

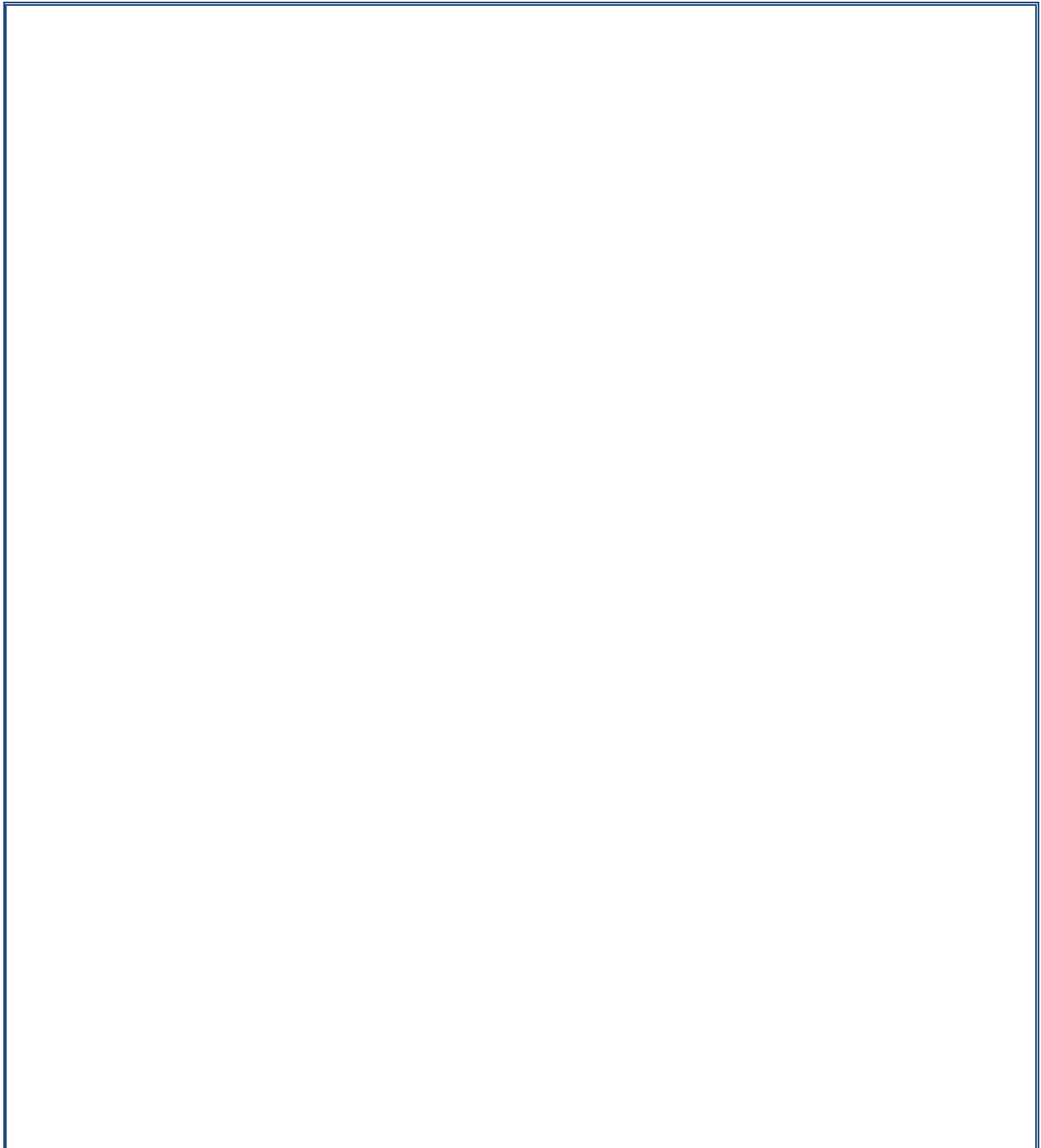
# FACING YOUR FEARS

Why does a boggart take on a different appearance for each student? Do you think it is a good idea to face your fears? Why or why not?

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 a student to write their answer to the question above.

# DO YOU HAVE A “BOGGART”?

What is your greatest fear/boggart? Outline how you can combat your fear/boggart by using laughter? Try to consider your fear in the most amusing way possible.

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## Chapter 7

### Hogwarts Classes

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#### Transfiguration

Suggested Duration: 1 to 2 50 min. periods

#### Lesson Objectives

- To engage students in media-based activities
- Students will choose their transformation from SnapChat, Instagram, or iPad features
- To facilitate discussion about how outside images can sometimes be misleading or sometimes empowering

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#### Summary of Tasks/Actions

##### **Suggested Actions:**

Students will ‘attend’ some traditional Hogwarts classes.

Transfiguration is a branch of magic that uses spells to alter the appearance of an object or person.

Students will take a “before” picture of themselves with no filters. Students will then choose from a variety of filters (see above) to one that they feel best suits their personality. A screenshot will be taken and uploaded into the teacher file for use in a larger classroom project (such as a yearbook) or it can be presented to the class as a whole in a media format.

##### **Materials/Equipment:**

Students may use their own technology, if applicable.

Access to technology (Smartphone, iPad, etc.)

# DISCUSSION QUESTIONS:

## CHAPTER 7

1. Do the boggarts get defeated right away or does it take time to defeat them? What are the steps are taken to defeat a boggart?
2. What is the importance of humour when defeating boggarts?
3. Is it true that anyone, even someone as anxious as Neville, can learn to manage his or her worries and anxiety? Explain.
4. What does Harry think when Professor Lupin stops him from facing the dementor? Are Harry's thoughts accurate? What errors in thinking could Harry be making?

# CHAPTER 7: THE BOGGART IN THE WARDROBE

1. Describe what a boggart is.

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2. What do the students have to do to defeat the boggart?

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3. Why does Harry believe Professor Lupin didn't give him a chance to defeat the boggart? How does this make Harry feel?

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4. Why do you think Professor Lupin stopped Harry from taking on the boggart?

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5. How do Neville's feelings about himself change before and after defeating the boggart?

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# CHAPTER 7 QUESTIONS

1. In what ways have you experienced stress or “distress” in your life? Explain. What are the things in your life that helped you cope better and become more “resilient”?

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2. What are some of the strategies that Harry uses in this chapter that help him manage his worries? Be specific.

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

<b>Vocabulary Word</b>	<b>Page #</b>	<b>Dictionary Definition</b>
Grimace		
Mutilating		
Banshee		

# THINK ABOUT

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

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



# UNIT 5 (CHAPTER 7): 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...