



Chapter 6

Continuation of Cognitive Distortions

Thought Connections

Suggested Duration: 20 min.

Lesson Objectives

Students will practice recognizing the connections between thoughts and behavioural and physical reactions.

Summary of Tasks/Actions

Suggested Actions:

- 1) Hand out and ask students to complete the attached chart.
- 2) There are 2 blank spaces for the students to create their own Thought Connections based on the novel.

Materials/Equipment:

- Worksheet attached

THOUGHT CONNECTIONS

Based on the situations below, how do you think the characters are they most likely to respond emotionally, physically and behaviourally?

	Mood	Physical Reaction	Behaviour
Harry and Ron are looking at their tea leaves and Professor Trelawney tells Harry that he has the Grim. Harry is unfamiliar with the Grim.			
Professor Trelawney tells Neville that he will break a glass.			
The class tells Professor McGonagall about Professor Trelawney's predictions.			

HOW THOUGHTS AFFECT BEHAVIOURS

Why are Harry and Ron worried about Professor Trelawney's tea-leaf readings? Why does Hermonie not appear to be alarmed by Professor Trelawney's predictions? How do their thoughts affect each of their behaviours?



A large rectangular box with a blue border, containing 18 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.



Chapter 6

Hogwarts Classes

Potions

Suggested Duration: 1 to 2 50 min. period

Lesson Objectives

Students will use various materials to create a potion that will turn into crystals. (A recipe for rock candy may also be used.)

Summary of Tasks/Actions

Suggested Actions:

- Students will use the scientific method to investigate the creation of crystals
- Students will gather, measure, and distribute materials according to classroom instruction
- Students will observe the development of their crystal potion over time
- Students will submit their completed assignment for assessment

Materials/Equipment:

- Science textbook
- Various materials, depending on recipe used
- Lab report document

CHAPTER 6: TALONS & TEA LEAVES

1. From what you know so far, describe the key differences between Professor Trelawney and Professor McGonagall. How do their teaching styles differ?

2. How do you think Malfoy's behaviours affect Harry?

3. Why do you think that Malfoy takes it upon himself to make life difficult for other people, particularly Harry?

4. Hermonie is taking three classes at nine o'clock on the same day. How do you think she is managing to do this?

CHAPTER 6 QUESTIONS

1. Who is a good person for Harry to check in with when he has an upsetting thought? What makes this person(s) someone helpful for Harry to turn to? Be specific.

2. Who are good people for you to check in with when you have an upsetting thought? What makes this person(s) helpful to turn to?

3. Please complete the following vocabulary chart. Please write down definitions that you clearly understand.

Vocabulary Word	Page #	Dictionary Definition
Contemptuous		
Chortling		

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 4 (CHAPTER 6): 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...