

DISTRESS AND RESILIENCE

1. What do you think “distress” means?

2. What do you think “resilience” means?

3. How do Harry’s life experiences (risk factors) to this point make him feel?

4. What are some destructive ways that Harry Potter might use to cope with his experiences?

5. What helps Harry become more resilient?

a.

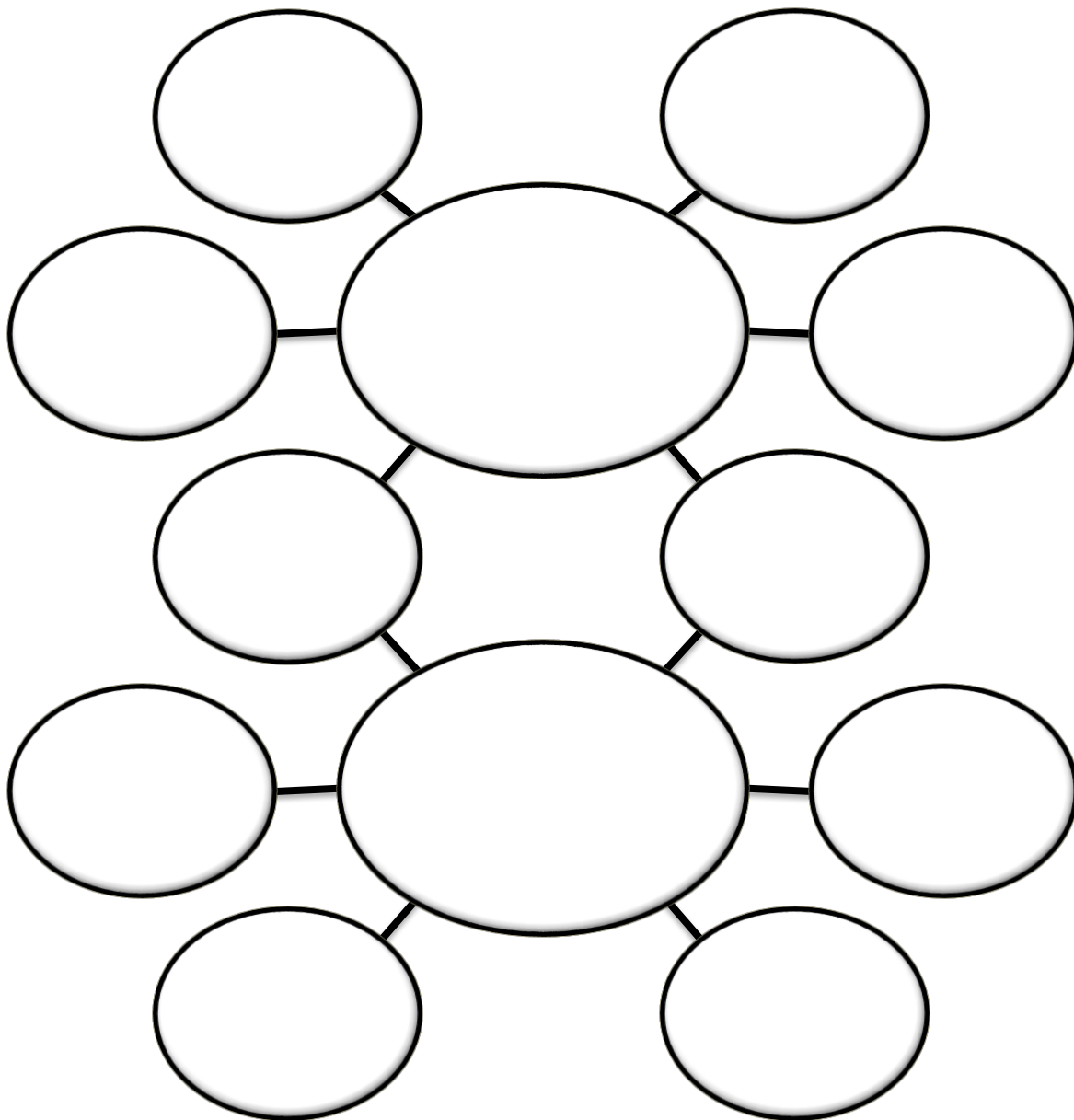
b.

6. Have you ever experienced stress or distress in your life? Explain. (Only share if you feel comfortable. You are permitted to skip this question.)

7. Have there been things in your life that have helped you cope better and become more resilient?

CHARACTER COMPARISON

Compare and contrast two characters from the story.



CHAPTER 3: THE KNIGHT BUS

1. How was Harry found by the Knight Bus?

2. Why does Harry hide his identity from Stan Shunpike?

3. How does the conversation that Harry overhears between Stan and the bus driver about Sirius Black make Harry feel?

4. Why does Fudge not punish Harry for inflating Aunt Marge?

CHAPTER 4: THE LEAKY CAULDRON

1. Harry finds himself in between worlds at the beginning of this chapter outside the Dursley's house, but miles away from Hogwarts or Diagon Alley. What is this experience like for him?

2. Ernie and Stan's conversation during the bus ride reinforces how famous Harry is among wizards. This fame can be bittersweet for Harry. What are the pros and cons of Harry's fame (e.g., he often gets special treatment or protection, but he doesn't always want it)?

3. What qualities does Harry appreciate/like about the Weasley family? Compare the Weasley family to the Dursleys.

CHAPTERS 1 – 4 QUESTIONS

1. What gift does Ron send Harry for his birthday?

2. What exciting thing do third year students at Hogwarts get to do?

3. Where did Uncle Vernon tell Aunt Marge that Harry goes to school?

4. When Aunt Marge starts yelling at Harry, something happens to her. What is it?

5. While sitting on the curb, Harry starts to worry about many things. List them here:

a.

b.

c.

6. What is the new item that appeals to Harry the most?

7. What does Harry overhear Mr. and Mrs. Weasley discussing?

CHAPTERS 1-4

1. There are at least 8 risk factors for distress introduced in chapters 1 and 2 concerning Harry. Identify 4 of these risk factors and give a specific detail (with the page number) as proof.
2. How do Harry's emotions affect him physically in chapter 3?
3. There are some events in chapter 3 that cause Harry some serious anxiety. What are they? As a result of these anxiety causing factors, Harry also develops "thinking errors" (something we will say more about when reading chapter 6). He starts to "*catastrophize*" about his situation and the possible punishment. Describe the situation and punishment. Be specific.
4. In chapter 4, Harry starts to employ "stress busters" to reduce his anxiety. In your opinion, what are "*stress busters*"? There are at least 6 specific "*stress busters*" Harry uses in this chapter. List four of them and the specific details as proof.
5. Please complete the following vocabulary chart. Please write down definitions that you clearly understand.

Vocabulary Word	Page #	Dictionary Definition
Downtrodden		
Gangling		
Lunatic		
Jovially		
Insolent		

Vocabulary Word	Page #	Dictionary Definition
Protruding		
Dispatched		
Apothecary		
Sumptuous		
Retorted		

REFLECTION ACTIVITY

*****Students are asked to submit their weekly work to their teacher at the beginning of class*****

Introduction: Review and recap the concepts learned and discussed throughout the week (Anxiety, Risk Factors, and Protective Factors). Give students a post-it note to write down:

1. One thought about our discussion
2. One thing that doesn't make sense to them
3. One thing that they learned

Activity: Introduce the journal entry for the week. This is based on a discussion question that students are asked to reflect on and respond to through journal writing. Students are asked to use the APE (Answer it, Prove it, Explain it) method for connecting to these questions (30 mins).

Post Activity: Have students continue with their silent reading and jot notes for their *Think About* worksheets. Students can also work on the chapter weekly work to be submitted for the following week.

READING ACTIVITY

Pre-Reading Activities:

Review and discuss the material read previously as a class. Students should be reading every day. Remind students of this responsibility while reading (sticky notes) and the *Think About* worksheet.

Independent Student Reading (20 minutes)

Mini-Lesson: Anxiety and Strategies for Coping

Discussion: What is Anxiety?

Teacher Facilitated Discussion:

Ask the students if anyone has ever felt anxious? [noting that actually everyone will have experiences of fear, worry and/or panic in their lives] When did you feel this? How did it make you feel?

How it Feels to Have Anxiety (Physically, Emotionally):

Do you think there are different levels of anxiety? As a class, discuss and create an anchor chart for an Anxiety Scale. Create 3 different levels and define the difference between mild, moderate, and severe. Discuss and explain that an event can, for example, cause mild anxiety for one person and severe anxiety for another.

Post Activity:

Have students create a character sketch of themselves and/or Harry when confronted with anxiety. The anxiety level should reflect the section of the novel and his state of mind. Please include physical and emotional impacts anxiety may have in your drawing.

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 2 (CHAPTERS 3 & 4): 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...