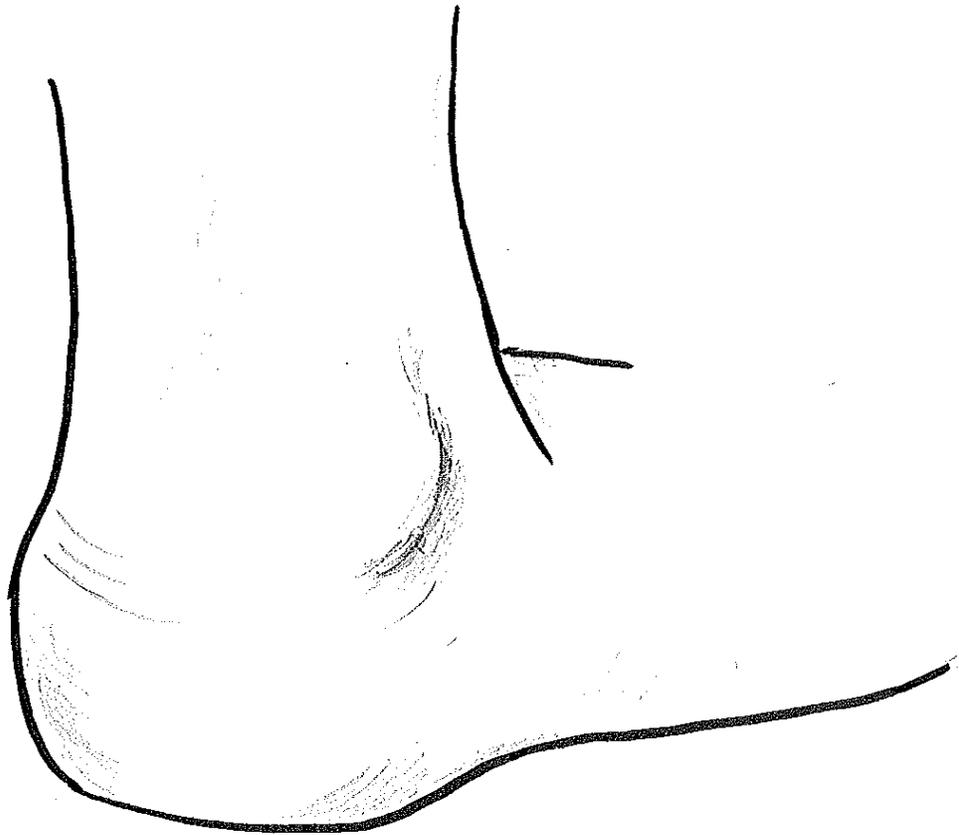
Body Parts Pictures (*large*)



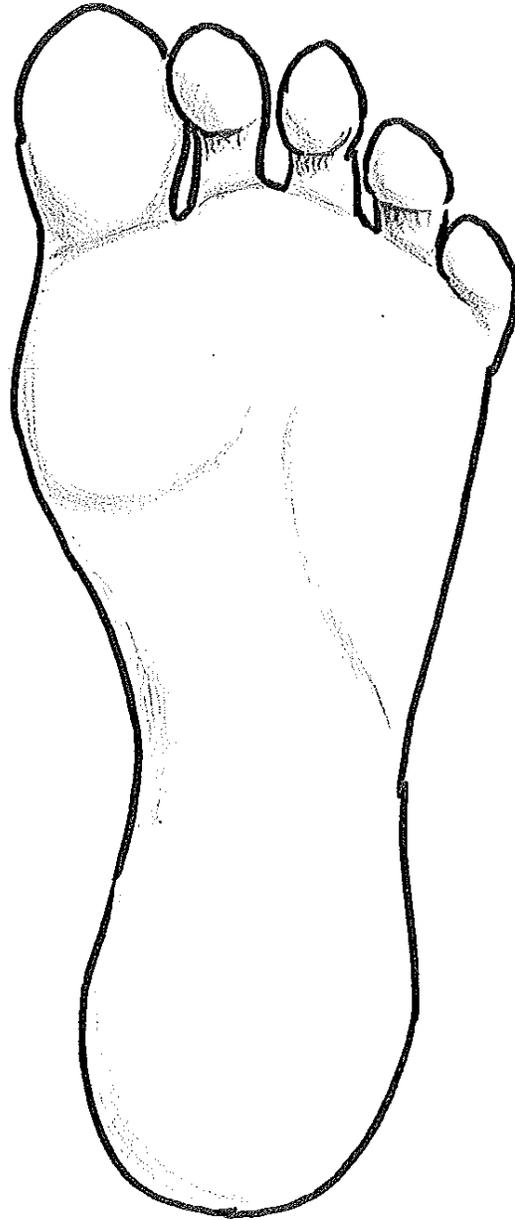
Body Parts Pictures (*large*)



Body Parts Pictures (*large*)



Body Parts Pictures (*large*)

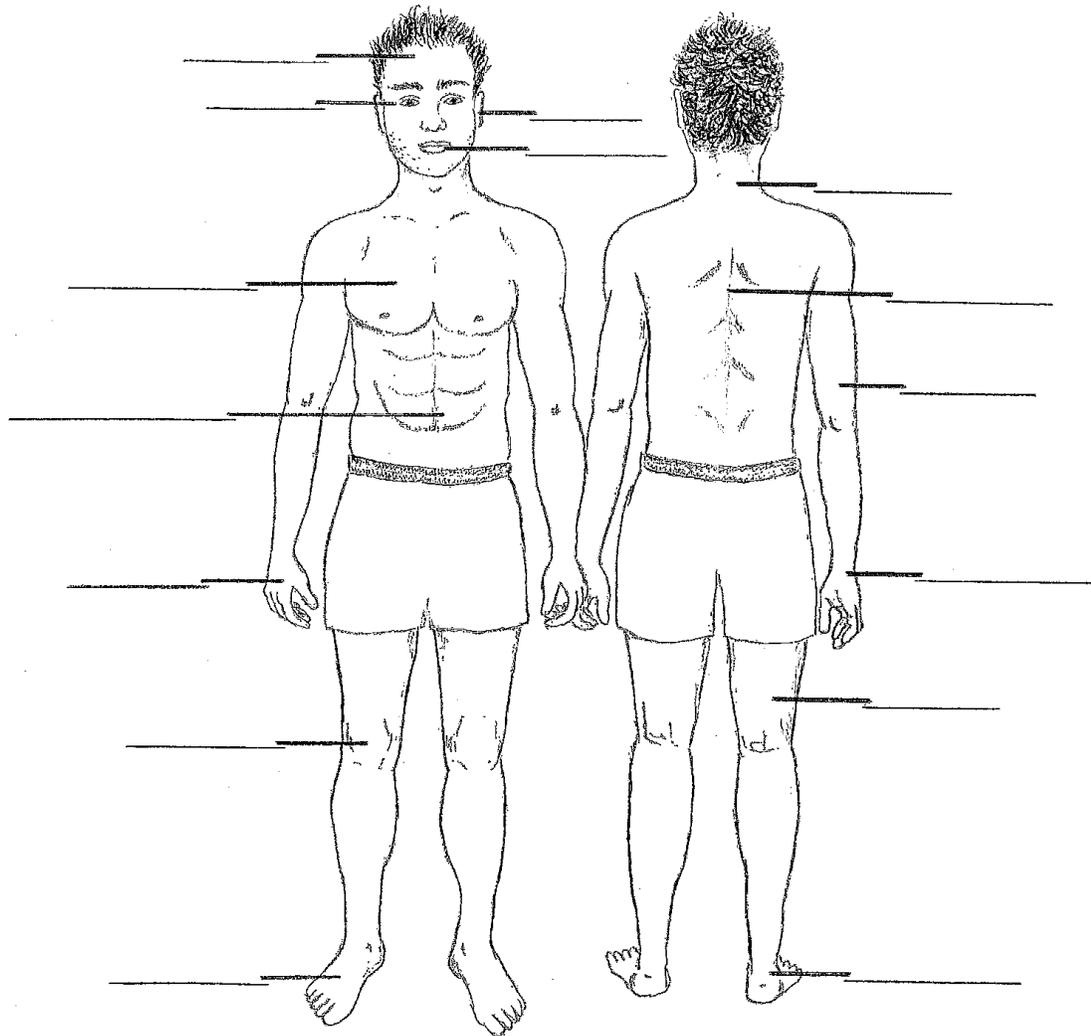


Body Parts Vocabulary Worksheet

Name: _____

Write the correct word from the box below on the line.

foot	back	hand	leg	arm
chest	tooth	stomach	head	ear
wrist	ankle	neck	knee	eye



Video Script

ELSA Level 2

Scenario #1

Setting: A medical office

Donna bends over to put a folder in the bottom drawer of the filing cabinet. She accidentally hits her head on the open top drawer when she sits up.

Donna: Ow!

Later that same day...

Shirene and Donna are working at their desks. Donna stands up and feels some pain in her head.

Donna: Ow.

Shirene: Oh. What's wrong? Where do you have pain?

Donna: Here. I have pain in my head.

Shirene: How much pain do you have? A little? A lot? Some?

Donna: I have some pain.

Shirene: And how would you rate your pain between one and ten?

Donna: Hmm... I don't know, a four?

Shirene: Four. When did the pain start?

Donna: It started about ten minutes ago.

Shirene: About ten minutes ago. And, does your pain come and go or does it stay for a long time?

Donna: It comes and goes.

Shirene: Okay, here. Come and sit down. ***(Guides Donna to a chair)***

Fade out.

Scenario #2

Setting: A medical office

Donna stands up from her desk. She accidentally bangs her knee on the open filing cabinet drawer.

Donna: Ow! ***(Grimacing and holding her knee)***

Later that same day...

Shirene and Donna are sitting at their desks working. Shirene is wearing scrubs. Donna stands up and gasps with pain.

Donna: Ow.

Shirene: What happened? Where do you have pain?

Donna: I have pain in my knee.

Shirene: How much pain do you have? A little or a lot?

Donna: I have a little pain.

Shirene: And what would you rate your pain out of ten?

Donna: Hmmm... I don't know. I guess I'd rate it a five.

Shirene: Five. Okay. And, when did the pain start?

Donna: It started about thirty minutes ago.

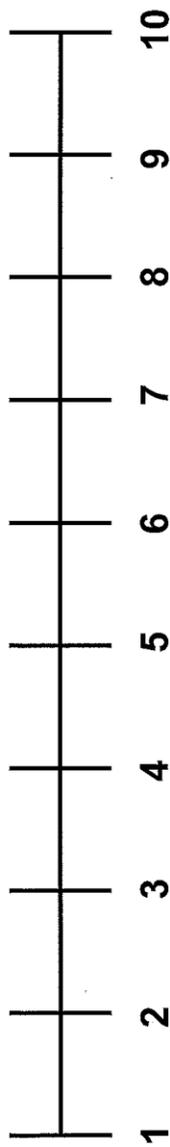
Shirene: Hmmm... Does it come and go or does it stay for a long time?

Donna: My pain stays.

Fade out.

Pain Scale (presentation size / large)

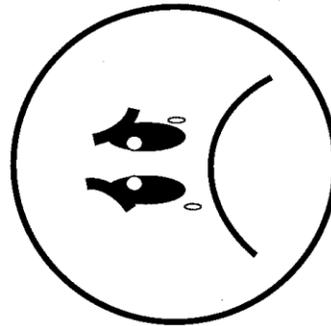
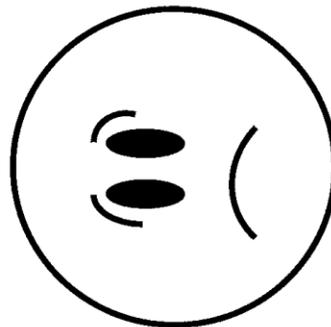
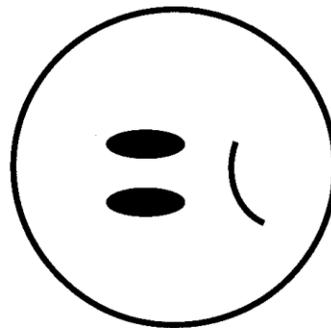
Pain Scale



a little

some

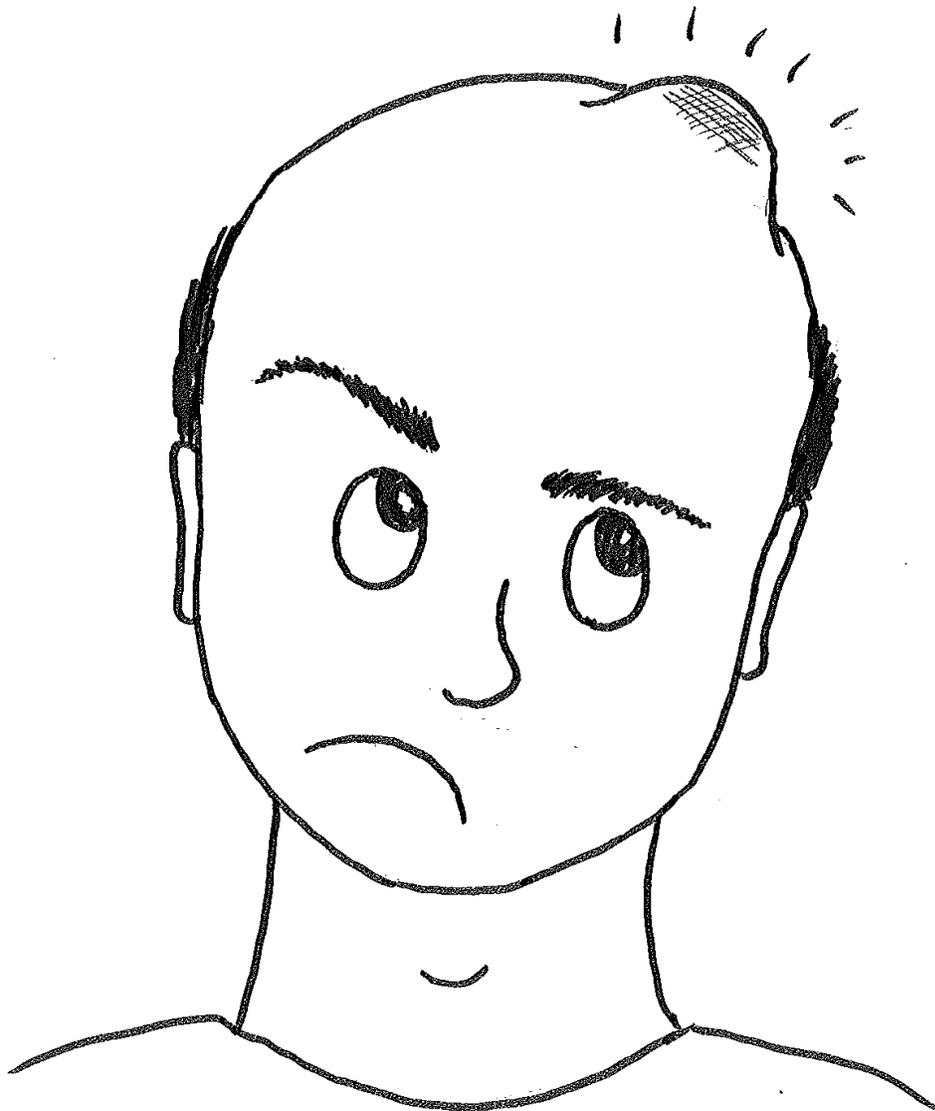
a lot of



Pain Pictures A (large)



Pain Pictures A (large)



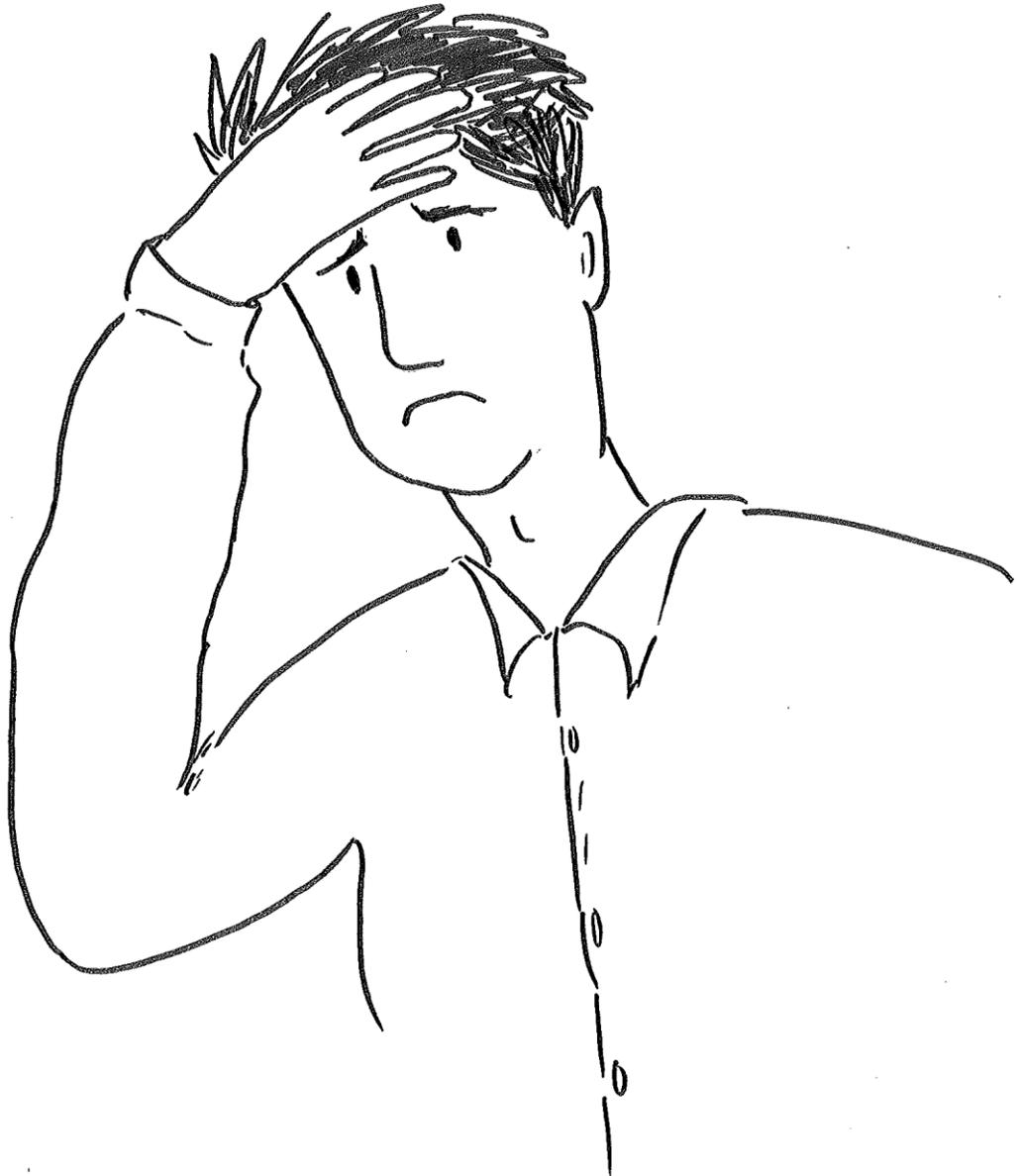
Pain Pictures A (large)



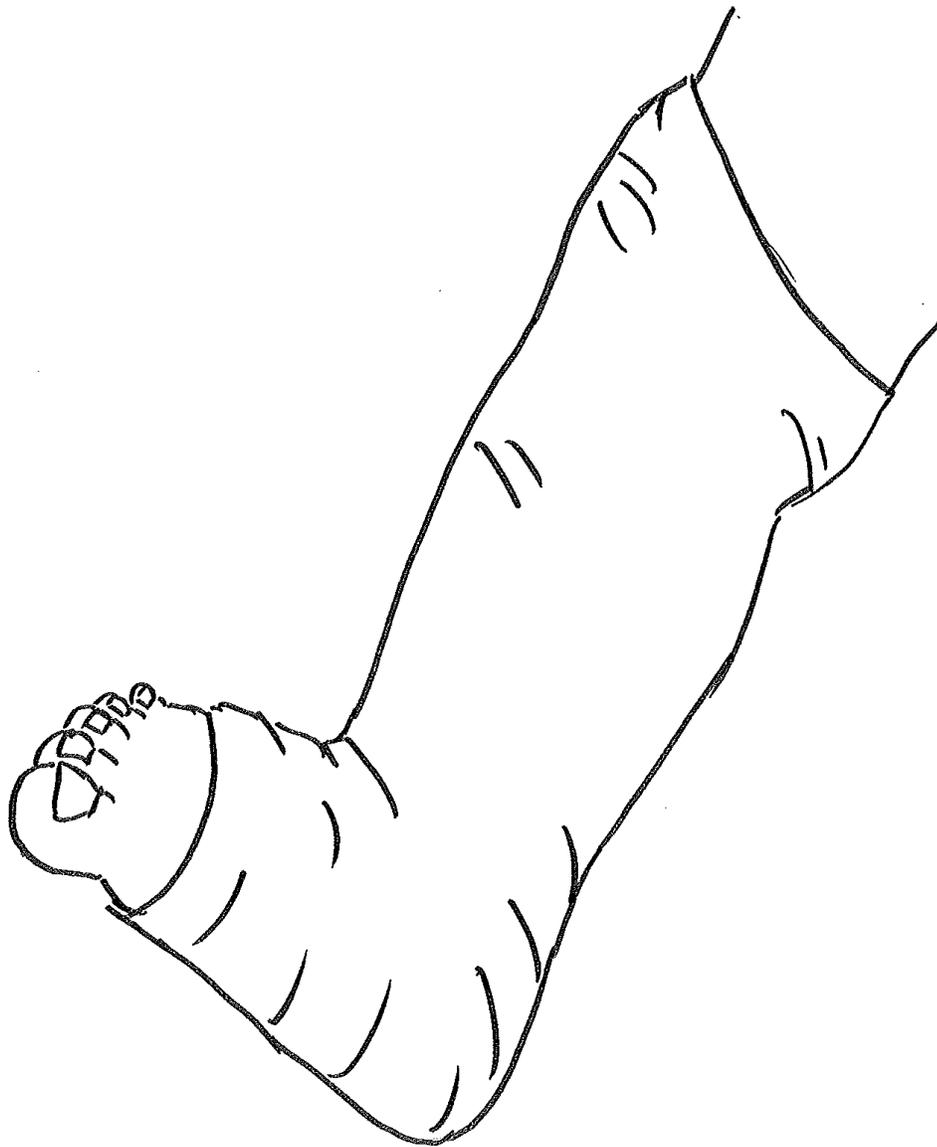
Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (large)



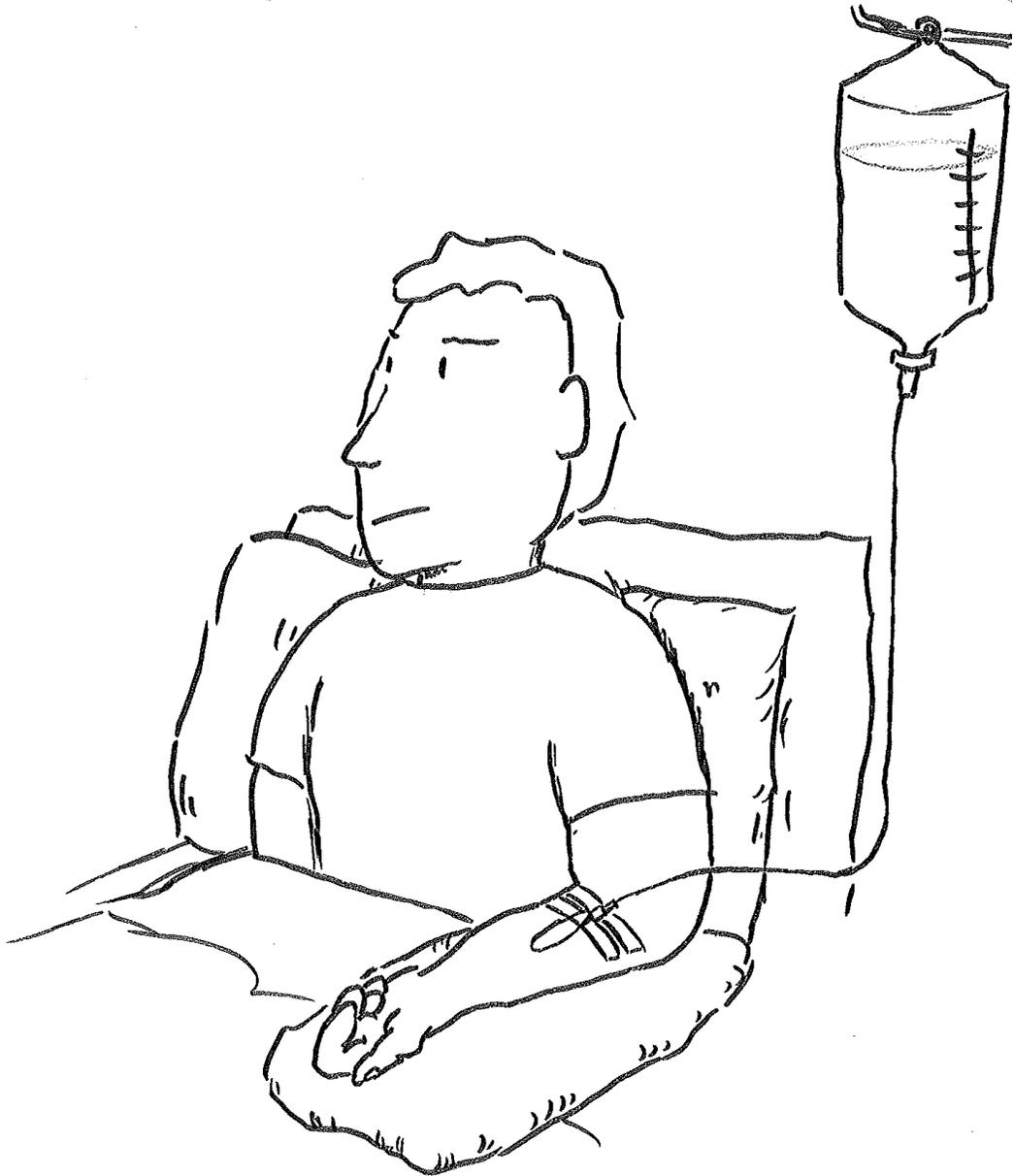
Pain Pictures B (large)



Pain Pictures B (large)



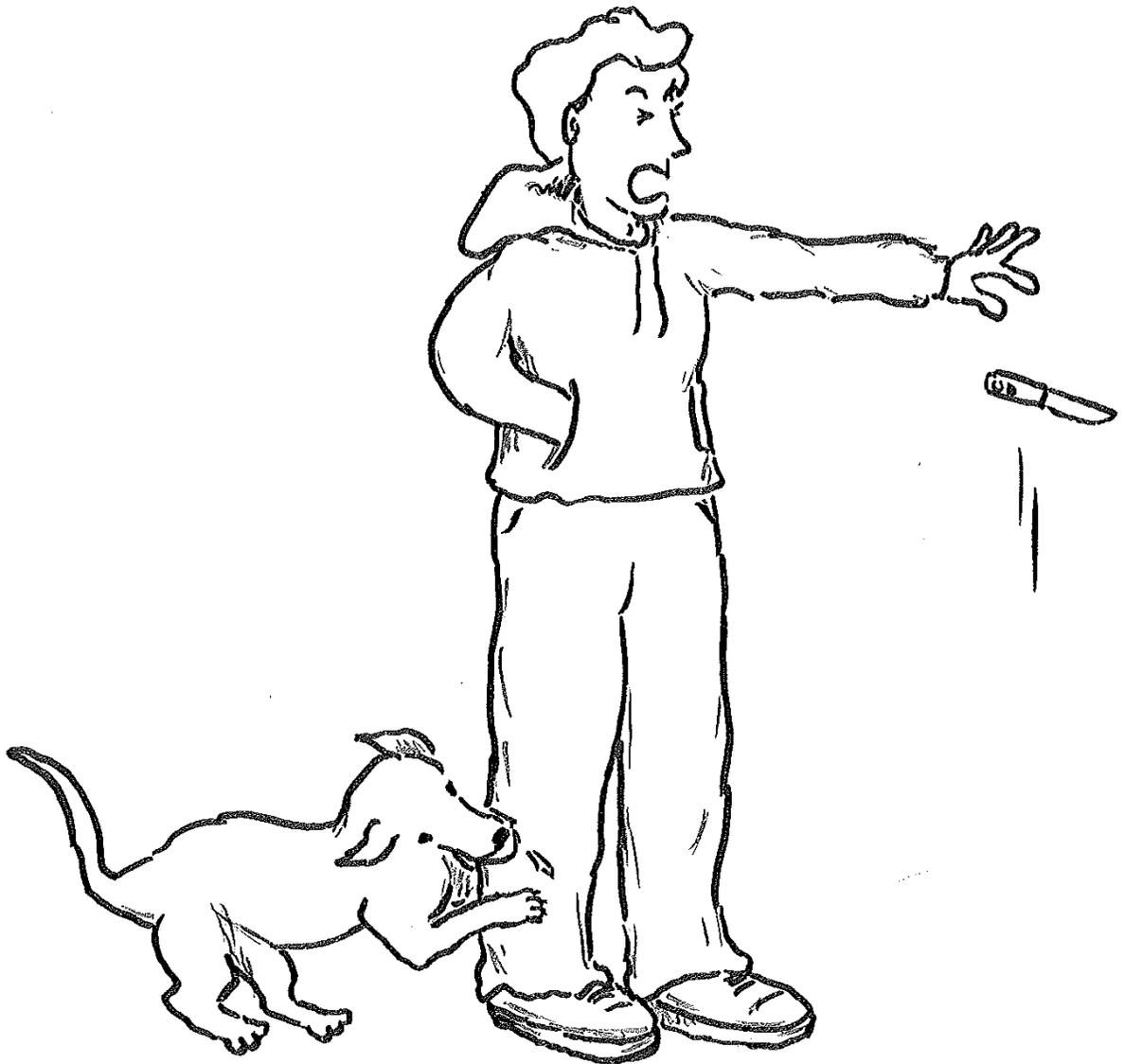
Pain Pictures B (large)



Pain Pictures B (large)



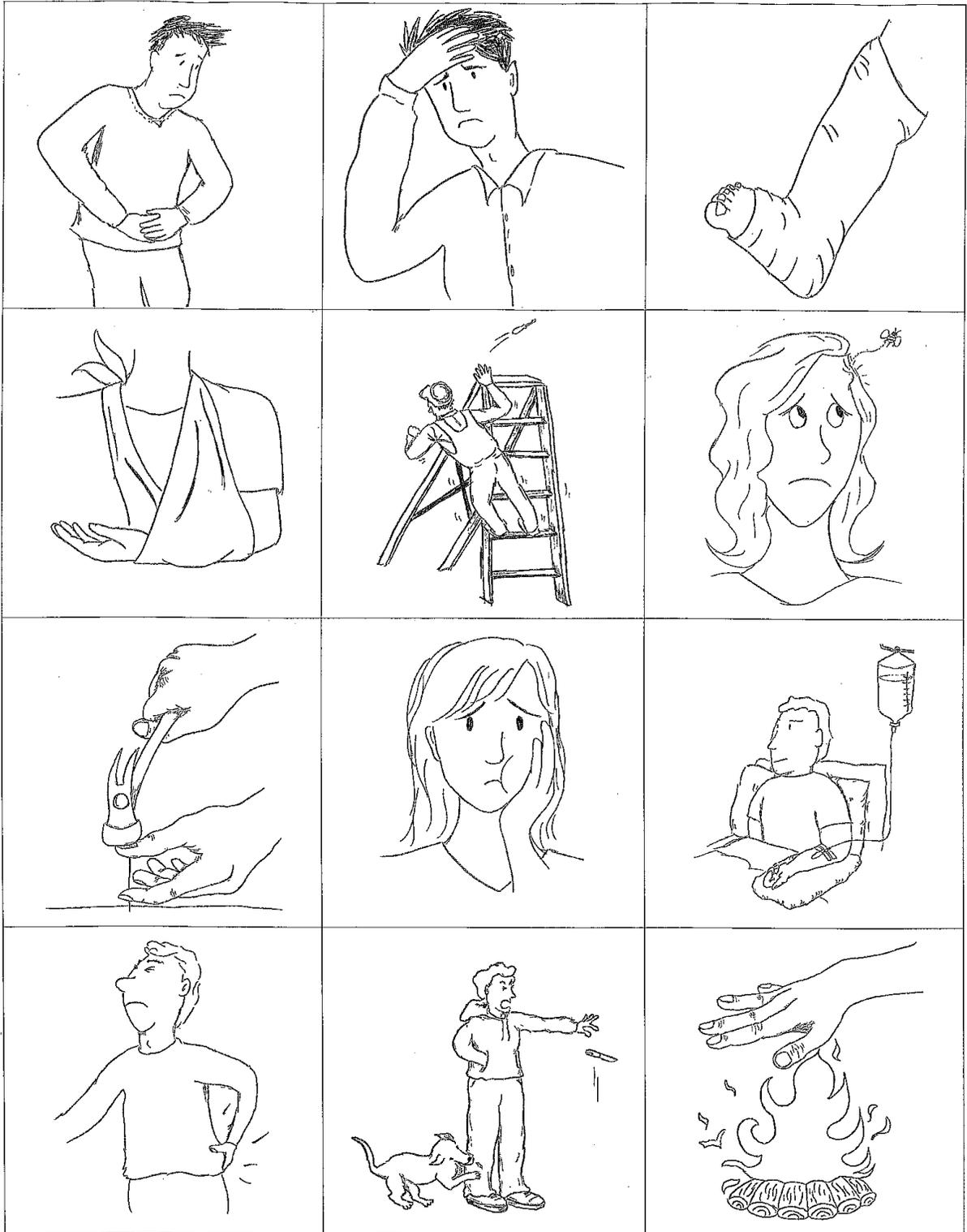
Pain Pictures B (large)



Pain Pictures B (large)



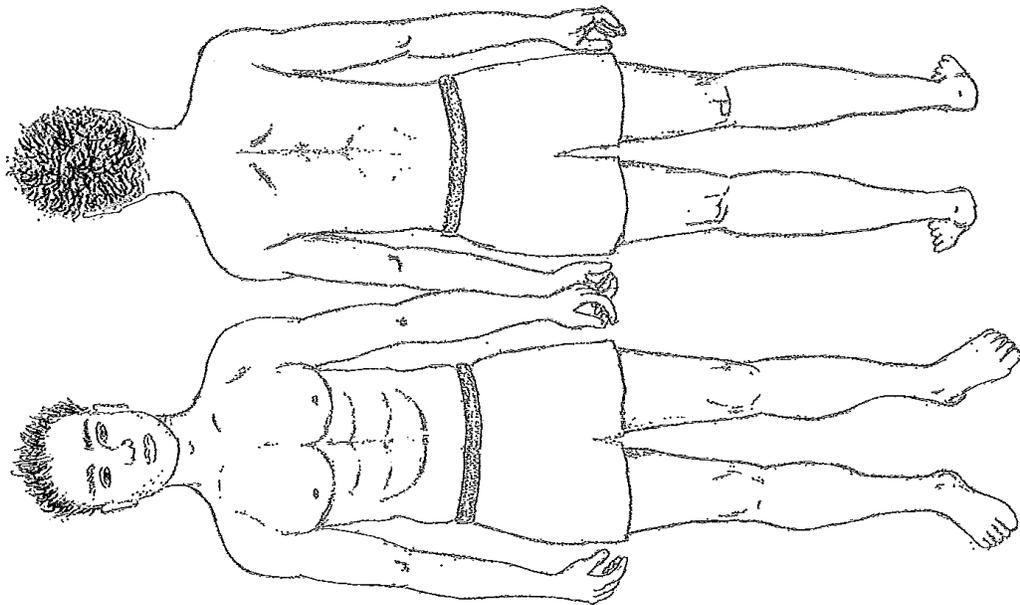
Pain Pictures B (small)



Speaking Activity Worksheet

Speaking Activity Worksheet

Name: _____



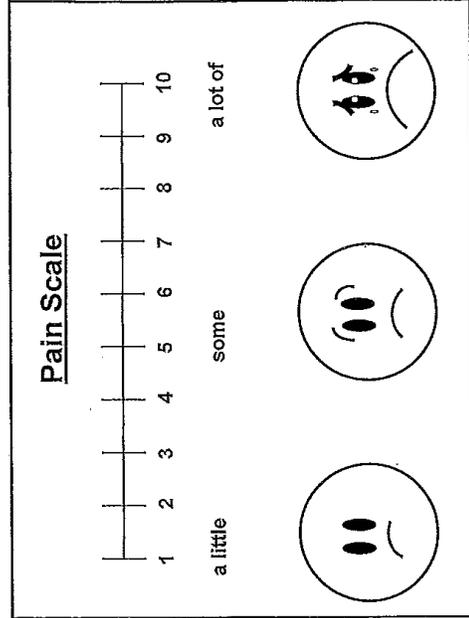
Where do you have pain?
I have pain in my _____.

How much pain do you have?
I have _____ pain.

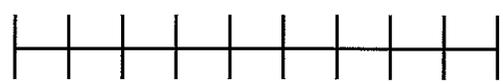
What would you rate your pain out of 10?
I would rate my pain _____ out of 10.

When did your pain start?
My pain started _____.

Does your pain stay for a long time or does it come and go?
My pain stays for a long time / comes and goes.

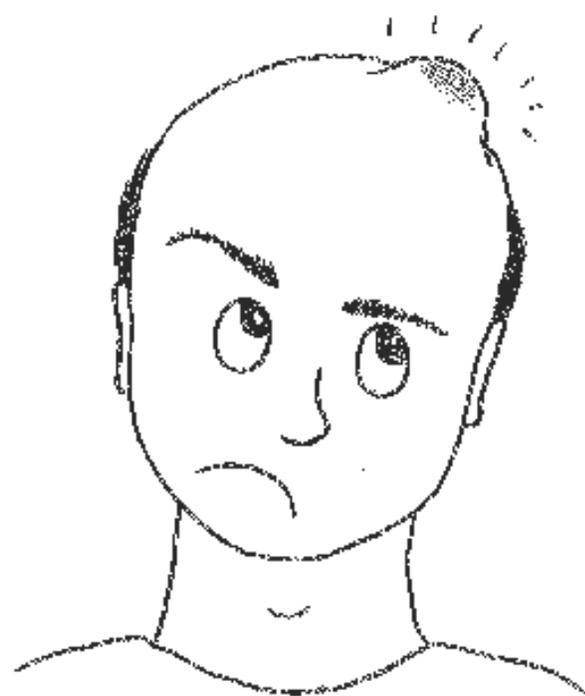


Pain Scale (*wallet size*)

<p style="text-align: center;">Pain Scale</p>  <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"> a little some a lot of </p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p style="text-align: center;">Pain Scale</p>  <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"> a little some a lot of </p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p>Pain Questions</p> <p>Where do you have pain? I have pain in my _____.</p> <p>How much pain do you have? I have _____ pain.</p> <p>What would you rate your pain out of 10? I would rate my pain ____ out of 10.</p> <p>When did your pain start? My pain started _____.</p> <p>Does your pain stay for a long time or does it come and go? My pain _____.</p>	<p>Pain Questions</p> <p>Where do you have pain? I have pain in my _____.</p> <p>How much pain do you have? I have _____ pain.</p> <p>What would you rate your pain out of 10? I would rate my pain ____ out of 10.</p> <p>When did your pain start? My pain started _____.</p> <p>Does your pain stay for a long time or does it come and go? My pain _____.</p>

Lesson Package

ELSA 3



Talking About Pain Lesson Plan

ELSA Level: 3

Time: 2.5 - 3 hours

Learning Outcomes:

- Ss will be able to state the location of their pain to health care providers.
- Ss will be able to use the pain scale to describe the level of their pain.
- Ss will be able to state if the pain is constant or intermittent.

Note: This topic may trigger negative memories for some Ss.

Suggested Approach:

Warm-up:

Material:

- Pictures of People in Pain

Steps:

- Elicit the idea of “Pain” using the 4 pictures of “People in Pain”: headache, toothache, etc.
Ask: “What do these 4 people have in common?” Answer = “Pain, they are all in pain.”
- Pre-teach / elicit degrees of “pain” with gestures / mime:
Ask “What kind of pain do I have?”
Pre-teach “mild”, “moderate” and “severe” pain using gestures or synonyms.
Pre-teach “constant” (stays for a long time) vs. “intermittent pain” (comes and goes).
Write these on the board. Ss copy (optional)

Activity 1: Talking About Pain Video

Material:

- Video: Talking About Pain
- Video Script (optional)

Steps:

- Watch “Talking About Pain” Video once. Then, write on the board:
 - “Where does she have pain?”
 - “How much pain does she have?” How does she rate her pain?
 - “Is her pain constant or intermittent?”
 - “When did her pain start?”
- Watch each scenario again, pausing after each and eliciting answers to the above questions.
- Refer to Video Script as needed.

Activity 2: Describing Pain**Material:**

- Pain Scale - presentation size
- Pain Scale - large
- Pain Pictures A - large
- Pain Pictures B - large and small

Steps:**Part 1: Mild, Moderate or Severe**

- Put up Pain Scale (presentation-size). Go over where it is used (clinics, Dr.’s office, pharmacy, etc.)
- Go over the scale and the associated pain terms (mild, moderate, severe, 1 - 3 = mild, 4 – 7 = moderate, 8 - 10 = severe).
- Present Pain Pictures A to whole class. (cut on the finger = mild pain, a bump on the head = moderate pain, a broken arm = severe pain.)
- Have Ss repeat the structure:
“I have _____ pain in my _____. I would rate my pain ____ out of 10.”
Example: I have severe pain in my arm. I would rate my pain 9 out of 10.
- In groups, Ss get a large Pain Scale and small Pain Pictures B. Ss choose half of the pictures and decide where to place them on the Pain Scale and repeat the structure above.
- Groups do oral practice with the structure.

Part 2: When Pain Started

- Present the second part of the structure:

“My pain started about _____ ago.”

“My pain is _____.”

Example: “My pain started about 10 minutes ago. My pain is intermittent.”

- In groups, Ss decide where to place the other half of their Pain Pictures B on their Pain Scale and repeat the complete structure:

“I have _____ pain in my _____. I would rate my pain ____ out of 10. My pain started _____ ago. My pain is _____.”

Example: I have severe pain in my arm. I would rate my pain 9 out of 10. My pain started 10 minutes ago. My pain is constant.

- T circulates, checks Ss are using the structure correctly.

Note: Since pain is subjective, T may point out that each group has different answers but they are equally “correct.”

Activity 3: Case Studies

Material:

- Case Studies Worksheet / Substitution Dialogue
- Pain Scale - wallet-size

Steps:

- Divide Ss into pairs and give the Case Studies Worksheet. Ss read the case studies and work on filling in the blanks in the dialogues and answering the questions.
- Check answers as a class.
- Distribute wallet-size Pain Scale to all Ss. to keep

Activity 4: Role-Plays

Material:

- Pain Scale - wallet size (optional)

Steps:

- Optional: Ss role-play 1 - 2 of the case studies from Activity 3.
- In pairs, Ss write their own case study and the dialogue for it.
- Volunteers present their dialogues and use the Pain Scale (wallet-size) as a prop in the role-play.
- Other Ss watch and listen for the following: Where does he / she have pain? What is the pain rated at? When did the pain start? Is the pain constant or intermittent?
- T elicits answers.

Extension Activities**1. Grammar Focus: Question formation practice****Steps:**

- On the board, write each statement used to describe pain.
Example: "My pain is intermittent."
- Elicit the questions for each of these statements.
- Get Ss to come up and write these questions on the board below each statement.

Example: My pain is intermittent. → **Is your pain constant or intermittent?**

Questions to elicit:

- *I have pain in my back.* → **Where do you have pain? / Where is the pain?**
- *I'd rate my pain 7 out of 10.* → **How would you rate your pain?**
- *The pain started 2 days ago.* → **When did the pain start?**
- *Yes, it hurts a lot.* → **Does it hurt a lot?**

Etc.

- Ss then practice the questions and answers in pairs. Student A = the patient, Student B = the nurse.

2. Functional Language: Expand Ss' vocabulary to describe pain.

Steps:

- Teach expressions to describe pain
 - “I’m in a lot of pain.”
 - “My back / leg / arm is killing me.”
 - “It’s pretty bad.” Etc.

Vocabulary List

mild pain that is not strong

moderate medium pain

severe very strong pain

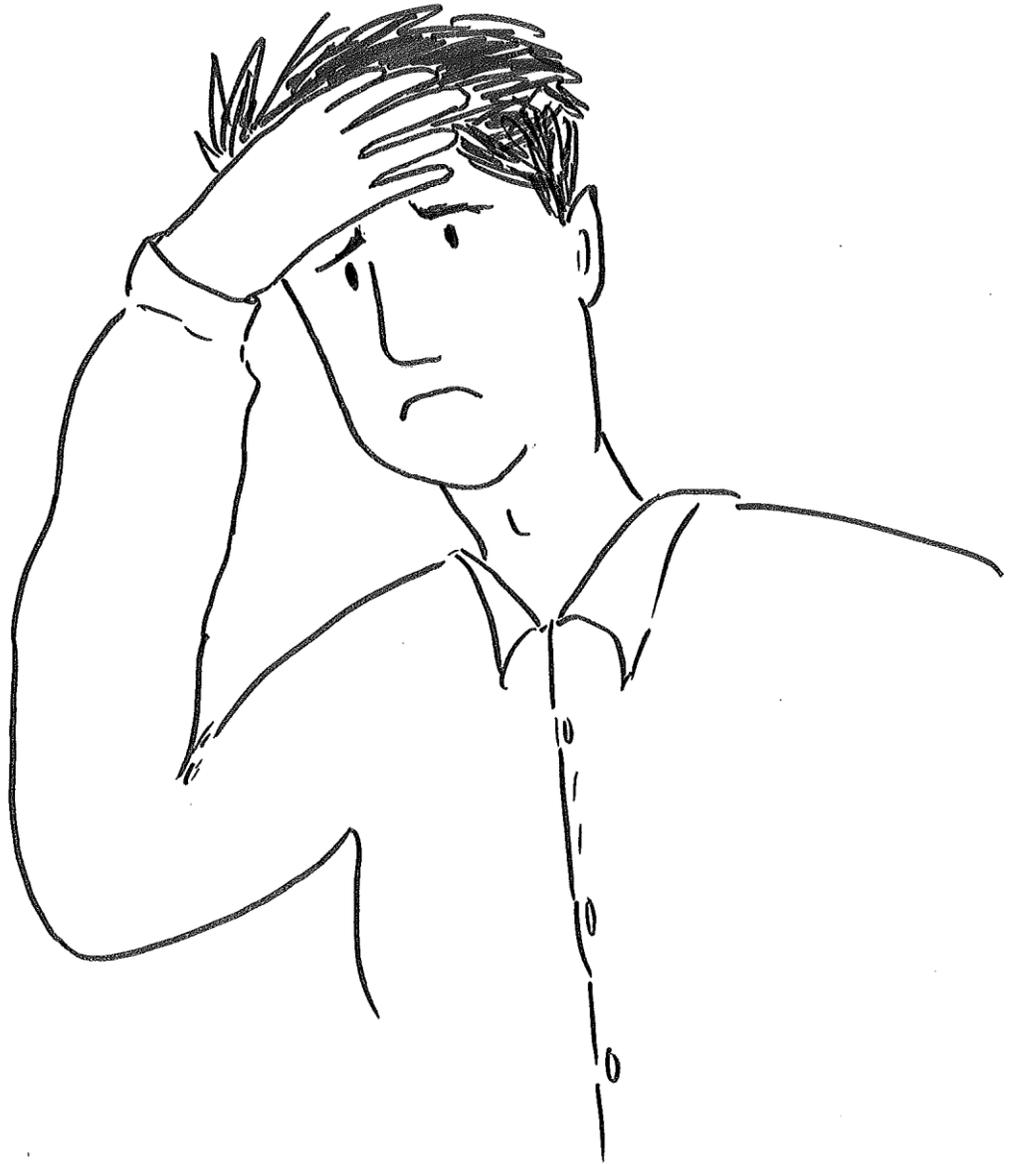
constant it stays for a long time

intermittent it comes and goes

Vocabulary-Definition Match

mild	pain that is not strong
moderate	medium pain
severe	very strong pain
constant	it stays for a long time
intermittent	it comes and goes

Pictures of People in Pain (*large*)



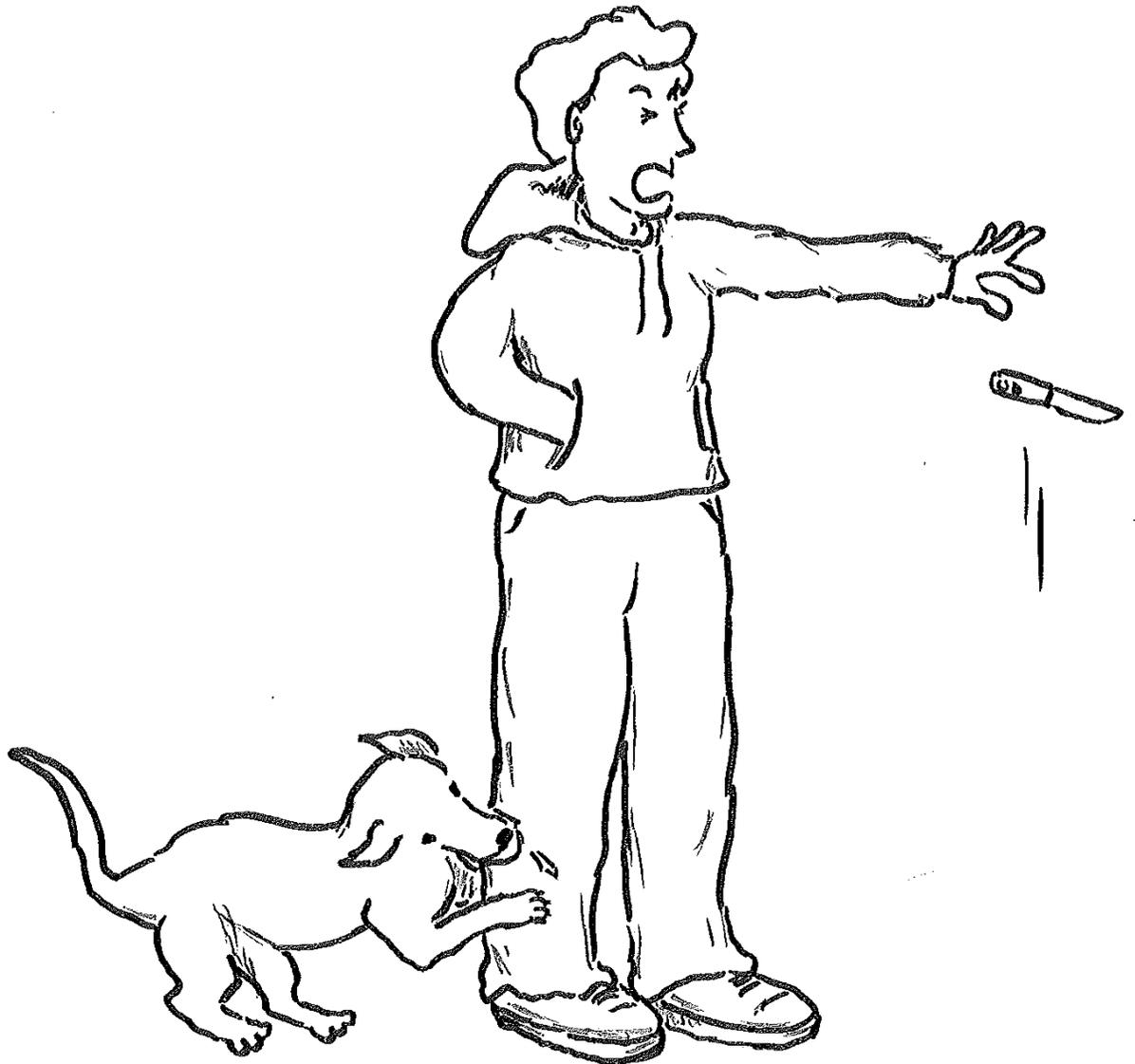
Pictures of People in Pain (*large*)



Pictures of People in Pain (*large*)



Pictures of People in Pain (*large*)



Video Script ELSA Level 3

Scenario #1:

Part A: In an office.

Donna stands up from her desk and accidentally bangs her knee against the filing cabinet drawer.

Donna: Ow! (*Holding her knee*)

Part B: In a medical clinic.

In an examining room:

Shirene: Hi, Donna. I'm a nurse. My name is Shirene. Please sit down.

Donna: Okay. Ow. Ow.

Shirene: Where do you have pain?

Donna: Here. In my knee.

Shirene: Okay. I see. And how much pain do you have?

Donna: My knee really hurts!

Shirene: Okay. Now, from one to ten, how would you rate your pain?

Donna: Uh. I don't know....a number? That's hard to say.

Shirene: Well, ten is terrible pain. It's so bad you're going to faint. And one is a little pain. Five is in the middle.

Donna: Hmmm... I guess I'd rate it a five out of ten.

Shirene: A five, okay. Now, when did your pain start?

Donna: It started yesterday morning.

Shirene: Yesterday. Okay now, Donna, is your pain constant or intermittent?

Donna: What do you mean?

Shirene: Well, if your pain stays for a long time, it's constant. If it comes and goes, it's intermittent.

Donna: Hmm... My pain is constant.

Shirene nods.

Fade out.

Scenario #2:

Part 1: In an office.

Donna is sitting on a chair and leans over to put a file in the bottom drawer of the filing cabinet. Suddenly she grimaces and holds her back.

Donna: Ow! Ow! Oh, my back! Oh, it hurts so much!

Part 2: In a medical clinic

In an examining room:

Shirene: Hi Donna. I'm a nurse. My name is Shirene. Please sit down.

Donna: Actually, I feel better standing.

Shirene: Okay. Stay standing then. Now, where do you have pain?

Donna: Here, in my back. I have pain in my lower back.

Shirene: And how much pain do you have? Is it a lot? Severe? Or moderate?

Donna: It's severe. It really hurts.

Shirene: Okay. And when did your pain start?

Donna: It started this morning. Ow!!

Shirene: I'm sorry Donna. I just have to ask you one more question.

Donna: Okay.

Shirene: Is the pain constant or intermittent?

Donna: What do you mean?

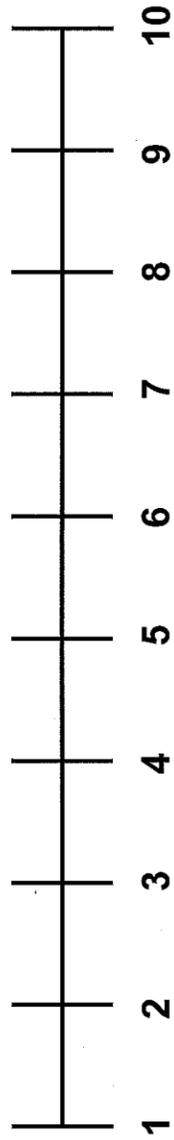
Shirene: Well, if it stays for a long time, it's constant. If it comes and goes, it's intermittent.

Donna: My pain is constant.

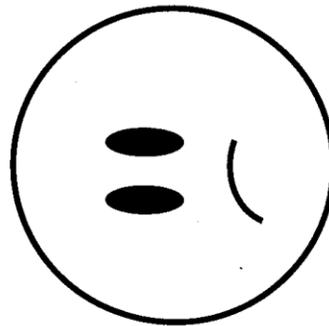
Fade out.

Pain Scale (presentation size / large)

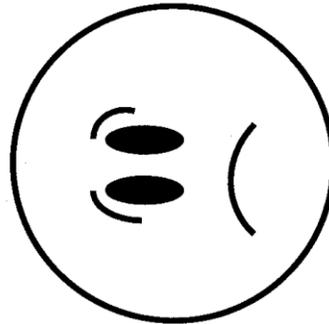
Pain Scale



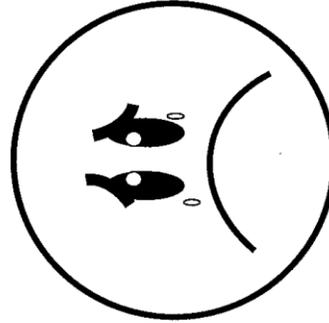
Mild



Moderate



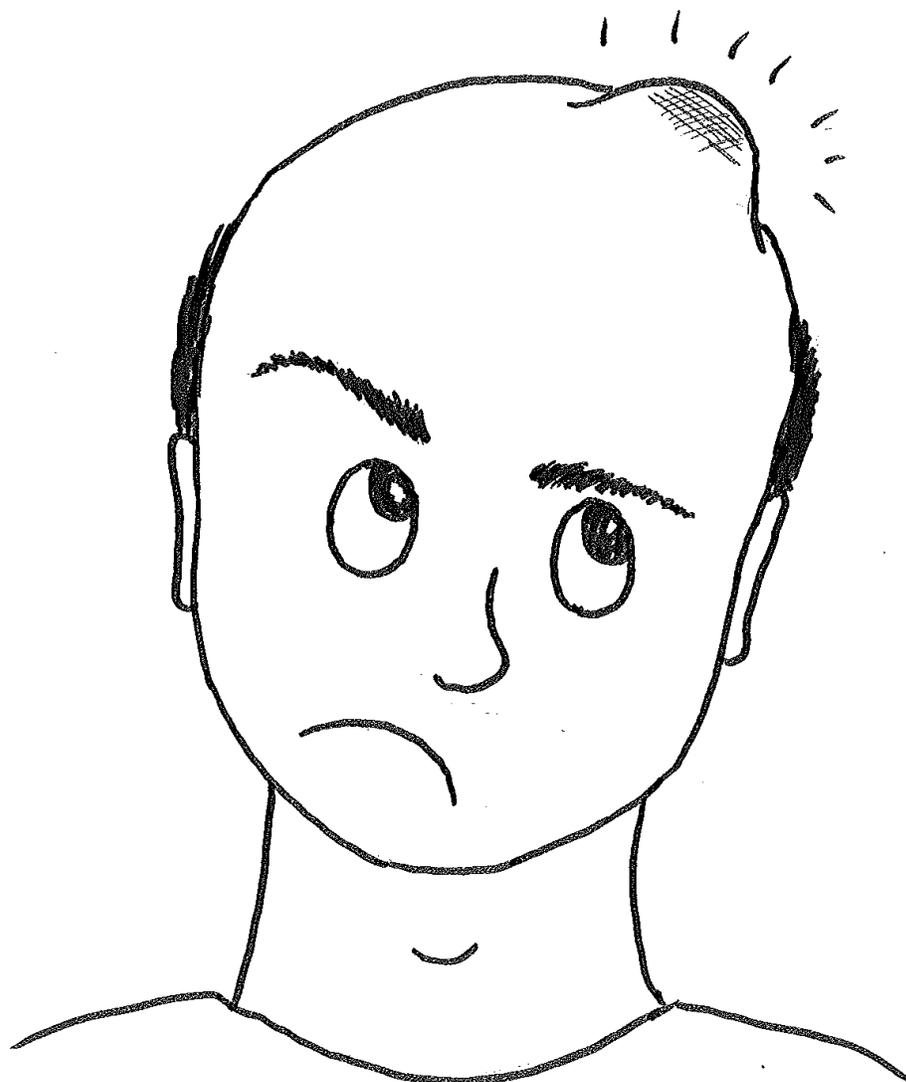
Severe



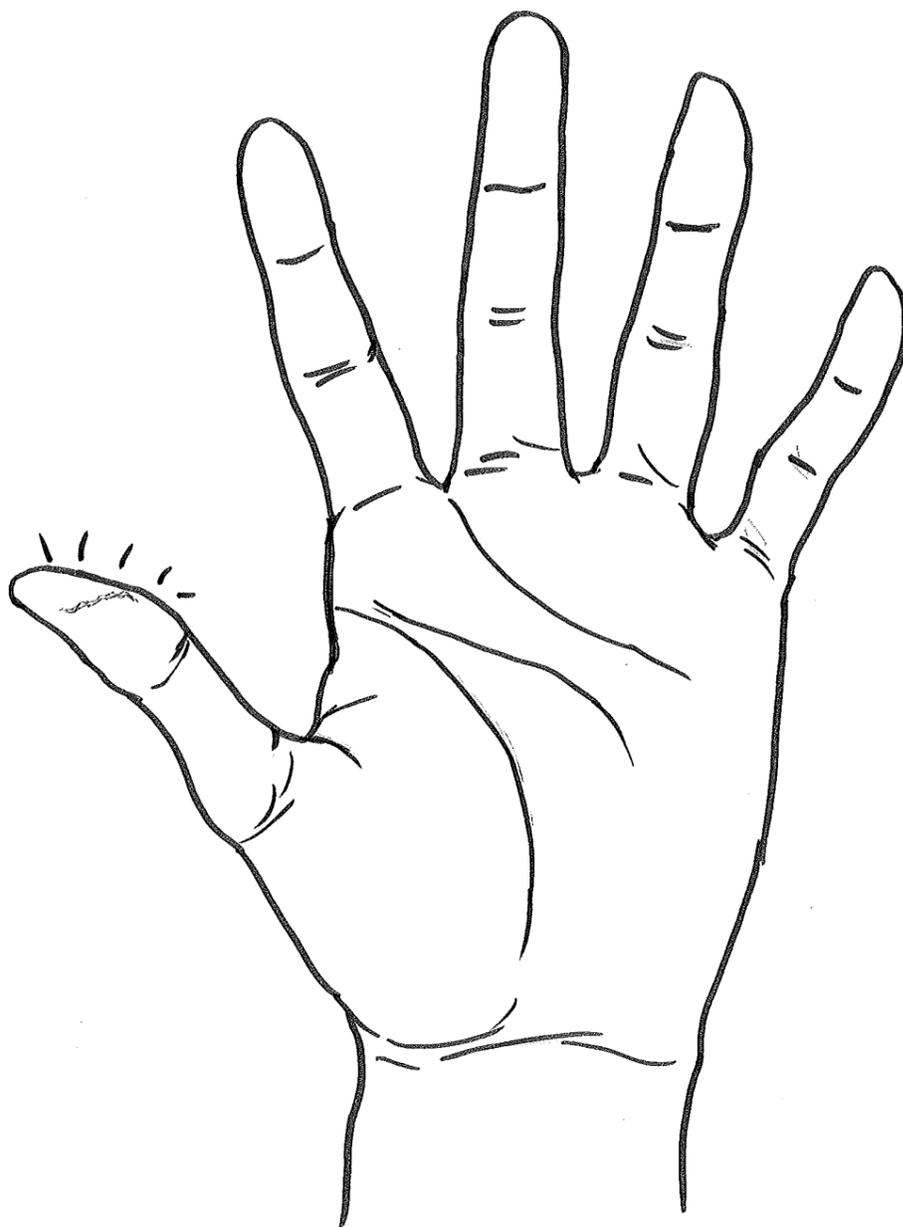
Pain Pictures A (*large*)



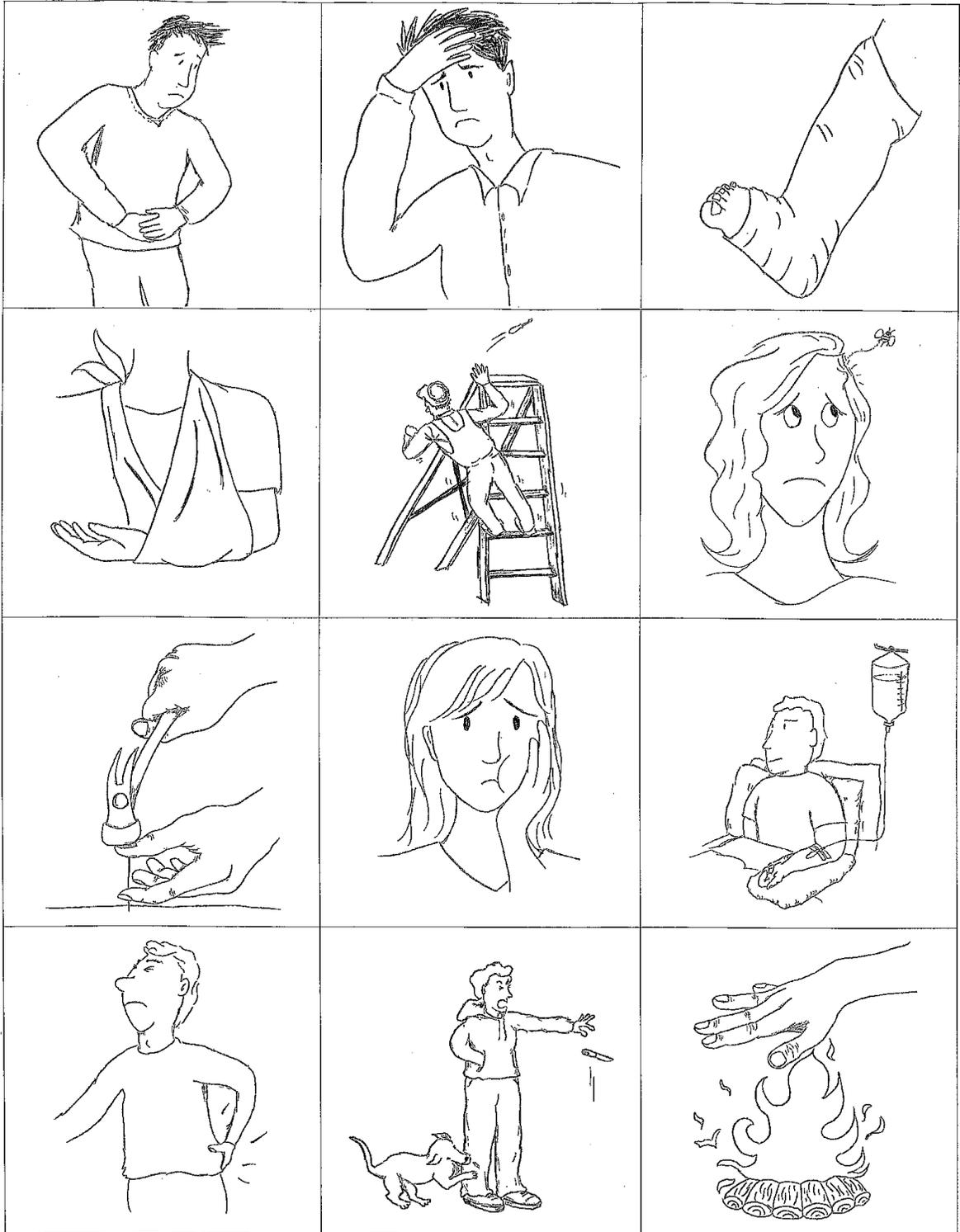
Pain Pictures A (*large*)



Pain Pictures A (*large*)



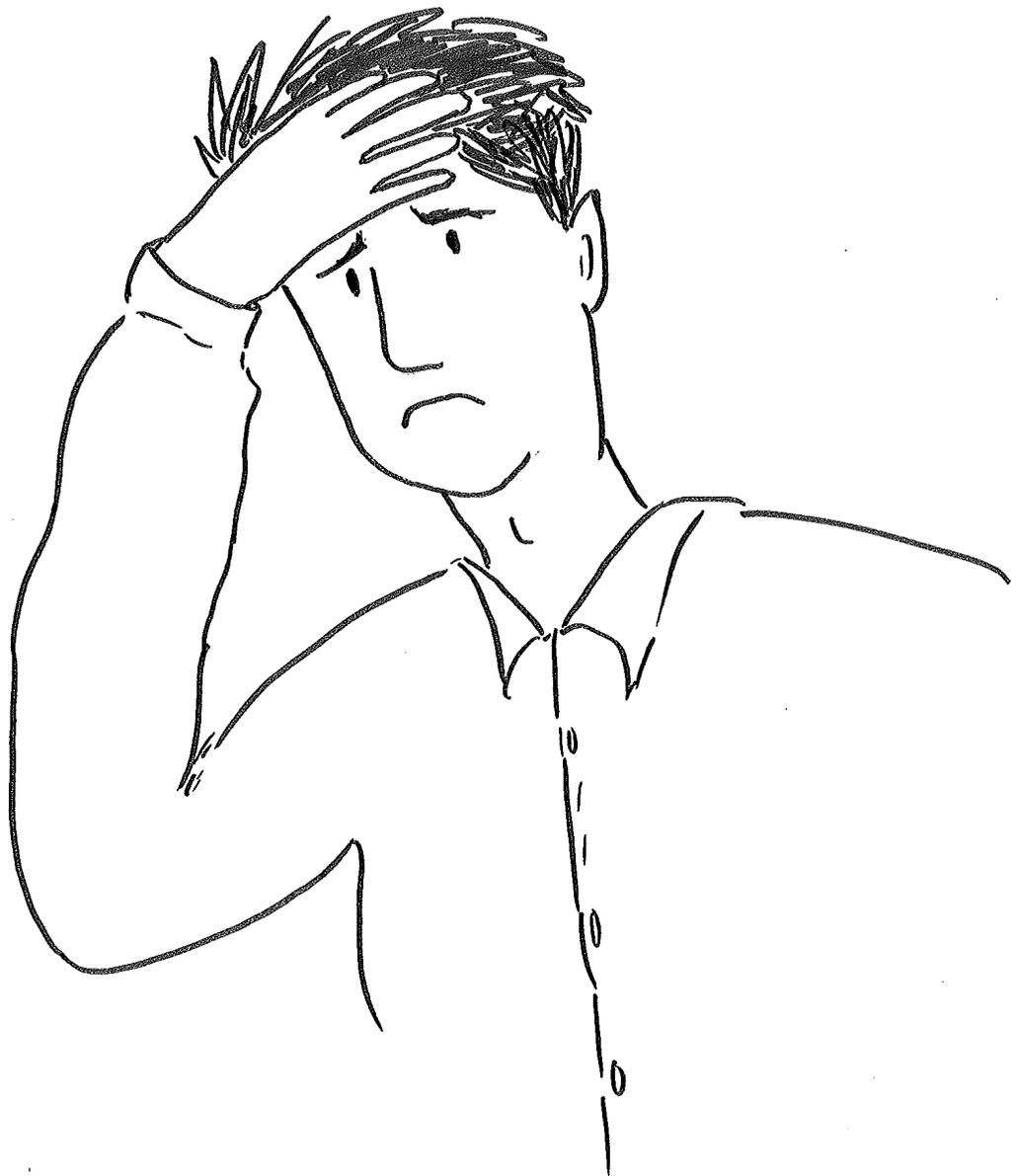
Pain Pictures B (small)



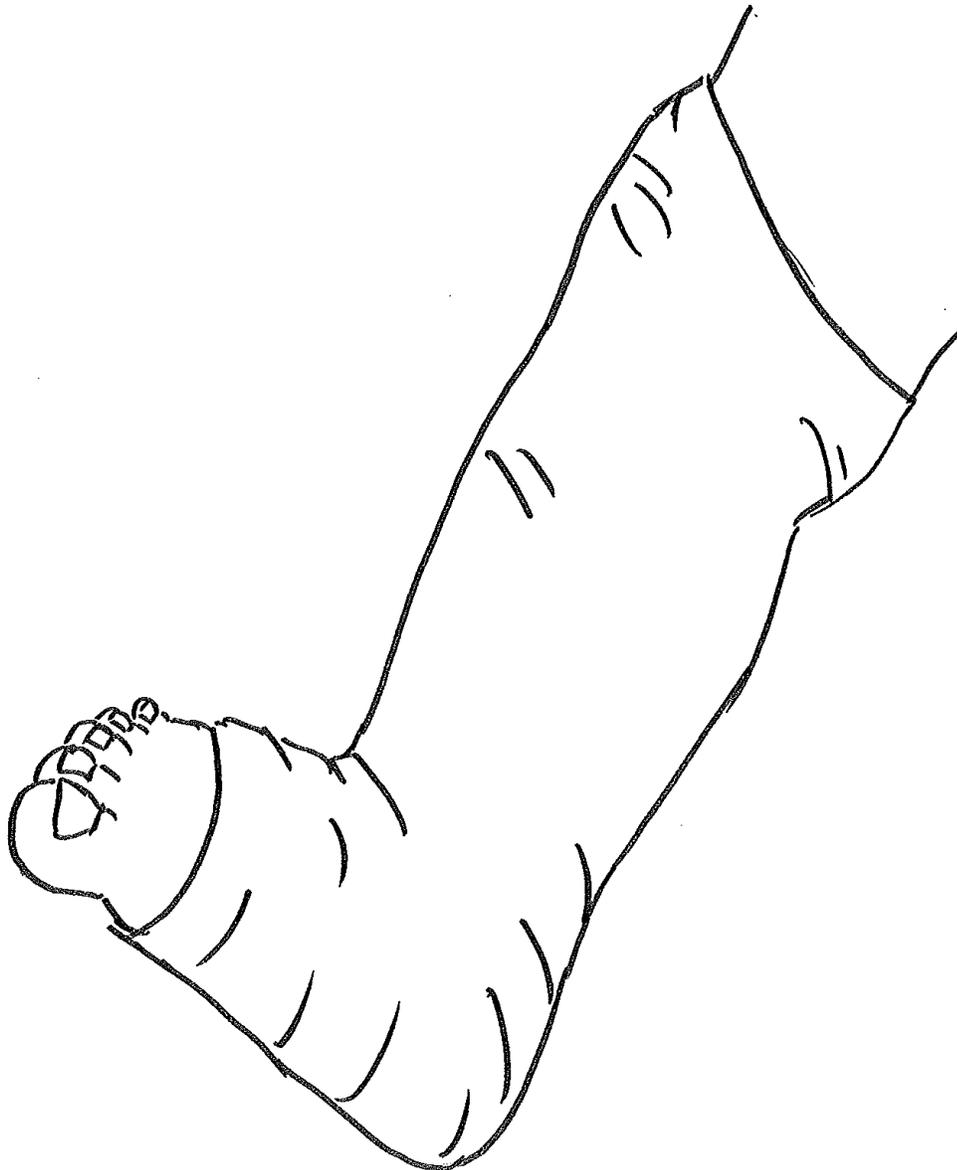
Pain Pictures B (*large*)



Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (*large*)



Pain Pictures B (large)



Pain Pictures B (large)



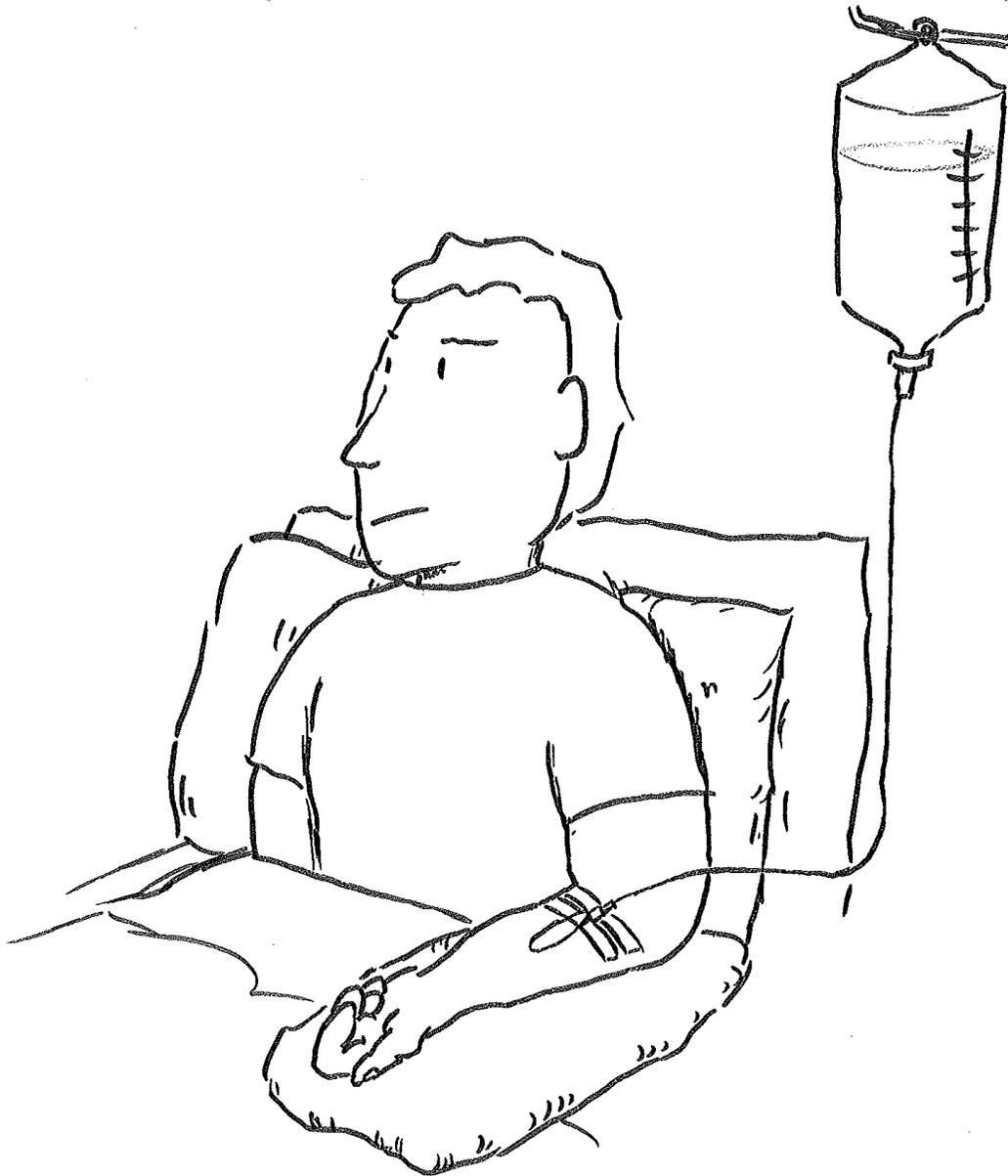
Pain Pictures B (large)



Pain Pictures B (*large*)



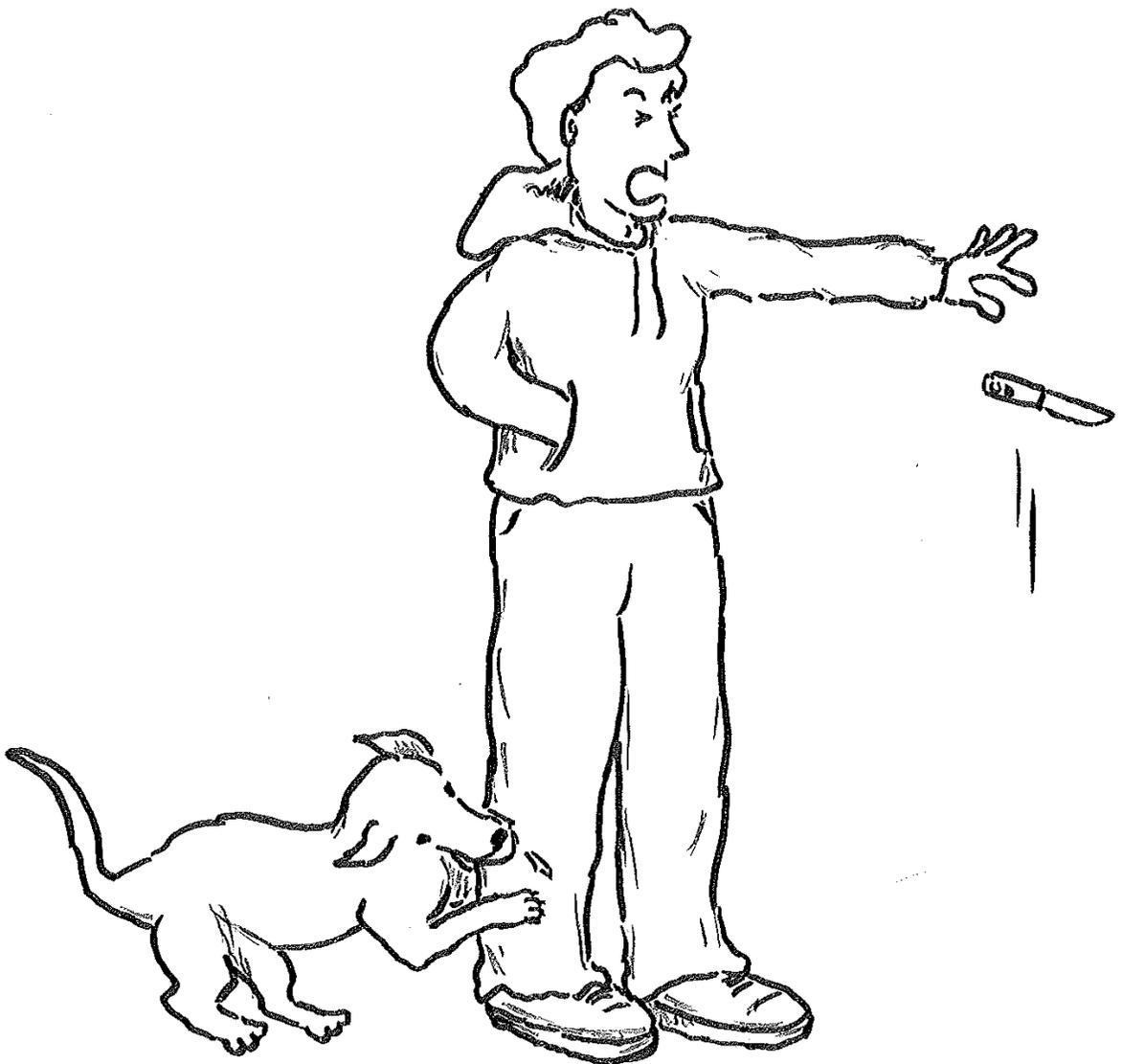
Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures A (large)



Case Studies Worksheet

Level 3

1. Bob is a 46 year old man. He is having moderate pain in his chest. He rates his pain 5 out of 10. The pain is constant. 10 minutes later, Bob's son drives him to Emergency for medical help. A nurse sees Bob and asks him some questions. How would Bob answer the nurse's questions?

Nurse: Where do you have pain?

Bob: I have pain in my _____.

Nurse: How much pain do you have?

Bob: I have _____ pain.

Nurse: What would you rate your pain out of 10?

Bob: I would rate my pain _____ out of 10.

Nurse: When did your pain start?

Bob: My pain started _____ ago.

Nurse: Is your pain constant or intermittent?

Bob: My pain is _____.

2. Millie is a 36 year old woman. She has a two year history of moderate back pain. She has had severe back pain for the last two days. She rates her pain 9 out of 10. The pain is constant. Millie goes to Emergency at the hospital for medical assistance. A nurse sees Millie and asks her some questions. How would Millie answer the nurse's questions?

Nurse: Where do you have pain?

Millie: I have pain in my _____.

Nurse: How much pain do you have?

Millie: I have _____ pain.

Nurse: What would you rate your pain out of 10?

Millie: I would rate my pain _____ out of 10.

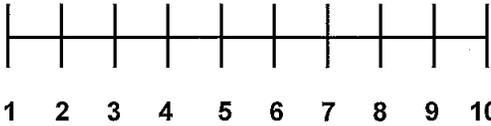
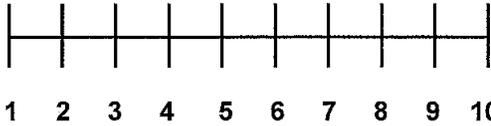
Nurse: When did your pain start?

Millie: My pain started _____ ago.

Nurse: Is your pain constant or intermittent?

Millie: My pain is _____.

Pain Scale (wallet size)

<p style="text-align: center;">Pain Scale</p>  <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"> Mild Moderate Severe </p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p style="text-align: center;">Pain Scale</p>  <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;"> Mild Moderate Severe </p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p>Pain Questions</p> <p>Where do you have pain? I have pain in my _____.</p> <p>How much pain do you have? I have _____ pain.</p> <p>What would you rate your pain out of 10? I would rate my pain _____ out of 10.</p> <p>When did your pain start? My pain started _____.</p> <p>Is your pain constant or intermittent? My pain _____.</p>	<p>Pain Questions</p> <p>Where do you have pain? I have pain in my _____.</p> <p>How much pain do you have? I have _____ pain.</p> <p>What would you rate your pain out of 10? I would rate my pain _____ out of 10.</p> <p>When did your pain start? My pain started _____.</p> <p>Is your pain constant or intermittent? My pain _____.</p>

Lesson Package
ELSA Level 4 / 5



Talking About Pain Lesson Plan

ELSA Level: 4 / 5

Time: 2 - 3 hours

Learning Outcomes:

- Ss will be able to state the location and intensity of their pain to health care providers.
- Ss will be able to use the pain scale to describe the level of their pain.
- Ss will be able to state if the pain is constant or intermittent.
- Ss will be able to state if the pain is chronic or acute.
- Ss will be able to describe the type of pain.

Suggested Approach

Warm-up:

Material:

- Pictures of People in Pain

Steps:

- Elicit the idea of “Pain” using the 4 pictures of “People in Pain”: headache, toothache, etc.
Ask: “What do these 4 people have in common? → Answer = pain, they are all in pain.”
- Pre-teach / elicit degrees of “pain” with gestures / mime.
Ask: “What kind of pain do I have?”
Pre-teach “mild”, “moderate” and “severe” pain using gestures or synonyms.
Pre-teach “constant” (stays for a long time) vs. “intermittent pain” (comes and goes).
Write these on the board.

Activity 1: Talking About Pain Video

Material:

- Video: Talking About Pain - Level 4 / 5
- Video Script (optional)

Steps:

- Watch “Talking About Pain” Video once. Then, write on the board:
 - “Where does she have pain?”
 - “How much pain does she have?”
 - “Is her pain constant or intermittent?”
 - “When did her pain start?”

- Watch each scenario again, pausing after each, asking the board questions and eliciting answers.

- Refer to Video Script as needed.

Activity 2: Describe Pain**Material:**

- Pain Scale - presentation size
- Pain Scale - large
- Pain Pictures A - large
- Pain Pictures B - large and small

Steps:**Part 1 : Mild, Moderate or Severe**

- Put up Pain Scale (presentation-size). Go over where it is used (clinics, Dr.’s office, pharmacy, etc.)

- Go over the scale and the associated pain terms (mild, moderate, severe, 1 - 3 = mild, 4 - 7 = moderate, 8 - 10 = severe).

- Present Pain Pictures A to whole class. (Cut on the finger = mild pain, a bump on the head = moderate pain, a broken arm = severe pain.)

- Have Ss repeat the structure:
“I have _____ pain in my _____. I would rate my pain ____ out of 10.”
Example: I have severe pain in my arm. I would rate my pain 9 out of 10.

- In groups, Ss get a large Pain Scale and small Pain Pictures B. Ss choose half of the pictures and decide where to place them on the Pain Scale and repeat the structure:

- Groups do oral practice with the structure above.

Part 2: When pain started

- Present the second part of the structure:

“My pain started about _____ ago. **OR** “My pain started after _____.
My pain is _____.”

Example: My pain started about 10 minutes ago. (OR My pain started after the bee stung me.) My pain is intermittent.

- In groups, Ss decide where to place the other half of their Pain Pictures B on their Pain Scale and repeat the complete structure:

“I have _____ pain in my _____. I would rate my pain ____ out of 10. My pain started _____ ago. **OR** My pain started after _____. My pain is _____.”

Example: I have severe pain in my arm. I would rate my pain 9 out of 10. My pain started 10 minutes ago. (OR My pain started after I fell off a ladder.) My pain is constant.

- T circulates, checks Ss are using the structure correctly.

Note: Since pain is subjective, T may point out that each group has different answers but they are equally “correct.”

Activity 3: Describe Pain as “Acute” or “Chronic”

Material:

- Acute vs. Chronic Chart
- Pain Pictures B

Steps:

- T points out there are 2 categories of pain. Pain can be sudden; it just started. Or pain can be over a long period of time (6 or more months). Label these: “Acute” and “Chronic”. Write definitions on the board beside the words.
- T gives a few examples of pain and asks: “So, is my pain acute or chronic?” “Did it start suddenly?” “Have I had it over a long period of time?”

Example: “I have very strong headaches several times a week. I’ve had them for at least half a year. So, is my pain acute or chronic?” (= Chronic) “I burned my finger on the stove this morning. My finger still hurts. Is my pain acute or chronic?” (= Acute) Etc.

- Groups get the “Acute vs. Chronic Chart” and place Pain Pictures B in the correct column of the chart depending on whether the pain is acute or chronic.

Activity 4: Words to Describe Different Feelings of Pain

Material:

- Vocabulary-definition Match (1 per group)
- Vocabulary-definition hand-out (optional)

Steps:

- Ss try matching the definitions to the words in groups.
- T checks / corrects, gives examples to clarify as needed.
- Ss can copy into notebooks or T can provide vocabulary list as hand-out.

Activity 5: Extend the Description using the New Vocabulary

Steps:

- Ss then extend the language used in Activity 2 to describe pain, using the vocabulary from Activities 3 and 4.

- Put on the board the sentence structures used in Activity 2 above:

I have _____ pain in my _____. I would rate my pain ____ out of 10. My pain started _____ ago. **OR** My pain started after _____. My pain is _____.

Example: I have severe pain in my arm. I would rate my pain 9 out of 10. My pain started 10 minutes ago. (OR My pain started after I fell off a ladder.) My pain is intermittent.

- Add:

My pain is _____ (acute / chronic).

It feels like it’s _____ (itchy, throbbing, etc.) **OR** It feels like a _____ pain.

Example: It feels like a sharp pain.

- Ss form new groups / pairs and use Pain Pictures B to practice this.

Activity 6: Case Studies and Dialogues

Material:

- Case Studies Worksheet / Substitution Dialogue
- Pain Scale - wallet-size

Steps:

- Divide Ss into pairs and give the Case Studies Worksheet. Ss read the Case Studies and work on filling in the blanks in the dialogues and answering the questions.
- Check answers as a class.
- Distribute wallet-size Pain Scale to all Ss to keep.

Activity 7: Role-Plays

Material:

- Pain Scale - wallet-size (optional)

Steps:

- In pairs, Ss write their own case study and dialogue to role-play.
- Volunteers present their dialogues and use the Pain Scale (wallet-size) as a prop in the role-play.
- Ss watch and listen for the following: where the pain is, what the pain is rated at, when the pain started, what kind of pain is described.
- T elicits answers.

Extension Activities

3. Grammar Focus: Question formation practice

Steps:

- On the board, write each statement used to describe pain.

Example: *“My pain is intermittent.”*

- Elicit the questions for each of these statements.

- Get Ss to come up and write these questions on the board below each statement.

Example: My pain is intermittent. → *Is your pain constant or intermittent?*

Questions to elicit:

- *I have pain in my back.* → *Where do you have pain?*
 - *I'd rate my pain 7 out of 10.* → *How would you rate your pain?*
 - *The pain started 2 days ago.* → *When did the pain start?*
 - *The pain is acute.* → *Is the pain acute or chronic?*
 - *It feels like a throbbing pain.* → *What does the pain feel like?*
- Etc.**

- Ss then practice the questions and answers in pairs. Student A = the patient, Student B = the nurse.

4. Extend language

- T elicits additional questions a nurse may ask and possible answers.

Example:

- “Is the pain in another part of the body, too?”
- “Does the pain start in one place and move to another? (radiate)”
- “If it comes and goes, how long does the pain last?” etc.

5. Functional Language

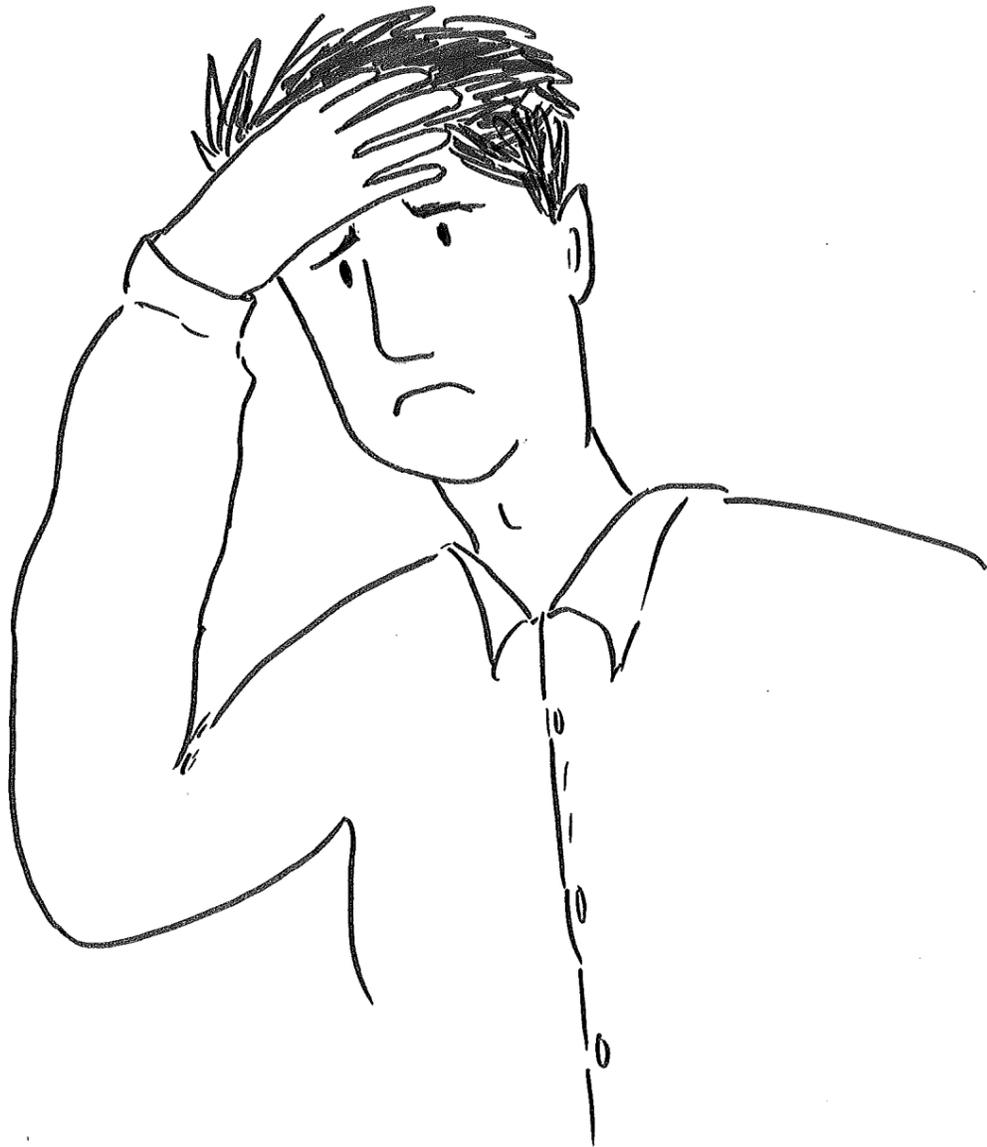
- Expand Ss vocabulary to describe pain.
 - “I’m in a lot of pain.”
 - “My back / leg / arm is killing me.”

- “It’s pretty bad.”
- “It’s not so bad.”
- I can’t bear it.
- “It’s hard to describe / say.” etc.

Vocabulary List

<i>mild</i>	pain that is not strong
<i>moderate</i>	medium pain
<i>severe</i>	very strong pain
<i>constant</i>	it stays for a long time
<i>intermittent</i>	it comes and goes
<i>acute</i>	sudden, just started or recent
<i>chronic</i>	over a long period of time, 6+ months
<i>burning</i>	hot pain, like fire
<i>sharp</i>	strong, sudden pain
<i>cramping</i>	sudden, tight, muscle pain
<i>tingling</i>	light pain, like little needles on or in your skin
<i>numb</i>	to not have any feeling in that part of your body
<i>itchy</i>	you want to scratch, because it's _____
<i>throbbing</i>	hot, strong, pounding pain

Pictures of People in Pain (*large*)



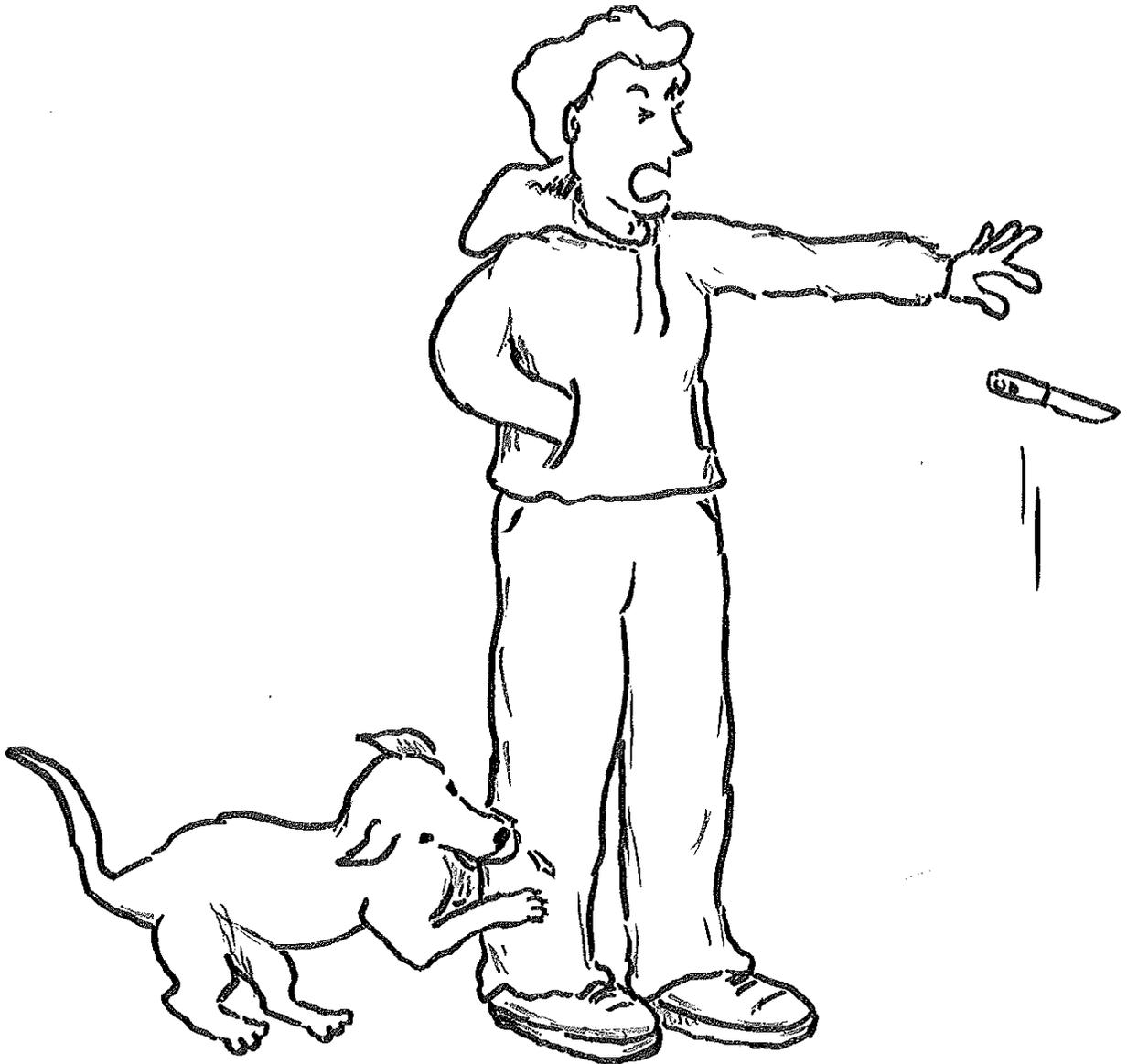
Pictures of People in Pain (*large*)



Pictures of People in Pain (*large*)



Pictures of People in Pain (*large*)



Video Script

ELSA Level 4/5

Scenario #1:

Part A: In an office.

Donna stands up from her desk and accidentally bangs her shoulder against an open filing cabinet drawer.

Donna: Ow! (*Holding her shoulder*)

Part B: In a medical clinic examining room.

Donna is sitting waiting for the nurse.

Shirene: Hi, Donna. I'm a nurse. My name is Shirene. Now tell me, where do you have pain?

Donna: In my shoulder.

Shirene: And how much pain do you have?

Donna: It's pretty bad. My shoulder really hurts!!

Shirene: Okay. Now, on a scale from one to ten, how would you rate your pain?

Donna: A number? I don't know. That's hard to say.

Shirene: Well, ten is a terrible, unbearable pain and then one or two is a mild pain.

Donna: Hmm... I guess I'd have to rate it a five out of ten?

Shirene: Okay. So, a moderate kind of pain?

Donna: I guess so.

Shirene: And when did your pain start?

Donna: Hmm... About ten minutes ago, when I hit my shoulder in the cabinet.

Shirene: Okay. Is the pain constant or intermittent?

Donna: Uh....What do you mean?

Shirene: Does your pain come and go or does it stay for a long time? If it stays for a long time, it's constant. If it comes and goes, it's intermittent.

Donna: Hmmm...It's pretty constant. Yeah, the pain is constant.
Shirene: And, uh, what does the pain feel like? Can you describe it?
Donna: Hmmm... It's hard to describe.
Shirene: Hmmm... Do you feel tingling, like little pins?
Donna: Hmmm... No.
Shirene: Okay, does it feel like throbbing? A hot, strong pain?
Donna: Yeah, it's like that. A throbbing pain.
Shirene: Okay.

Fade out.

Scenario #2:

Part A: In an office.

Donna is sitting on a chair and reaches down to open the bottom filing cabinet drawer. She suddenly grimaces, holding her back.

Donna: Ow! Ow. My back! Ow.

Part B: In a medical clinic examining room.

Donna is standing waiting for the nurse.

Shirene: Hi, Donna. I'm a nurse. My name is Shirene. Please sit down.
Donna: Oh. Actually it hurts more if I sit down.
Shirene: Okay. Stay standing then.
Donna: Okay.
Shirene: Now tell me, where do you have pain?
Donna: I have pain here - in my lower back.
Shirene: Okay. And how much pain do you have? How would you rate the pain out of ten?
Donna: Ow! It really hurts!! And the number... it's really hard to say.

Shirene: Well, ten would be unbearable and a five means somewhere in the middle, a moderate kind of pain.

Donna: I'd say an eight out of ten.

Shirene: Okay, eight... So, pretty severe.

Donna: Uh huh.

Shirene: And tell me, when did your pain start?

Donna: Ow! It started this morning.

Shirene: Okay. And does it stay for a long time or it comes and goes?

Donna: Um... It's intermittent. It comes and goes.

Shirene: Okay. Is this the first time this has happened?

Donna: No. I've had back pain for years and sometimes it's worse.

Shirene: For years? Okay, then you have chronic pain. Tell me, what does the pain feel like?

Donna: Hmm... A sudden sharp pain.

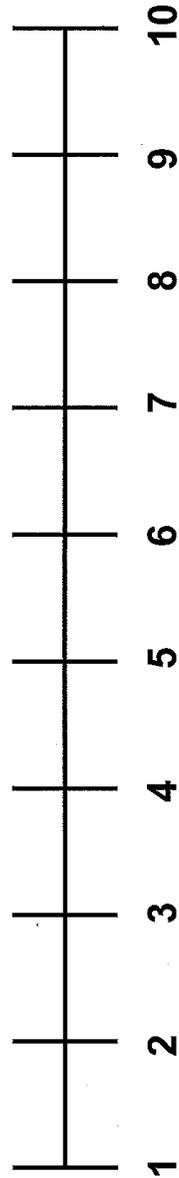
Shirene: Okay. A sharp pain. Do you feel the pain radiate, which means it starts in your lower back and moves to another part of the body?

Donna: No, it's just in my lower back. Ow!

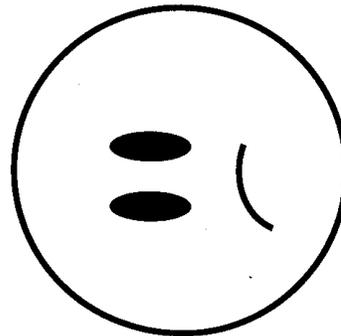
Fade out.

Pain Scale (presentation size / large)

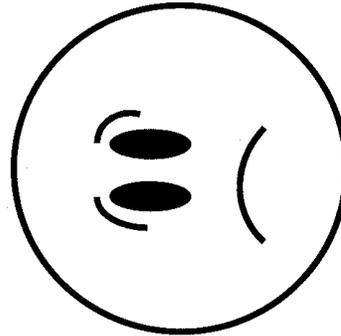
Pain Scale



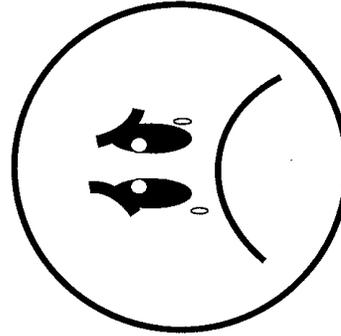
Mild



Moderate



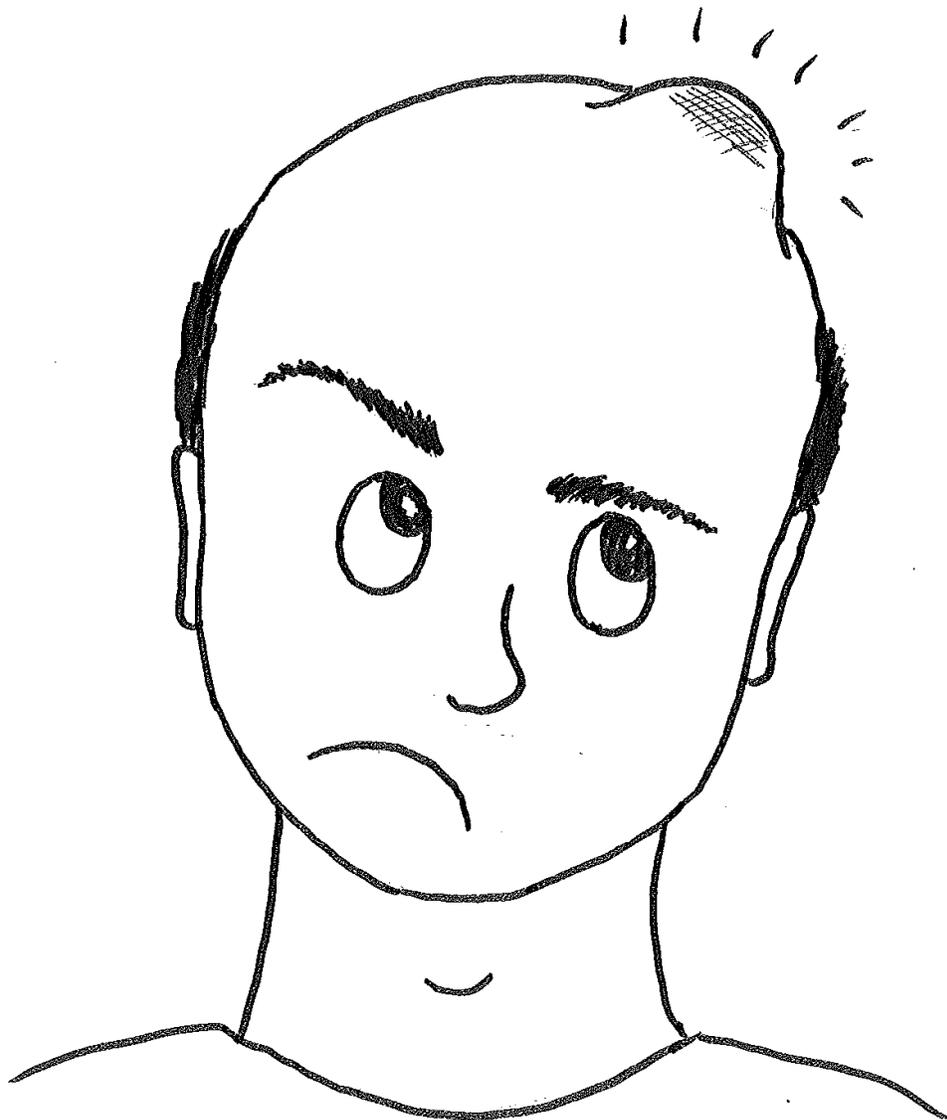
Severe



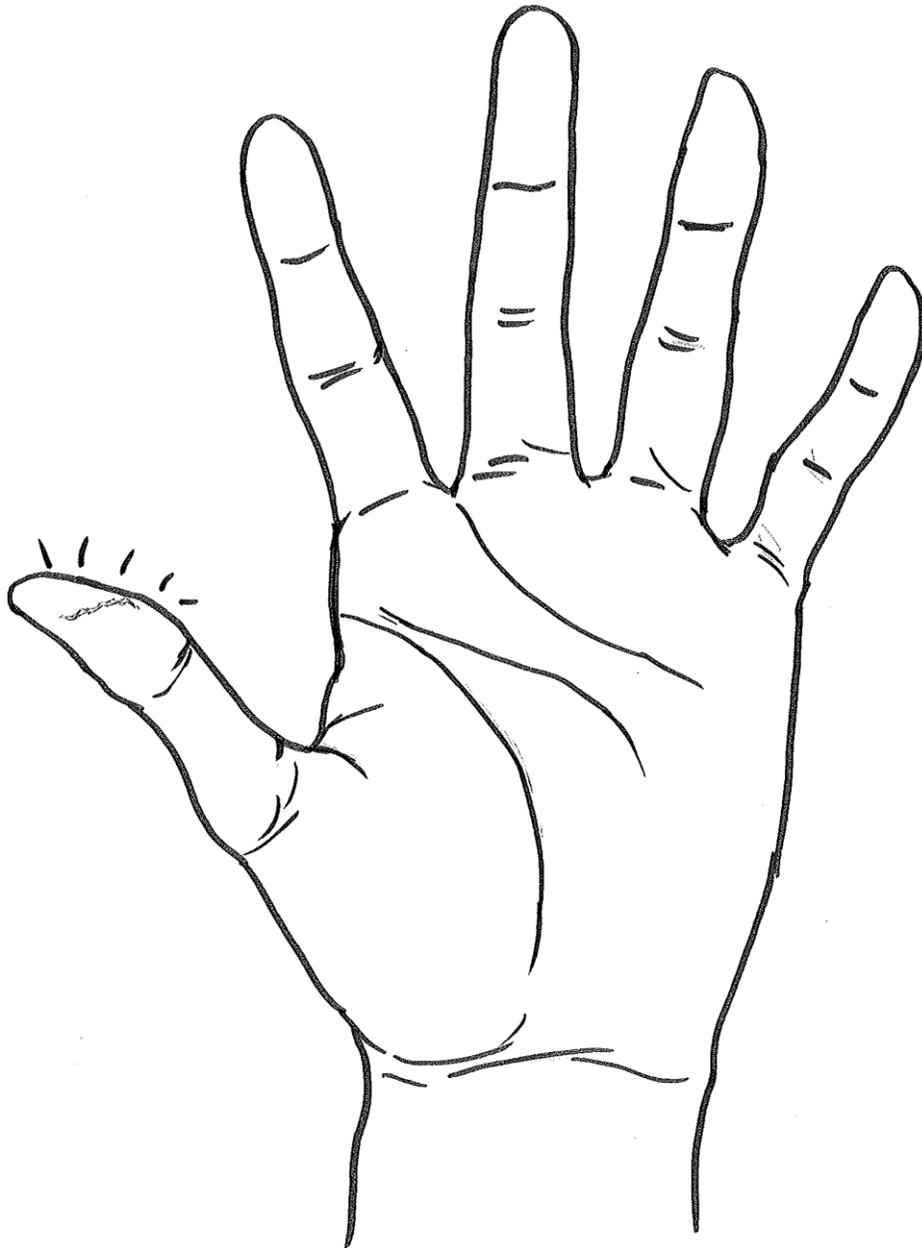
Pain Pictures A (*large*)



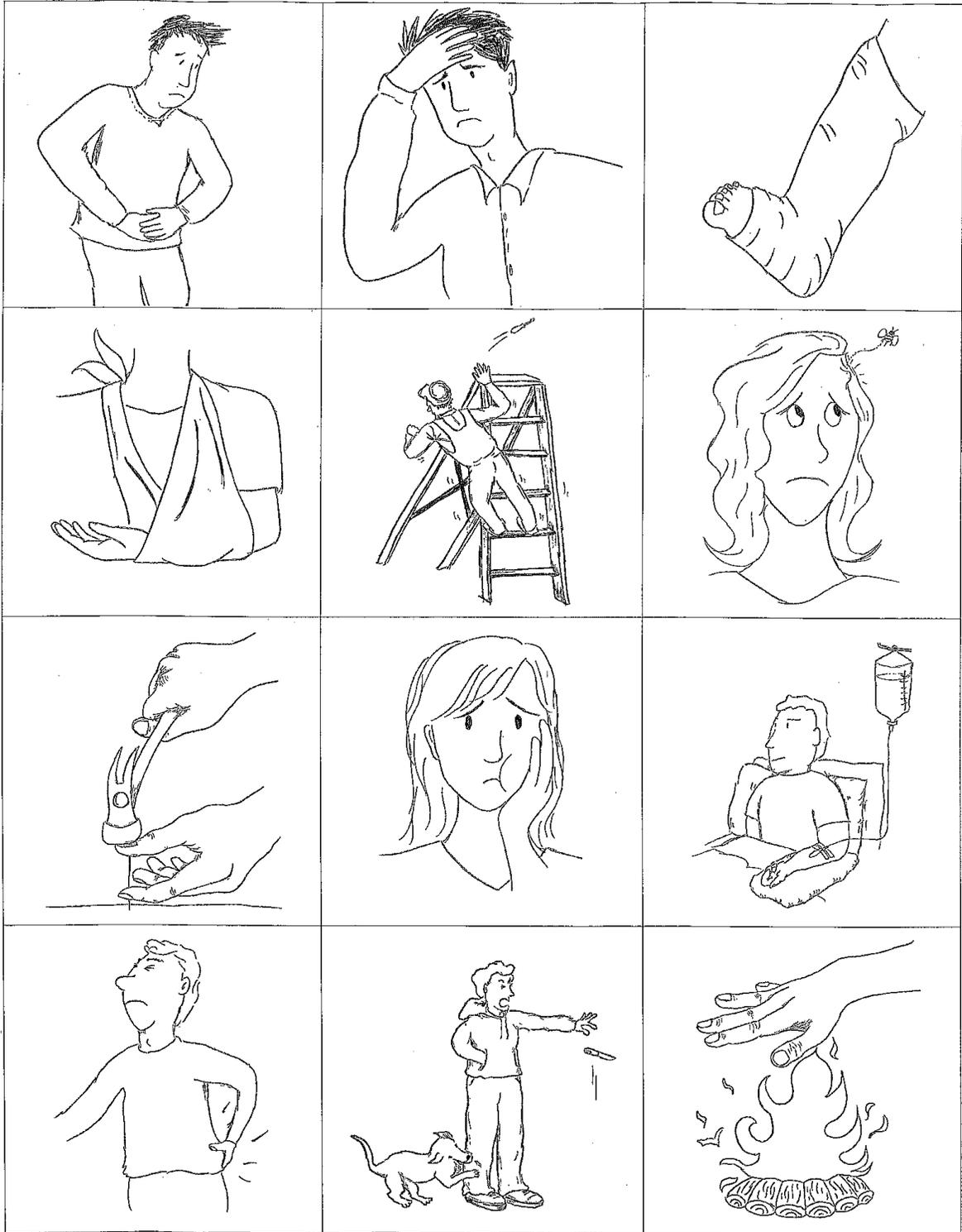
Pain Pictures A (*large*)



Pain Pictures A (*large*)



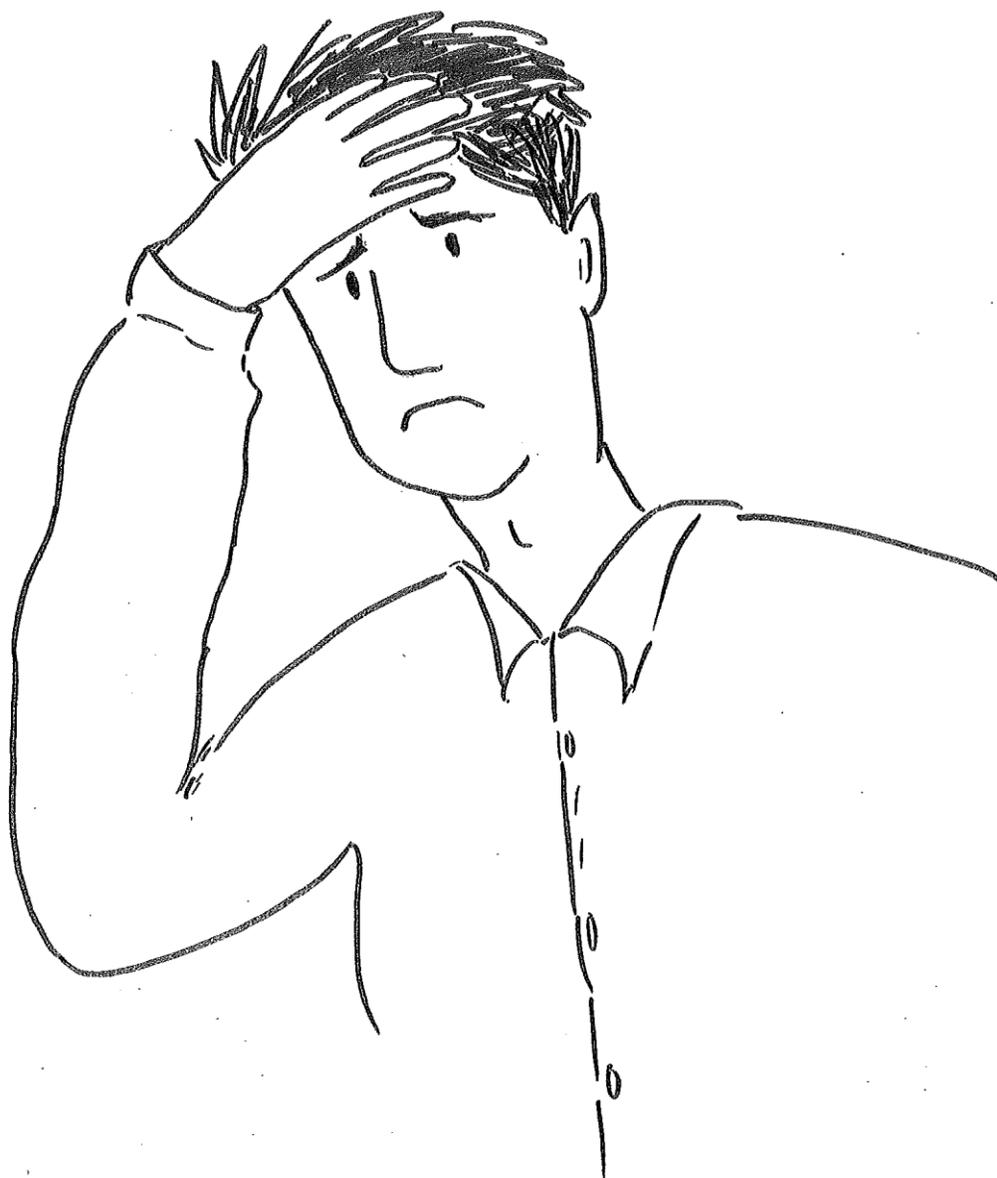
Pain Pictures B (small)



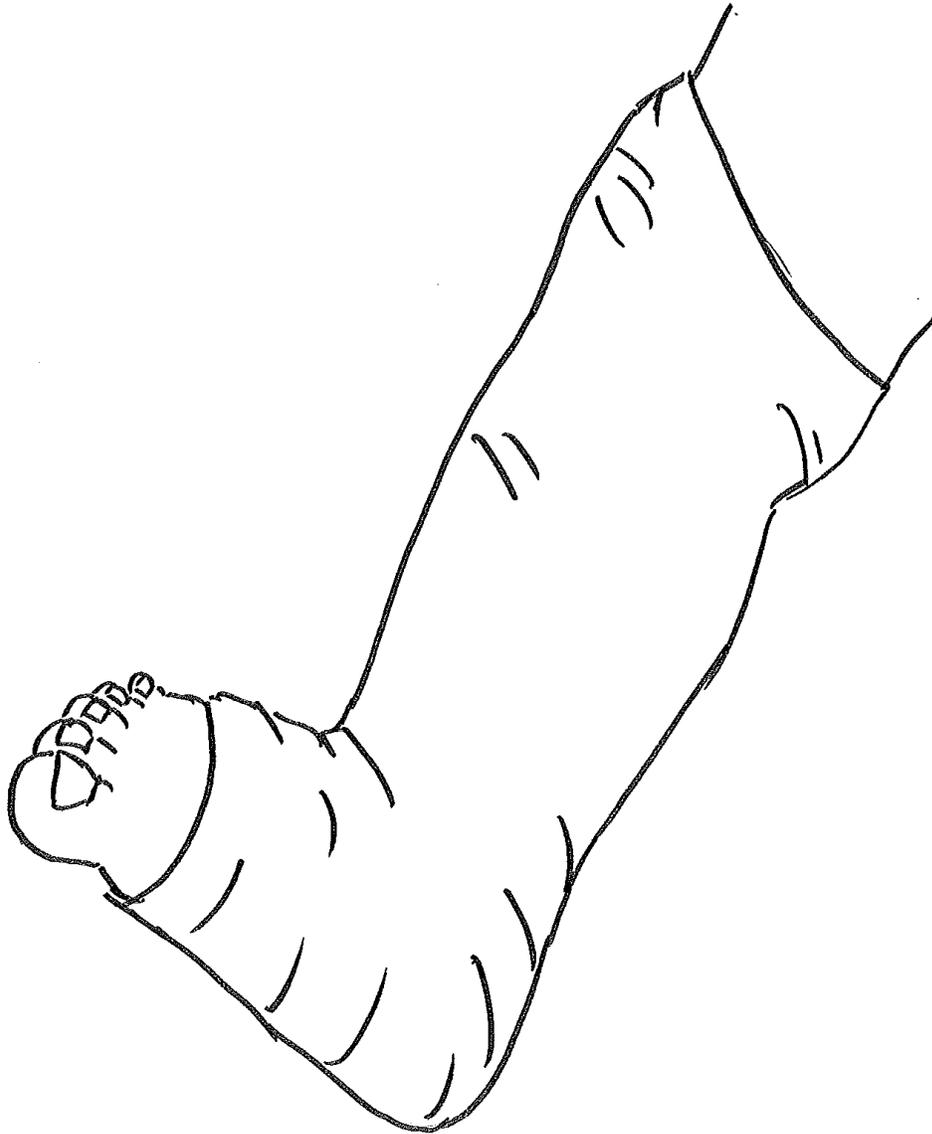
Pain Pictures B (*large*)



Pain Pictures B (large)



Pain Pictures B (large)



Pain Pictures B (*large*)



Pain Pictures B (large)



Pain Pictures B (large)



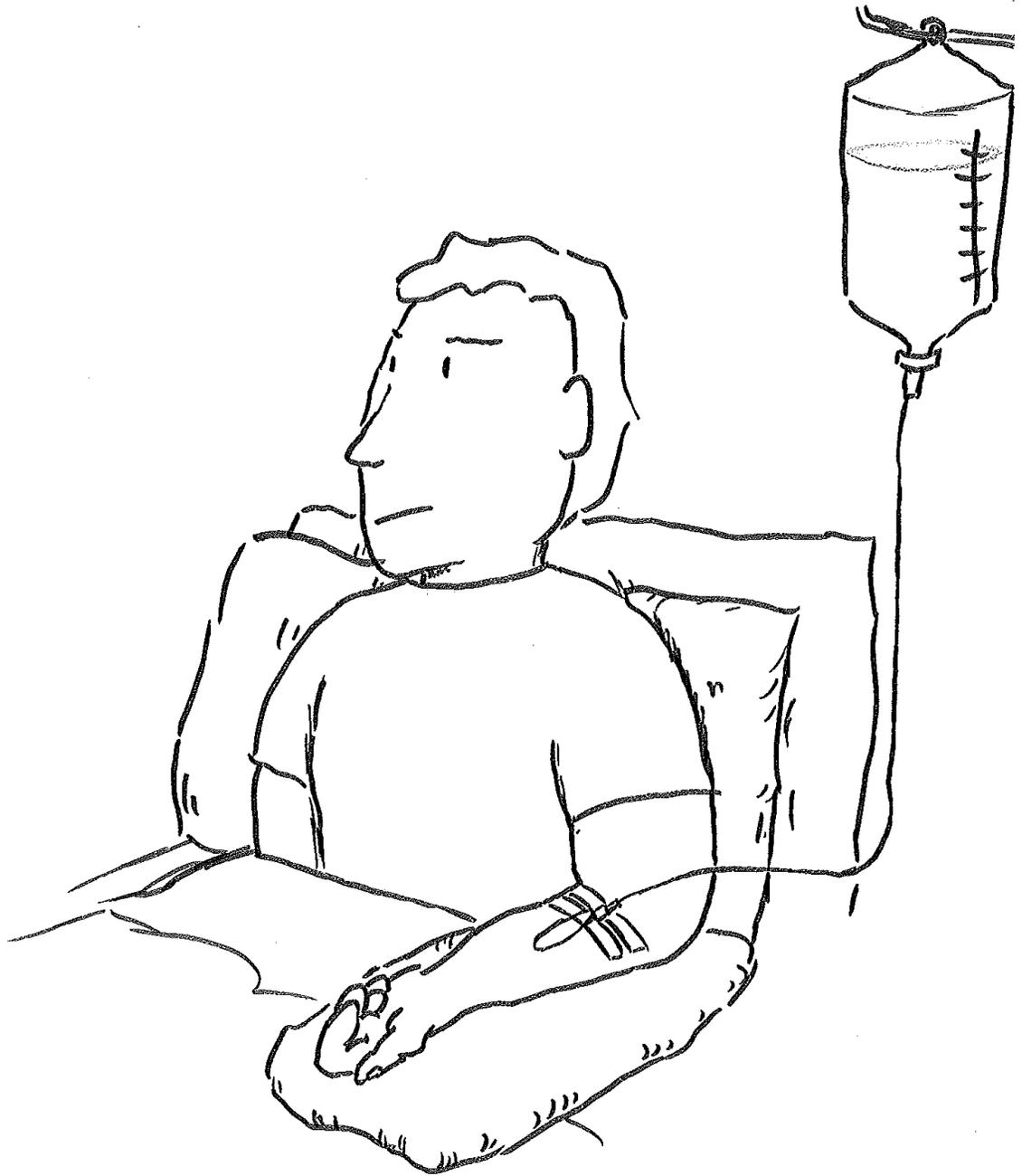
Pain Pictures B (large)



Pain Pictures B (*large*)



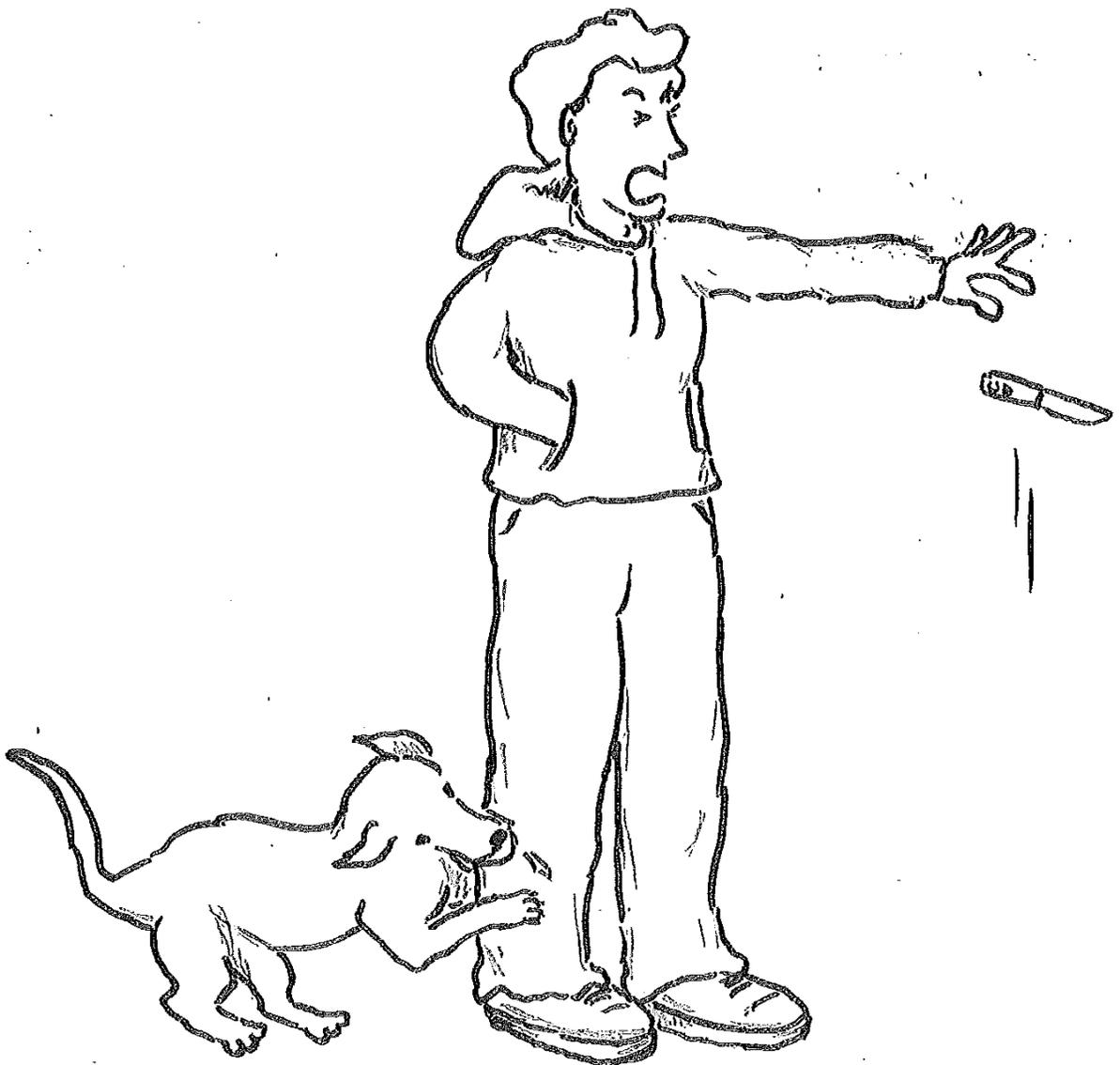
Pain Pictures B (large)



Pain Pictures B (*large*)



Pain Pictures B (large)



Pain Pictures B (large)



Acute-Chronic Chart

CHRONIC	
ACUTE	

Vocabulary-definition Match

mild	pain that is not strong
moderate	medium pain
severe	very strong pain
constant	it stays for a long time
intermittent	it comes and goes
acute	sudden, just started or recent
chronic	over a long period of time, 6 + months

sharp	strong, sudden pain
cramping	sudden, tight muscle pain
tingling	light pain, like little needles on or in your skin
numb	to not have any feeling in that part of your body.
itchy	You want to scratch because it's _____
throbbing	hot, strong, pounding pain

Case Studies Worksheet Level 4/5

1. Kate is a 17 year old woman. She touched a hot stove and burned her right hand. Kate has mild pain in her right hand. She rates her pain 3 out of 10. The pain is intermittent and itchy. 30 minutes later, Kate goes to the clinic for medical help. A nurse sees Kate and asks her some questions. How would Kate answer the nurse's questions?

Nurse: Where do you have pain?

Kate: I have pain in my _____.

Nurse: How much pain do you have?

Kate: I have _____ pain.

Nurse: What would you rate your pain out of 10?

Kate: I would rate my pain _____ out of 10.

Nurse: When did your pain start?

Kate: My pain started _____ - _____ ago.

Nurse: Is your pain constant or intermittent?

Kate: My pain is _____.

Is Kate's pain acute or chronic? _____

2. John is a 28 year old man. He hit a tree while riding his bike three years ago and continues to have moderate pain in his left arm and it is moving into his fingers. He rates his pain 5 out of 10. The pain is constant. John goes to the doctor. A nurse sees John and asks him some questions. How would John answer the nurse's questions?

John: I can't use my computer.

Nurse: Where do you have pain?

John: I have pain in my _____.

Nurse: How much pain do you have?

John: I have _____ pain.

Nurse: What would you rate your pain out of 10?

John: I would rate my pain _____ out of 10.

Nurse: When did your pain start?

John: My pain started _____ ago.

Nurse: Is your pain constant or intermittent?

John: My pain is _____.

Is John's pain acute or chronic? _____

Is John's pain radiating? _____

3. **Bob is a 46 year old man. For the first time, he is having moderate pain in his chest and he feels it moving down his arm. He rates his pain 5 out of 10. The pain is constant and has a tingling feeling. 10 minutes later Bob's son drives Bob to St. Patrick's Hospital Emergency for medical help. A nurse sees Bob and asks him some questions. How would Bob answer the nurse's questions?**

Nurse: Where do you have pain?

Bob: I have pain in my _____.

Nurse: How much pain do you have?

Bob: I have _____ pain.

Nurse: What would you rate your pain out of 10?

Bob: I would rate my pain _____ out of 10.

Nurse: When did your pain start?

Bob: My pain started _____ ago.

Nurse: Is your pain constant or intermittent?

Bob: My pain is _____.

Is Bob's pain acute or chronic? _____

Is Bob's pain radiating? _____

4. Millie is a 36 year old woman. She has a two year history of moderate back pain. She has been having severe back pain for the last two days. She feels throbbing pain down her legs, also. She rates her pain 9 out of 10. The pain is constant. Millie goes to St. Patrick's Hospital Emergency for medical help. A nurse sees Millie and asks her some questions. How would Millie answer the nurse's questions?

Nurse: Where do you have pain?

Millie: I have pain in my _____.

Nurse: How much pain do you have?

Millie: I have _____ pain.

Nurse: What would you rate your pain out of 10?

Millie: I would rate my pain _____ out of 10.

Nurse: When did your pain start?

Millie: My pain started _____ ago.

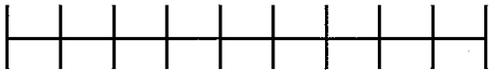
Nurse: Is your pain constant or intermittent?

Millie: My pain is _____.

Is Millie's pain acute or chronic? _____

Is Millie's pain radiating? _____

Pain Scale (wallet size)

<p style="text-align: center;">Pain Scale</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 5px;"> 1 2 3 4 5 6 7 8 9 10 </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Mild</p>  </div> <div style="text-align: center;"> <p>Moderate</p>  </div> <div style="text-align: center;"> <p>Severe</p>  </div> </div>	<p style="text-align: center;">Pain Scale</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 5px;"> 1 2 3 4 5 6 7 8 9 10 </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Mild</p>  </div> <div style="text-align: center;"> <p>Moderate</p>  </div> <div style="text-align: center;"> <p>Severe</p>  </div> </div>
<p>Pain Questions</p> <p>Where do you have pain? I have pain in my _____.</p> <p>How much pain do you have? I have _____ pain.</p> <p>What would you rate your pain out of 10? I would rate my pain _____ out of 10.</p> <p>When did your pain start? My pain started _____.</p> <p>Is your pain constant or intermittent? My pain _____.</p>	<p>Pain Questions</p> <p>Where do you have pain? I have pain in my _____.</p> <p>How much pain do you have? I have _____ pain.</p> <p>What would you rate your pain out of 10? I would rate my pain _____ out of 10.</p> <p>When did your pain start? My pain started _____.</p> <p>Is your pain constant or intermittent? My pain _____.</p>