



Chapter 1 - 2

Risk and Protective Factors

So... How Do You Feel About That?

Suggested Duration: 30 min.

Lesson Objectives

Students will learn to recognize emotions during and after a specific situation and that their peers also feel an array of emotions just like they do. Additionally, students will be able to understand the conceptual difference between a situation and a mood.

Grade 7 and 8 are critical - and often challenging - years. Youth at this age are wired to begin the transition from a strong reliance on their parents to greater autonomy in general and within peer groups. It is not uncommon for youth in these grades to feel “different” than their peers – to feel like they don’t “fit in”. This can be a lonely time for many youth as they (mistakenly) believe that they are feeling and experiencing things that their peers are not. This is, unfortunately, a common cognitive distortion for this age-group. This activity is intended to help students not only recognize their emotional responses to various situations, but also to help them notice that their peers also experience similar emotional responses. Through this lesson, we hope that students will understand that they are not alone and that, along with their classmates, they really are “all in this together”.

Summary of Tasks/Actions

Suggested Actions/Lesson Planning:

**Note that this activity can be used and/or repeated throughout the entire novel study.

1) As a class, brainstorm various emotions that Harry Potter is experiencing throughout these chapters. Examples may include: frustrated, lonely, happy, excited, anxious, scared, disappointed, proud, eager, guilty, sad, etc. Invite students to call out various emotions Harry may be experiencing and write these on a Flip Chart paper at the front of the class.

2) To add to this brainstorm, provide each student with 5 Post-It notes. Invite the students to write down 5 emotions (i.e., one on each of the Post-It notes) that they, themselves, have experienced within the last week. These may or may not be emotions from the list generated through the initial brainstorming activity.

3) Go around the classroom and collect all of the Post-It notes. Before collecting, explain to the students that you will mix them up as you are collecting them. This will help alleviate fears any preserve anonymity.

4) Once you've collected all of the Post-It notes (and they have all been thoroughly mixed up), quickly read off each of the emotions. If any emotions have not already been noted on the Flip Chart paper, write down this additional emotion on the Flip Chart paper. Do not simply stick the Post-It note on the Flip Chart paper as students may be fearful that others will recognize their handwriting.

5) A thorough list of emotions should now be on the Flip Chart paper at the front of the classroom. With this list visible, invite students to complete the attached worksheet.

Materials/Equipment

- Worksheet (attached)

SOO... HOW DO YOU FEEL ABOUT THAT?

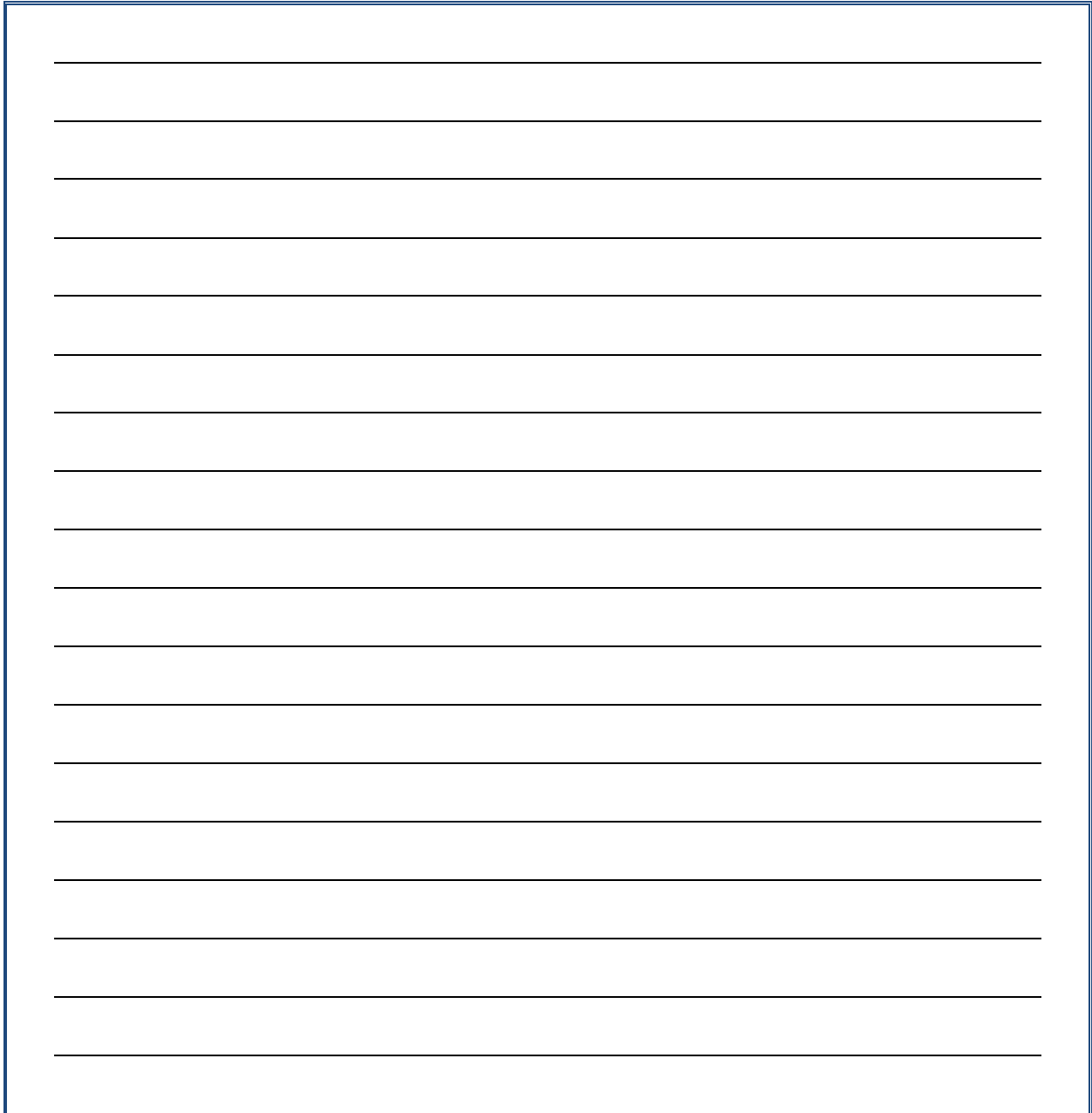
Being able to understand how different situations that we're facing affect our moods is a skill that we continue to learn throughout our whole lives. Harry Potter finds himself in lots of very pleasant and very unpleasant situations throughout this novel.

To complete the following chart, identify and describe 3 situations in which Harry experiences a strong mood. Don't forget to also identify the page number of each situation. Next, list the mood(s) that Harry experiences in each situation.

Situation	Page #	Mood(s)
1)		
2)		
3)		

ORDINARY AND MAGICAL WORLDS

Compare and contrast the differences between the 'ordinary' (muggle) and 'magical' (wizard) worlds represented in these first two chapters.



A large rectangular box with a blue border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, providing a space for the student to compare and contrast the 'ordinary' (muggle) and 'magical' (wizard) worlds.



Chapter 1 - 2

Risk and Protective Factors

Which House are You? (Sorting Hat Exercise)

Suggested Duration: 1 to 2 50 min. periods

Lesson Objectives

Students will identify which Hogwarts school house best represents their personalities.

Students will be grouped into houses throughout the project based on their personality and use of a digital sorting hat.

Summary of Tasks/Actions

Suggested Actions:

This lesson is **optional**.

- Introduce your students to the 4 different Harry Potter houses (have students research each house if time permits). Familiarize yourself with the Pottermore website as well as the 4 different houses within Hogwarts.
- If you are looking for a unique way to enhance your students' experience throughout this project, one way is to have your students join a Harry Potter house. Post the houses in your classroom and have competitions awarding point throughout (Quidditch competitions, etc.).

Lesson Planning:

- Explain to the students that just like the characters in Harry Potter, they will be sorted into their respective houses for the duration of this project.
- Have the students visit: <https://www.wizardingworld.com/news/discover-your-hogwarts-house-on-wizarding-world>
- Students will need to login and register at Pottermore; this is optional but can be a valuable resource for students to explore throughout the duration of this curriculum.
- Have students complete the Discover Your Hogwarts house activity after registration and share with you which house they are assigned to.

- Post and share with the entire class which house each student belongs to. Be sure to include yourself and other educators and staff throughout the school.

Optional – Hold a sorting ceremony with a hat and play the Sorting Song while announcing to everyone in the class who has been sorted into which house.

Optional – Have students design their own poster with their names on it and the symbol from their house for display on their desk.

Materials/Equipment:

- Pottermore: <https://www.wizardingworld.com/news/discover-your-hogwarts-house-on-wizarding-world>
- Hat (Optional)



Chapter 1 - 2

Hogwarts Classes

Yearbook

Suggested Duration: 1 to 2 50 min. period for prep and on-going

Lesson Objectives

- Students will create a yearbook for their Hogwarts class.
- Students will create biographies for themselves and their Houses
- Students will use media to create a class photo, an individual photo, and a series of candid House photos.

Summary of Tasks/Actions

Suggested Actions/Lesson Planning:

- Students will work in their Houses to create a biography for their House
- Students may work as teams or individually to create brief biographies to be featured with their pictures
- Students will take a full class photo (in costume or in uniform, if available)
- Students will take an individual photo
- Students will work in House teams to create a series of no more than 5 candid photos
- Students will use media technology to create their House pages
- A colour version of the Yearbook could be printed

Materials/Equipment:

- Access to technology
- Costumes or a uniform of choice
- Final product could be digital or physical



Chapter 1-2

Hogwarts Classes

Magic Wand Creation

Suggested Duration: 1 to 2 50 min. period for prep and on-going

Lesson Objectives

- Students will examine the role of wands in Harry Potter and what makes each wand unique.
- Students will find and then create their very own wand using materials from outside and inside the classroom.
- Students will have their own completed wand to use throughout the project.

Summary of Tasks/Actions

Suggested Actions/Lesson Planning:

This is an optional activity. If your students enjoy hands on activities and you're looking for a unique art activity, this project allows your students to create their very own unique Harry Potter Wand.

Prior:

- Gather materials that you will need to allow your students to create their own wands: e.g. paint, tape, glitter, markers, sandpaper, etc.
- Students should have recapped Books 1 and 2 and have an understanding of how each Wizard selects their own wand

Activity:

- Review with your students the different wands that the characters in Harry Potter possess
- You may use this resource on wands: <http://harrypotter.wikia.com/wiki/Wand>
- Discuss with your students how each wand is unique
- Identify parameters for the wands' size and thickness and then accompany your students outside to gather sticks/ select a wand
- As a group go outside. If you are in an urban environment with no access to woods or trees, plan ahead and ask students to bring in their own materials or speak to the school shop teacher about finding dowels for your students

- Each student should select a piece of wood for their wand and bring it back inside to begin the process of building their wand
- After they have completed their wand these can be used for magic practice during the project

Materials/Equipment:

- Technology – research, ideas, Pottermore
- Access to trees or wood
- Access to wood shop or tools (optional)
- Paint/ decorating materials (optional)

CHAPTER 1: OWL POST

1. Why is Harry working so hard to do his homework? What does this tell us about the character?

2. Why is Harry relieved to have lived to see his 13th birthday?

3. Why was Ron's phone call to Harry so important, even though it did get Harry into trouble?

4. Why was this birthday such a special birthday for Harry?

CHAPTER 2: AUNT MARGE'S BIG MISTAKE

1. How do you think it makes Harry feel to be told by Uncle Vernon to act “normal”, and pretend that he attends a school for incurably criminal boys when Aunt Marge comes to visit?

2. How does Harry use this unpleasant request from Uncle Vernon to his benefit?

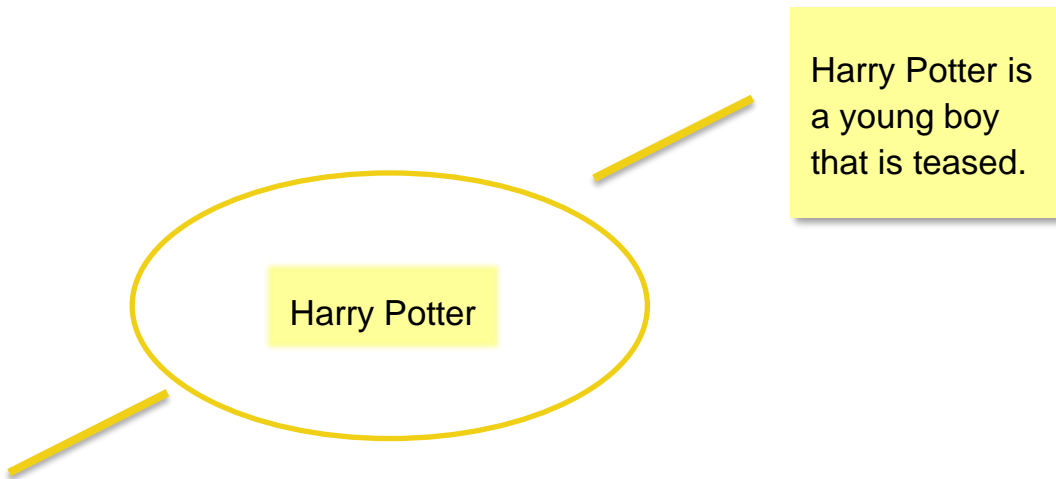
3. Do you think Harry was justified in using magic on Aunt Marge to make her expand and float?

4. What does Harry's escape from the misery of the Dursley home at the end of chapter two tell us about Harry's character?

READING ACTIVITY

Read the back of the book to students to give them an idea of what the novel will be about.

Pre-Reading Activity: Have students discuss and brainstorm what they know about the Harry Potter books/characters. (You could also do a variation of how the students feel about doing a novel study on Harry Potter). Ask them not to provide spoilers about this book or later ones.



Reading: Read the novel to students, have them follow along and encourage popcorn reading as students get more comfortable.

Activity: Students will be given a *Think About* worksheet to complete at the end of the reading. Students will use sticky notes to jot down connections to the book and its characters. Students should focus their thoughts on characters (development, traits, feelings, etc.).

- Teacher will model how to fill in the *Think About* sheet and use the sticky notes while reading.

After Reading: After reading, students should expand on the content of their sticky notes while filling in the *Think About* worksheets.

THINK ABOUT

Please complete the following "Think About". Each section should have around 5–6 sentences.

I Read...	This reminds me of...
Identify key information from the novel:	Make connections between the novel and the characters from Harry Potter to your own experience:
Draw conclusions about how the characters' thoughts and feelings affected their behaviour and actions:	

UNIT 1 (CHAPTERS 1 & 2): JOURNAL ENTRY QUESTIONS

Pre-Discussion/ Post-Reading Journal Entry

After you've finished the assigned reading, please complete the following questions independently:

1. Describe the main characters and how they've developed since your last assigned reading. What have you learned about them? Have they changed at all? If they have changed, what's changed? Give examples from the novel to support your ideas.
2. Do any of the character from the assigned reading relate to you? Can you relate to their thoughts, feelings or experiences? Have you had similar thoughts, feelings, or experiences in the past?
3. Pick one character and describe how this character's thoughts or feelings impacted their behaviour. For example, before they acted and did something, what were they thinking or feeling? Do you think that if this character had thought differently about a situation or event, this might have changed how they felt about it and, ultimately, how they acted or behaved?

Post-Discussion Journal Entry

After discussing the answers above with classmates/members from your house, please complete the following questions:

1. Who made excellent points and observations?
2. What did you learn that you hadn't thought of before?
3. Did you change your mind about anything?
4. Whose opinions about the story did you really like?
5. Who liked your opinions?
6. Who disagreed with you?
7. What did you do to help others learn?
8. What was the best part of the discussion today?
9. Next time, to make the discussion even better, I am going to...